

East Preston Junior School

Lashmar Road, Littlehampton, BN16 1EZ

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' achievement is not yet good because there are variations in the quality of teaching across the school.
- Recent improvements in aspects of teaching introduced by the headteacher and deputy headteacher have not had enough time to secure pupils' good achievement.
- Teachers do not always use assessment information well enough to make sure that activities are set at the right level. As a result, sometimes pupils find the work too hard or too easy.
- There are differences in the quality of marking between classes and in teachers' expectations of the standards of presentation.
- Pupils do not have enough chance to apply their knowledge by working on their own.
- The role played by senior leaders and governors in checking the school's performance has not been sufficiently rigorous in the past. Governors are still developing their roles in making sure that leaders are improving the school.

The school has the following strengths:

- The new senior leadership team has a clear understanding of what is needed to improve pupils' achievement.
- Senior leaders have taken determined and effective action to address variations in the quality of teaching by checking performance regularly. As a result, aspects of teaching, such as behaviour management, have improved.
- The majority of pupils behave well and want to do their best. They feel safe in school and develop into confident and mature young people.
- The school promotes pupils' social, moral, spiritual and cultural development well and the school is a harmonious community.

Information about this inspection

- Inspectors observed 20 lessons and part lessons, including five joint observations with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, the Chair of the Governing Body, a local authority representative, senior leaders, staff, parents and carers, and pupils.
- Inspectors took account of 75 responses to the online questionnaire (Parent View) as well as talking to parents and carers informally during the inspection.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector

Additional inspector

Ken Bryan

Additional inspector

Fiona Robinson

Additional inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, service families and children in local authority care, is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average.
- The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A behavioural support unit provides alternative provision off site for individual pupils with specific behavioural and emotional needs.
- There is a privately run breakfast club and after-school club on site, which were not included in this inspection.
- The headteacher and the deputy headteacher joined the school in September 2012.
- The school does not use any alternative provision.

What does the school need to do to improve further?

- Improve pupils' achievement by making sure that the quality of teaching is consistently good across the school by:
 - making sure that teachers consistently use information about pupils' progress to help them to plan work which is set at the right level
 - giving more time for pupils to apply their knowledge by working on their own
 - making sure that teachers' marking includes information about how pupils can improve their work and that pupils respond to it
 - making sure that teachers all have the same high expectations of the standard of presentation in pupils' work.
- Strengthen the role played by the governing body in checking how well the school is doing in relation to schools nationally and in holding the school to account for pupils' achievement.
An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress over time is uneven between classes and year groups. This is due to variations in the quality of teaching between classes, year groups and across the school.
- The progress made by different groups of pupils, including more-able pupils, disabled pupils and those who have special educational needs, also varies according to the quality of teaching. The small number of pupils from minority ethnic groups and those who speak English as an additional language make uneven progress because of inconsistencies in the support they receive.
- Pupil premium funding is used to support individual pupils and small groups, to help pupils develop their reading and mathematical skills, and to provide a play therapist. The school's current information on pupils' progress shows that this group is beginning to make better progress. However, work in lessons is not always set at the right level. Average point scores for these pupils were below average in 2012, in line with other pupils in the school.
- Pupils' knowledge and skills when they enter the school are broadly average. In the past, attainment has been typically above average at the end of Year 6. A combination of factors, including a number of staff changes, contributed to a dip in pupils' attainment in reading, writing and mathematics in 2012.
- Pupils make more rapid progress during Year 6, where the quality of teaching across the year group is consistently good and often outstanding. Inspection evidence, including the school's information about pupils' recent progress, suggests that pupils currently in Year 6 are on track to attain at least average standards in reading, writing and mathematics in 2013.
- Pupils' progress in reading remains uneven because of variations in the quality of teaching. The teaching of the sounds that letters make is well established and teaching assistants provide appropriate support for pupils who need extra help.
- Pupils are given many opportunities to talk about their learning and this is a key factor in the mature way that pupils work together. As a result, the growth in their confidence and self-esteem is marked, so that they become mature and sensible young people by the end of Year 6.
- The school works closely with an off-site behavioural support unit to make sure that support is appropriate. As a result, those pupils who attend the unit sometimes make good progress in their academic and social development. Pupils' reintegration to the school is managed well.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because there is not yet enough teaching which is consistently good and outstanding to secure good achievement. Variations in the quality of teaching over time have resulted in pupils making uneven progress as they move through the school.
- Sometimes activities are not set at the right level, so that some pupils find the work too hard, while others find it too easy. As a result, a few pupils lose interest and their progress slows.
- The quality of marking varies between classes and there are differences in the quality of presentation in pupils' workbooks. Where teachers' marking works well, pupils are given clear guidance about what they are doing well and how they can improve and pupils respond in their books. However, this is not always the case and slows progress.
- Where teaching is most effective, the focus of the lesson is clear, there are opportunities for pupils to work on their own and to make choices about their work and questioning is used very well to assess and build on pupils' understanding. However, these strengths are not consistently present.
- More-able pupils make good progress where expectations are high and they have the chance to

apply their understanding. Sometimes, however, teachers do not aim high enough and pupils miss the opportunity to apply their learning.

- Disabled pupils and those who have special educational needs make more rapid progress where teaching is matched carefully to meet the needs of individual pupils. For example, a teaching assistant confidently used questioning to help pupils successfully tackle a number investigation, so that they made good progress in the development of basic mathematical skills as well as in gaining confidence.

The behaviour and safety of pupils are good

- Pupils behave very well in lessons and around the school. They are polite, welcoming and have respect for adults and for each other. These factors contribute to the inclusive and positive values of the school, which create a good climate for learning.
- Pupils and most parents and carers who responded to Parent View agree that behaviour is good.
- Relationships are strong and pupils cooperate well during lessons. Pupils of all abilities want to do their best and talk about their work with pride. Their enjoyment of school is reflected in above average levels of attendance.
- In a small number of lessons, a few pupils lose concentration and become disengaged when they find the work too easy or too hard. The few individual pupils who find it difficult to behave well are supported effectively, along with specialist support provided by the off-site behaviour support unit where appropriate.
- Pupils have a mature understanding of different forms of bullying, such as cyber bullying and racism. They told inspectors that any incidents of bullying are rare. One pupil said, 'It never happens here because everyone accepts each other for who they are.'
- Pupils feel safe and express confidence in adults to keep them secure. School records confirm this view, showing that any concerns raised by parents and carers or pupils are documented and dealt with appropriately. Parents and carers who spoke with inspectors were particularly appreciative of the fact that senior leaders are approachable and actively listen to their views.

The leadership and management require improvement

- Leadership and management require improvement because recent improvements in aspects of teaching introduced by the headteacher and deputy headteacher have not had enough time to secure pupils' good achievement.
- The new leadership team has established a whole-school drive to improve the quality of teaching, including a sharper focus on what pupils will learn during lessons. Inspection evidence shows that this is beginning to speed up pupils' progress, although it is too soon for the impact to be fully reflected in pupils' achievement overall and some variations remain.
- Leaders understand what the school does well and what needs to be done to improve it further. The local authority has been helpful in providing support for the new senior leadership team, including the governing body.
- A whole-school focus on establishing a consistent behaviour policy has been successful so that expectations have increased and pupils are clear about the consequences of their behaviour. As a result, staff feel well supported and behaviour has improved rapidly.
- The way the school teaches different subjects and topics is interesting, well balanced and provides many memorable experiences, so that pupils are excited about learning. Pupils' spiritual, moral, social and cultural understanding is promoted well so that pupils develop respect for a range of different beliefs and backgrounds.
- Discrimination of any sort is not tolerated. The school is strongly inclusive and there is a firm commitment to equality of opportunity.
- **The governance of the school:**
 - Until recently, the role of the governing body has lacked rigour in holding the school to

account for pupils' achievement. In the past, the governing body has received reports about how well pupils were doing but has offered limited challenge. However, support provided by the new leadership team and the local authority, including appropriate training, has resulted in improvement and governors are committed to playing a more effective role. As a result, the governing body has a secure view of pupils' achievement. While governors know how pupil premium funding is being spent on eligible pupils, they are not yet clear about how this is making a difference to those pupils concerned. Governors know that there are variations in the quality of teaching in the school. They are well informed about how teachers are set targets to improve their practice and how this is being used to reward effective teaching. However, governors are less clear about how well the school is performing, particularly in relation to schools nationally. Safeguarding procedures are robust and the school fulfils its statutory obligations.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125828
Local authority	West Sussex
Inspection number	403585

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Miriam Nicholls
Headteacher	Kathy Lockyear
Date of previous school inspection	18 June 2008
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