



West Rise Junior School

Inspection Report

Unique Reference Number 114467
LEA East Sussex
Inspection number 279387
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector David Curtis AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Chaffinch Road
School category	Community		Eastbourne
Age range of pupils	7 to 11		East Sussex BN23 7SL
Gender of pupils	Mixed	Telephone number	01323 764037
Number on roll	271	Fax number	01323 764575
Appropriate authority	The governing body	Chair of governors	Mr Angus Scott
Date of previous inspection	12 June 2000	Headteacher	Mr Mike Fairclough

Age group 7 to 11	Inspection dates 13 March 2006 - 14 March 2006	Inspection number 279387
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average size junior school. Most pupils are White British, with a small number from minority ethnic families. A very small number of pupils have English as an additional language. A few pupils come from Traveller families. The proportion of pupils with learning difficulties or disabilities is above the national average. The proportion of pupils entitled to free school meals is above average. Standards on entry are well below average. The current headteacher was appointed in April 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspection evidence judges the school to be good and this supports fully the school's view of its own effectiveness. The school gives good value for money. Standards at the end of Year 6 are broadly average. Pupils' achievement is good. The school recognises that standards in English, particularly writing, still need to be raised. The quality of handwriting is not good enough, particularly for pupils in Years 5 and 6. Standards in ICT have improved dramatically since the previous inspection. Pupils enjoy school and behaviour is good. Attendance has improved in the last year and is satisfactory. Relationships between pupils are good. On those occasions when lesson introductions are too long, pupils' interest and enthusiasm waver. Teaching and learning are good. Lesson planning is a strength, as is the use of learning support assistants. Teachers' subject knowledge is good. Teachers show particularly good skills in demonstrating and explaining new learning although occasionally this goes on for too long. Whilst it is improving, assessment is not being used consistently to tell pupils how well they are doing and what they need to do to improve. The curriculum is good, with an exciting range of extra-curricular activities. Pupils are cared for exceptionally well. Leadership and management are good. Governance is outstanding. The headteacher's passion results in a relentless drive to improve the school by raising achievement. The quality of self-evaluation is impressive. Staff and governors really know the school's strengths and weaknesses. Action to address weaknesses is rigorous and demanding of staff, pupils and parents. The school's capacity to improve is very good. Parents are very supportive of the school. One wrote, 'I feel that this is an excellent school, my child loves it. It is improving all the time'.

What the school should do to improve further

*continue to raise standards in writing, with a special focus on the quality of handwriting in Years 5 and 6 * build on the new initiatives in assessment to ensure that all pupils know how well they are doing and what they need to do in order to improve their work * ensure that lesson introductions are not too long and that they engage all pupils.

Achievement and standards

Grade: 2

Pupils enter Year 3 with standards that are well below average. By the end of Year 6, pupils have made good progress to achieve broadly average standards. They do well to meet challenging targets. In English, standards are not as good as those in mathematics and science. There is a particular weakness in writing, of which the school is aware. Improving writing is its number one priority. There is good evidence to show that standards are improving, especially in pupils' use of more exciting vocabulary. Standards of handwriting are inconsistent and need to be improved. Pupils with learning difficulties or disabilities make good progress. Pupils from Traveller families, together with those who have English as an additional language, make good progress. These

groups make good progress because of high-quality support from teachers and learning support assistants. In mathematics, pupils' ability to explain number patterns is good. They show a very good knowledge and understanding of two- and three-dimensional shapes. Work in art and design is of a very high standard. A significant aspect of improved writing is pupils' imaginative descriptions of pictures which are displayed around the school. Standards in ICT have improved significantly since the previous inspection. Pupils' key skills are good. Pupils use ICT skills particularly well in other subjects, for example in creating newspaper front pages describing the finding of Tutankhamun's tomb.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school, especially because of their teachers. As one pupil said, 'Teachers are kind and helpful - if we feel down, they cheer us up'. Behaviour is good. There has been a significant drop in the number of exclusions, which were linked to a zero tolerance policy against swearing and fighting. Parents and pupils support this policy fully. Attendance has improved and is now satisfactory. Relationships are good. Where lesson introductions are too long, pupils can become bored and restless. Pupils say, 'We just want to get on with our work'. Spiritual, moral, social and cultural development is good. Through art and design, pupils reflect on their thoughts and feelings. Most pupils know right from wrong. Pupils are polite and friendly and readily engage in conversation. They are very keen to discuss improving the school grounds. Through the personal, social, health and citizenship curriculum, pupils develop a good understanding of how families in other cultures live. Pupils talk enthusiastically and knowledgeably as to why they need to eat healthily and take part in sport. They feel safe both in and out of school. The school council gives pupils a strong voice in the school community. Pupils enjoy taking part in community events, such as concerts in the local church. Their preparation for future life in society is only satisfactory because key literacy skills still need to be improved.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The quality of planning is good and helps pupils to learn new skills systematically. Teachers know their pupils well so that the work is carefully matched to individual needs. Teachers demonstrate good subject knowledge. In the best lessons, pupils answer questions eagerly, are attentive and concentrate well. These positive attitudes help them to make good progress. Relationships are very positive and pupils are effectively encouraged to work independently and to help and support one another. Pupils enjoy most lessons and are keen to learn. They are less enthusiastic when lesson introductions are too long. Learning support assistants are particularly good at supporting pupils who have been identified for extra support. As

the result of new initiatives introduced by the headteacher, teachers now assess pupils on a regular basis. In some classes, pupils are given effective feedback on their work with suggestions on how to improve. There are some very good examples of marking. However, the marking of pupils' work is inconsistent across the school. The school has identified this as an area for development. Targets are now being set and shared with pupils although this is still very much at an early stage of development.

Curriculum and other activities

Grade: 2

The school provides a wide and exciting curriculum that stimulates in pupils a desire to learn. A recent 'Writing Week' enabled pupils and their parents to share writing based on their teachers' favourite painting. The visual arts are given a high profile and the pupils have produced some stunning work. There is increasingly good provision for the use of ICT, with planned opportunities to use and apply key skills in other curriculum areas. Currently, a number of literacy and numeracy lessons are timetabled for too long. This is a key factor in some lesson introductions being lengthy and less interesting for pupils. There is a good range of well attended after-school activities. Educational visits and visitors to the school help to extend pupils' learning. The spacious building is well equipped and maintained and supports pupils' learning well.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Pastoral care is outstanding. Each pupil, irrespective of gender, ability or ethnicity, is valued and supported. Pupils are taught to feel safe and secure in school. They are confident that they have adults to talk to if they are worried. The school provides a safe environment where pupils can flourish and succeed. Very effective child protection arrangements are in place. The site manager and headteacher ensure that the health and safety of the school is regularly reviewed. All health and safety issues are taken seriously and are rigorously overseen by the governors. The school is starting to seek the views of pupils about how well they are doing but this is not consistent in all classes. Target setting and tracking of pupils' progress is now in place. The school is only at the early stage of using this information to identify and support pupils' individual learning needs and this is restricting knowledge of their own progress.

Leadership and management

Grade: 2

The quality of leadership and management is good. Governance is outstanding. The leadership of the headteacher is very good. He has put in place an impressive range of initiatives which are beginning to raise standards and achievement, but need time to become embedded. He has a very clear vision for the future development of the school as a centre of creative excellence. He is ably supported by the deputy headteacher, senior management team, staff and the governing body. Self-evaluation

is detailed and accurate and involves all stakeholders. The governing body, under the leadership of a dedicated chairman and vice-chairman, has a systematic approach to monitoring and evaluating the school's work. The school's capacity to improve is very good. There is a strong commitment to outstanding equality of opportunity for all pupils and a high level of care and support. Their performance is now regularly monitored and evaluated. Pupils are set challenging targets, with the result that most achieve well. The support given by the local authority and external agencies makes a strong contribution to pupils' achievement. The governing body takes great care in the recruitment and selection of staff to ensure that pupils are well taught and protected. All staff have good opportunities for training and professional development, linked to the school's priorities and their personal needs. The approach to financial management is good. Resources are deployed effectively to achieve good value for money. The accommodation, including an arts studio, is of a high standard, and together with excellent displays of pupils' work, provides a vibrant climate for learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you very much for making us feel so welcome in your school. We would like to say a special thank-you to the school council and the two teams from Year 6 who gave up part of their lunch break to talk with us. You are very fortunate to attend such a good school. Here are some of the things we liked:

- the work that you did during your 'Writing Week'
- your behaviour is good
- you like your teachers because you know they will always help you
- you enjoy sport and taking part in after-school clubs
- more of you are coming to school regularly which means you learn much more
- you have some really good ideas for improving your school grounds.

We have asked your headteacher, teachers and governors to improve a few things to make your school even better. These are:

- you still need to get better with your writing; those of you in Years 5 and 6 need to improve your handwriting
- more of you need to be shown how well you are doing and how you can improve your work
- some of you need to get more involved in asking and answering questions and your teachers need to make sure that the start of lessons do not go on for too long.

Yours sincerely David Curtis Lead inspector
Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707
www.ofsted.gov.uk