

Rudyard Kipling Primary School

Chaclkand Rise, Woodingdean, Brighton, East Sussex, BN2 6RH

Inspection dates 22–23 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Throughout their time at the school, pupils make good progress. They reach above-average standards in English and mathematics.
- Teaching is good and sometimes outstanding; they monitor and track pupils' progress very carefully. Work is well matched to the different ability levels of pupils.
- Pupils who find learning difficult or have special educational needs are given effective support.
- Children get off to a good start in the Early Years Foundation Stage. The outside area provides a range of exciting opportunities for the development of children's early literacy, mathematics and communication skills.
- The behaviour of pupils is good. Pupils feel safe, are polite and courteous; they take pride in their work.
- Strong leadership has improved all aspects of the school's work. Leaders and managers have ensured that staff training matches the school's needs. The governing body is actively involved in monitoring the work of the school.
- The school has developed innovative practice to involve pupils more in their learning. Pupils are involved in tracking their own progress and they are listened to about what they find easy and hard in one-to-one pupil conferences.
- The school works well with parents and carers, and regularly holds workshops in literacy and numeracy.

It is not yet an outstanding school because

- The school has not fully developed pupils' independence in learning.
- There are not enough resources developed by the pupils themselves for learning in mathematics.
- Pupils need further exciting opportunities to further their learning in literacy.

Information about this inspection

- Inspectors observed 20 lessons, five of which were joint observations with either the headteacher or the deputy headteacher. All teachers were observed.
- Small-group work was observed, and inspectors made short visits to classes to listen to pupils read and also to look at work in books.
- Inspectors examined a range of documents including the school’s self-evaluation, development plans, the governing body minutes and reports from the local authority. They also looked at information on pupils’ achievement, records relating to behaviour incidents, attendance and safeguarding.
- Meetings were held with senior and middle leaders. The inspectors met the Chair of the Governing Body and other members. There was a meeting with the adviser from the local authority.
- Inspectors also visited the breakfast and after-school clubs that are run by the governing body.
- Inspectors took account of the 60 responses to the online questionnaire Parent View, and held a phone call with a parent and read two letters from parents. There were informal discussions with parents and carers at the end of the school day.
- Inspectors analysed responses from 34 questionnaires completed by school staff.

Inspection team

Liz Bowes, Lead inspector	Additional Inspector
Jill Thewlis	Additional Inspector
Velia Hartland	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The Early Years Foundation Stage is comprised of a Nursery class for three-year-old children and two Reception classes for four-year-olds.
- Almost all the pupils are from White British backgrounds. A very small number come from other minority ethnic groups and the vast majority speak English as their main language.
- The proportion of pupils eligible for pupil premium funding is well above average compared to most schools. Pupil premium is additional government funding for pupils known to be eligible for free school meals, children looked after by the local authority or children of service families.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average.
- The school supports a larger proportion of pupils than the national average at school action plus or with a statement of special educational needs. The main areas of additional needs are communication and behavioural and emotional difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school is part of a cluster of schools called the Dean's Partnership, which includes five primary schools, a secondary and a special school.
- The school is part of the Teaching Schools Alliance and provides training and development to other local schools.
- The on-site children's centre and pre-school are subject to separate inspections.

What does the school need to do to improve further?

- Develop pupils' independence in learning through:
 - implementing the innovations seen in Year 5 throughout the school to give pupils more involvement in their learning
 - ensuring more resources are developed by the pupils themselves for learning in mathematics
 - providing further exciting opportunities to maximise learning in literacy.

Inspection judgements

The achievement of pupils is good

- When children start in the Early Years Foundation Stage, they have skills and abilities below those expected for their age, particularly in speech and language. Consistently strong teaching in the Nursery and Reception classes enables children to make good progress in all areas of learning. There is a well-designed outside area which provides numerous imaginative opportunities for children to explore the world. The chicken pen with newly hatched chicks enthralled pupils and they were keen to find out more about what chicks eat.
- At the end of Key Stage 1, standards are above average in reading, writing and mathematics, and more children than average reach the higher Level 3 in all three subjects. Good teaching of phonics (the sounds that letters make) has resulted in the school achieving well in the Year 1 phonics reading check.
- By the end of Key Stage 2, achievement is improving from the national average. This is because the school is precise in identifying where each pupil is in their learning, and regularly monitors their progress. As a result, the progress of all pupils, including those from minority ethnic groups, is good.
- The school carefully brings out the potential in every child, and those who are gifted and talented in any area are well supported. For example, the more-able mathematics pupils are given the opportunity to work with the local secondary school in a mathematics challenge; the result of this is that more pupils are reaching the higher Level 6.
- All interventions show a positive impact on pupils' attainment, for example a 10-week reading programme showed an average improvement of reading age of two years.
- Disabled pupils and those who have special educational needs make good progress as a result of specialist one-to-one and small-group work by skilled teaching assistants.
- Funding the school receives for those eligible for the pupil premium is spent on additional resources and extra adult help in carefully targeted literacy and mathematics sessions. The money has had a positive effect on achievement and well-being. The school has worked hard to ensure that these pupils are now doing as well as their peers in school with regards to English attainment. They were around six months behind in mathematics in the 2012 national assessments at the end of Key Stage 2.
- All parents and carers were very complimentary about the progress that their children were making throughout the school.

The quality of teaching is good

- Since the last inspection, there has been a strong focus on teacher development. Teachers ensure that pupils are clear about their learning and what they need to achieve by the end of the lesson. Questions are used well to check understanding throughout the lesson and to extend learning further. There is a strong focus on reaching the next level and time is set aside to work on both literacy and numeracy targets. Workbooks show that pupils present their work carefully and that they work at a good pace.
- Work is carefully marked, and areas of strength and areas to work on are clearly shown. Pupils can also comment on their marked work so they can judge for themselves how well they are doing. This enables them to recognise their own levels of success and what they need to do to achieve more.
- In Year 5, innovative strategies that involve pupils in their own learning are having a positive impact on progress. Pupil conferencing allows for a discussion on areas of the syllabus that the pupil may have found hard and where they feel they need additional support. This enables the teachers to build in additional work specifically for each pupil. The system developed to monitor individual progress of pupils in Year 5 is very clear and fully involves pupils in their own learning. Pupils report that they really like the system and that they know precisely what they have to do

to get to the next level. As one pupil said during an outstanding numeracy lesson, 'It makes us want to keep on going up a level.' The school has not yet implemented this across the school to ensure that all pupils benefit from this improved involvement in their own learning and the resulting better progress.

- In the Early Years Foundation Stage, teachers use both the inside and outside areas well to develop all areas of learning. They have a strong focus on developing language skills and take every opportunity to encourage pupils to develop their vocabulary.
- Parents and carers are very supportive of teachers and like the way that they are encouraged to help in their children's learning. They appreciate the workshops in reading. In the Family Learning programme, children and their parents and carers work together on real-life mathematical problems using money or weights.
- Teachers use every opportunity to develop learning and skills; for example, in an outstanding Year 4 literacy lesson, pupils were very clear about what they needed to do and the enthusiastic teacher regularly checked their progress. Pupils reported that the lesson was 'a fun way to learn literacy'.
- Although teachers already use some exciting ways to maximise learning in English, such as the Year 6 trip to look at rare books, this is not consistent across the school, and more use could be made of the immediate vicinity and the school environment, such as the wildlife garden, to develop vocabulary.
- Although the resources overall for mathematics are sufficient, there are not enough resources developed by the pupils to help with practical 'hands-on' learning.

The behaviour and safety of pupils are good

- Strong, supportive relationships exist between staff and pupils. Pupils feel safe and happy at school. As one pupil said, 'We are happy because we are well looked after.'
- Behaviour around the school is good, pupils conduct themselves well and they are polite to visitors.
- There are clear expectations for good behaviour set through the behaviour policies and procedures. Activities such as the special mention assemblies, having tea with the headteacher, or spending time with a therapy dog all help to maintain good behaviour, including for those who find managing their behaviour more challenging.
- There are numerous opportunities for pupils to take responsibility within the school, including prefects and the school and eco council. These help to develop a community that cares about each other and the world around them. For example, children learn about how food is grown and the importance of the natural habitat by working on the allotments, poly tunnel and wildlife gardens. These positive characteristics make a good contribution to pupils' moral and social development.
- A love of books is instilled from an early age, and pupils respond enthusiastically to the school's scheme for reading called 'blast off into reading', where children are given a book to keep if they can demonstrate how well they have read at home.
- Pupils pay attention in lessons and are keen to learn; however, their behaviour for learning can occasionally be affected when they have been left to work on one task for too long.
- Pupils know about the precautions they need to follow to keep themselves safe when using computers, including online messaging sites. Pupils know about the different forms of bullying and talk sensibly about how to stay safe. Incidents are rare, but pupils confirmed that any name-calling or teasing is swiftly dealt with by leaders, teachers and support staff.
- Pupils respond well to opportunities for reflection in assemblies, which makes a significant contribution to their spiritual development. Cultural links are developed in numerous ways including through the Brighton festival.
- Parents and carers are very positive about behaviour in school and appreciate the before- and after-school clubs.

The leadership and management are good

- The headteacher, ably assisted by the deputy headteacher, is very clear about what she wants the school to achieve. The school has improved considerably since the last inspection. This has been achieved by close monitoring of teaching and the careful tracking of pupils' progress.
- The school's approach to improvement is incredibly detailed and consists of very accurate school self-evaluation, improvement plans and detailed termly plans. All staff are fully aware of these realistic and achievable plans.
- There is an effective programme to monitor and improve the quality of teaching. Leaders ensure that all teachers meet the 'Teachers' Standards'. All staff, including support staff, have targets to help them improve their performance to make them accountable for accelerating pupils' progress. The school has produced detailed documentation to ensure that teachers fully understand how progression through the pay scales can be achieved and is inextricably linked to pupils' progress.
- The quality of the school's assessment information, detailing how well pupils progress, is exemplary. Personalised plans are made for each pupil, after looking at their books, their work in lessons and their progress information. Decisions about how to maximise progress and use carefully targeted interventions include the teachers and senior leaders as well as governors.
- This good school receives 'light-touch' support from the local authority. Both the deputy headteacher and headteacher provide advice and contribute to county-wide programmes on improving the curriculum and the use of the pupil premium.
- Funding for the pupil premium is effectively used, primarily to provide non-class-based teachers and additional adults to deliver tailored support in both English and mathematics. The impact of the funding has been clearly shown in improved achievement. There have also been marked improvements in behaviour for those who need emotional support. Discrimination of any kind is not tolerated and the school has a strong commitment to equal opportunities.
- The newly improved curriculum enables pupils to have a rich variety of learning experiences. It is based on exciting topics such as the African adventure and parents and carers appreciate the craft items that pupils bring home to share. There is a large range of extra-curricular activities, and those in the higher years enjoy publishing the school newspaper.
- Arrangements for child protection and safeguarding meet statutory requirements.
- Middle leaders are involved in all aspects of monitoring, including lesson observations. They have a good understanding of school performance and often trial innovative practice, as demonstrated in Year 5.
- **The governance of the school:**
 - Governors know the school very well and have been fully involved in school improvement. As a result, there is a close working relationship between all staff and the governing body. They attend staff training days and are also involved in the pupils' progress meetings, and as a result, governors have a very accurate understanding of teaching and a good knowledge of the data on pupils' progress and how it compares with similar schools nationally. They are heavily involved in teachers' performance management and are pleased with the new rigorous systems for assessing performance that the school has developed. They use the pupil premium wisely and governors carefully monitor the impact of the expenditure on a regular basis. Governors attend many of the training days within the school and this has enhanced their capacity to hold the school to account. They have considerable expertise from the world of business and education, and carry out their responsibilities well.

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	114486
Local authority	Brighton and Hove
Inspection number	401442

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Stephen Barnard
Headteacher	Jenny Aldridge
Date of previous school inspection	October 2009
Telephone number	01273 303328
Fax number	01273 304597
Email address	office@kipling.brighton-hove.sch.uk

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