



# West Rise Community Infant School

## Inspection Report

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**Unique Reference Number** 114466  
**Local Authority** East Sussex  
**Inspection number** 289925  
**Inspection dates** 8–9 November 2006  
**Reporting inspector** David Curtis

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

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<b>Type of school</b>	Infant	<b>School address</b>	Chaffinch Road
<b>School category</b>	Community		Langney
<b>Age range of pupils</b>	4–7		Eastbourne BN23 7SL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01323 764062
<b>Number on roll (school)</b>	169	<b>Fax number</b>	01323 740978
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Gail Brodie
		<b>Headteacher</b>	Lynne Weir
<b>Date of previous school inspection</b>	1 December 2001		

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<b>Age group</b> 4–7	<b>Inspection dates</b> 8–9 November 2006	<b>Inspection number</b> 289925
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than the average-sized primary school. Most pupils are of White British heritage, with a small proportion from ethnic minority families. No pupils are at the early stage of learning English. The proportion of pupils with learning difficulties and disabilities is in line with the national average. Attainment on entry into Reception is well below expectations for four-yearolds, especially in early language skills. The headteacher was appointed in July 2006 following a year in which she was acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a rapidly improving school and its effectiveness is satisfactory. After a period of low standards and inadequate achievement in Years 1 and 2, there is clear and demonstrable evidence that pupils' achievement is now good. As the result of rigorous and detailed tracking procedures introduced by the headteacher, there is a strong picture of improving standards in reading, writing and mathematics. Standards have improved from being exceptionally low to broadly average in writing and mathematics. There is still room for further improvement, especially in reading, where standards are still low. Teachers are not rigorous enough in their day-to-day assessment of pupils' progress in reading. The provision for pupils in the Foundation Stage is very good and enables children to make a good start to their education. Leadership and management are satisfactory, with strengths in the vision and determination of the headteacher to improve standards. In a relatively short time, she has worked successfully to create a school with an exciting and stimulating learning environment. The very strong focus on pupils' personal development results in this aspect being good. Pupils enjoy school. They behave well in lessons and have good relationships with teachers and each other. They are polite and very well mannered. They are equipped well socially for transfer to junior school, but not so well academically because their key literacy and numeracy skills are not as good as they should be. The improvement in standards and achievement is linked to teaching and learning that is now consistently satisfactory or better. Teachers make lessons interesting and enjoyable for pupils. Teaching assistants make a valuable contribution to pupils' learning. There remains a weakness in that teachers' planning does not consistently meet the differing learning needs of pupils. Teachers do not always set clear enough expectations as to what pupils should achieve in lessons. The curriculum is satisfactory. Pupils enjoy and benefit from a good range of clubs. The school does much to use visits and visitors to enrich pupils' learning. Pupils' good personal development is the result of the quality of pastoral support being outstanding. Academic guidance is satisfactory. Pupils do not have a clear enough understanding of their individual targets for improvement. Consequently, care, guidance and support for pupils are satisfactory. Although the school's overall effectiveness is satisfactory, its performance in one aspect is inadequate. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days' notice of such a visit.

### What the school should do to improve further

- Raise standards in reading in Years 1 and 2 and improve the rigour of teachers' assessment of pupils' progress in reading.
- Improve teachers' planning to meet the learning needs of all pupils and increase expectations as to what pupils should achieve in lessons.
- Improve pupils' understanding of how they can improve their work.

## **Achievement and standards**

### **Grade: 3**

Children's achievement in the Foundation Stage is good. Children make good and sometimes outstanding progress. By the end of Reception, children meet the goals they are expected to achieve in their personal, social and emotional development, creative and physical development. In communication, language and literacy, mathematical development and knowledge and understanding of the world, they do not meet the goals. Nevertheless, they achieve well from very low starting points. In Years 1 and 2, there is a legacy of underachievement and very low standards, with girls outperforming boys. Evidence from lessons and the school's accurate tracking data shows a much stronger picture for pupils currently in Years 1 and 2. Pupils now make at least satisfactory progress. There is no significant gap between boys and girls. Standards are now broadly average in writing and mathematics. Reading is still the weakest area, where standards remain low. Reading skills are not taught rigorously enough and there is insufficient analysis of pupils' progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils reflect sensitively on issues, such as, 'What are the good choices I can make today?' Pupils know right from wrong. They have good relationships with each other and value having a 'playground pal' should they need a friend to talk to. 'Playground Pals' take great pride in their responsibilities for looking after the playground. Through their class councils, pupils know they have a voice in the day-to-day life of the school. Pupils' attendance at school is satisfactory. Pupils have a strong understanding of the need to eat healthily and to drink water regularly in school. They enjoy keeping fit and healthy in physical education lessons and through joining after-school clubs. Pupils move around the school safely and sensibly. They know how to handle equipment such as scissors safely.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In both of the Reception classes, teaching and learning are good, with the result that children make good progress in a rich and stimulating learning environment. They enjoy the good variety of challenging activities provided and are eager to do their best. In Years 1 and 2, satisfactory teaching enables pupils to make sound progress with their learning. Teachers have insufficiently high expectations of what pupils can do and work is not always well matched to pupils' needs, with the result that more-able pupils do not fulfil their potential. With the exception of reading, assessment is used effectively to track pupils' progress and to identify next steps in learning. In reading,

this is not happening consistently. Pupils are not always encouraged to assess their own progress. Good behaviour management ensures that all classrooms are calm and well ordered and pupils have positive attitudes to their learning. Teaching assistants and volunteers provide good support to help pupils focus on learning activities.

## **Curriculum and other activities**

### **Grade: 3**

There is good curriculum provision for Reception children, with the result that lessons are exciting and children are well motivated to make good progress. They quickly gain confidence and their personal development is good. The curriculum provided for Years 1 and 2 is well planned and ensures equal opportunities for all. Pupils with learning difficulties and disabilities have good access to the whole curriculum and inclusion is a strong feature of the school's provision. The effective personal, social and health education programme makes a significant impact on pupils' good personal development. There is a very good range of after-school activities and a variety of visits and visitors offers good enrichment. Liaison with nearby schools is developing effectively and there are good community links. However, provision for reading, writing and mathematics is not sufficiently stimulating in Years 1 and 2 to help pupils reach the expected levels of achievement. 'Reading is a bit boring', said a Year 2 child.

## **Care, guidance and support**

### **Grade: 3**

Pupils throughout the school receive outstanding pastoral care in a safe, supportive environment which helps them to feel confident and secure. Very good provision is in place to ensure that vulnerable pupils are well supported and the school benefits from a good range of outside help for children and their families. Children's safety is ensured through regular risk assessments and safety checks. All statutory health and safety requirements are met. Children in the Reception year are encouraged to progress well, to gain independence and to develop positive self-esteem. Pupils in Years 1 and 2 do not have sufficient guidance to help them improve their work. As a number of Year 2 pupils said, 'The teachers don't always help us, so we don't know if we've got it right or not. We really, really worry.' Teachers' marking of pupils' work is inconsistent and does not always suggest ways to further develop their skills.

## **Leadership and management**

### **Grade: 3**

The headteacher is determined to raise standards and bring about school improvement. With the strong support of her deputy headteacher, she has worked exceptionally hard to create a school in which pupils want to learn. In particular, the stimulating learning environment in classrooms and around the school contributes to pupils' enjoyment of learning. The significant improvement in the tracking of pupils' progress and its impact on rapidly improving achievement is a clear indication of the school's good capacity to improve. An accurate, realistic and honest self-evaluation of the school's performance

has resulted in the school working effectively with outside agencies, such as the 'Working with Others Project' with Brighton University. The headteacher has supported effectively the development of subject leaders in their roles in monitoring teaching and learning. As a result, they are now in a stronger position to identify strengths and areas for improvement. However, not all staff have consistently supported or implemented a number of new policies aimed at school improvement. The monitoring role of the governing body has been improved so that they now have a much clearer picture of the school's effectiveness. Governors are equally adamant that raising standards is the school's key priority.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

- Thank you very much for making us feel so welcome when we came to your school. We enjoyed talking with you very much. Your school is getting better all the time and we think that it is satisfactory. Because we feel you still need to improve your reading, the school may have a visit from another inspector in the future just to check up on how well you are doing. There are some things which we thought were good about your school and these are:
- You enjoy school and you behave well. At lunchtimes you show very good manners and are most polite.
- You know how important it is to eat healthy foods and to keep fit and healthy.
- You like the clubs that you can attend after school.
- Teachers and other adults look after you really well.
- Your headteacher is working very hard to make your school the very best it can be. There are a few things that we think would make your school better too. These are:
- You need to work much harder with your reading in particular and teachers need to help you by telling you how you can improve your reading.
- Teachers need to plan work which is not too easy and not too hard for you, but makes you have to think. Teachers need to tell you exactly how much work you should be doing in lessons.
- Teachers need to tell you much more about how you can improve your work and make sure you know your targets. You can help of course by asking them.