

East Preston Junior School

Lashmar Road, Littlehampton, BN16 1EZ

Inspection dates 14–15 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The effective leadership of the headteacher has successfully addressed previous issues and improved pupils' achievement and the quality of teaching.
- The expertise and good leadership and management of senior leaders and governors support the headteacher well in maintaining what is now an effective school.
- Since the last inspection there has been a rapid rise in standards. Pupils' attainment is now above average in reading and writing and average in mathematics.
- Teaching is good with a small proportion that is outstanding. This ensures that from their various starting points all groups of pupils make good progress.
- This is a very inclusive school. Disabled pupils and those who have special educational needs make the best possible progress they can because they are especially well supported.
- Pupils are positive about school. They enjoy their learning and demonstrate this by their high attendance.
- Inspection evidence and the views of pupils, parents and carers confirm that pupils are safe and secure in school.
- Pupils show great respect for adults and each other. They behave well around the school and on the playground. The online questionnaire, Parent View, and informal discussions with parents and carers during the inspection, showed the vast majority of parents and carers to be very pleased with the school's efforts to improve.
- The school's motto of 'Enjoyment and Excellence in all that we are and all that we do' underpins the exciting curriculum. Strong provision for pupils' spiritual, moral, social and cultural development fully supports pupils' achievement.

It is not yet an outstanding school because:

- Standards in mathematics are not yet as high as they should be, especially for less-able and middle-ability pupils.
- Some teachers do not have all the skills they need to adapt tasks within the lesson to ensure that tasks are neither too easy nor too hard for different groups of pupils. When this happens pupils do not make the progress of which they are capable.

Information about this inspection

- The inspectors looked at learning in 17 lessons and observed 10 teachers. They were accompanied for some observations by the headteacher and deputy headteacher. Teaching assistants were observed working with individual pupils and small groups. The inspectors talked to pupils about their work and heard individual pupils from Years 4 and 6 read.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing and how it plans to improve. Records of checks on the quality of teaching and the minutes of the governing body meetings were examined.
- The inspectors looked at samples of pupils' work across a range of subjects and classes.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority.
- Questionnaires from 15 members of staff were analysed. The inspectors took account of the views expressed in the 87 online responses from Parent View and informal meetings with parents and carers at the school during the inspection.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Clare Morgan

Additional Inspector

Full report

Information about this school

- East Preston Junior School is similar in size to most other junior schools. Pupils attend from the local and wider areas.
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs is similar to the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school offers the facility of a privately run breakfast and after-school club on the school site but it was not a part of this inspection.

What does the school need to do to improve further?

- Raise achievement in mathematics, especially for lower- and middle-attaining pupils, by:
 - increasing teachers' skills in the teaching of mathematics by sharing the good practice that already exists in the school
 - reviewing the school's methods for calculation to ensure that all pupils calculate efficiently and accurately with increasing speed
 - ensuring that pupils in Years 3 and 4 concentrate on becoming increasingly fluent in the use of the four rules of number to support a faster pace of learning in Years 5 and 6
 - providing pupils with appropriate practical equipment to support their learning.
- Improve the quality of teaching by sharing the examples of outstanding teaching in the school to sharpen teachers' skills in reshaping tasks in lessons when they are too easy or too difficult.

Inspection judgements

The leadership and management are good

- Since the last inspection, a strong partnership has developed between the headteacher and deputy headteacher. Together they use their skills effectively to develop other leaders.
- Governors' new skills and deeper knowledge of the school's work enable them to challenge and support the school rigorously in its efforts to improve.
- Appropriate and valuable guidance provided by the local authority and other external partners has effectively supported the school in its bid to improve.
- This guidance and the school's own thorough methods for checking how well it is performing have ensured accurate priorities. The whole school community shares the vision for improvement and together prepares and implements effective action plans for the school. As a result, the school has the capacity to continue to improve.
- The school's focus on fostering good attitudes to learning and its motto of 'Enjoyment and Excellence in all that we are and all that we do' consistently encourage pupils to do their best in both their work and their behaviour. This makes a substantial contribution to their improving achievement.
- All leaders are now competent in checking the quality of teaching in their own subjects and the subsequent effect on pupils' progress. The introduction of rigorous half termly tracking of the progress of all groups of pupils enables teachers to quickly spot where pupils may be failing to learn fast enough.
- As a result, strategies to raise standards and improve progress in reading and writing have been successful. In mathematics, although standards have risen, success has been more moderate. The school realises that a review of methods for teaching mathematics is required to secure a more immediate rise in standards for this subject, especially in the case of less-able and middle-ability pupils.
- A relentless focus on ensuring that pupils are learning well in lessons is maintained by regular observations of the quality of teaching by all leaders. Robust procedures regarding teachers' performance ensure that teachers fully understand the expectations of the national standards for teaching and links to pay and progression.
- Where individual training is required to address shortcomings, this is provided quickly. Teachers support one another well and whole-school training has been very successful in raising the quality of pupils' reading and writing, especially that of disadvantaged pupils.
- The school's commitment to equality of opportunity and the inclusion of all groups of pupils is very strong and discrimination is not tolerated. Pupils who are disabled and those who have special educational needs are particularly well supported. This area of the school's work is well led and managed. The school effectively engages with staff and parents and carers, establishing a very clear understanding of pupils' needs and the strategies put in place to support pupils' learning.
- Additional funding, known as the pupil premium, to support the achievement of disadvantaged pupils is used effectively, for example to raise standards in mathematics. A 'Pupil Premium Champion' who acts as a mentor also supports pupils well in their bid to improve. As a result, this group of pupils is achieving well.
- A thorough review of the curriculum and its implementation, and of how subjects are organised and taught, has been exceptionally well led and managed. At the heart of the review has been the school's keenness for pupils to learn to work cooperatively with each other. This has been very successful. During the inspection, pupils were observed working extremely well together. They practise using their literacy and numeracy and information and communication technology skills very well across all areas of learning.
- The curriculum provides stimulating activities through themes such as 'Man and Machine', 'Fire and Ice' and 'Hard Times'. 'Stunning Starts' and 'Fabulous Finishes' involve pupils in making first-hand enquiries, asking questions and finally demonstrating and displaying what they have learned. A fine example of this was the beautifully presented display boards by Year 6 in their topic about the Greeks. The curriculum is further enhanced by regular visits and visitors, and residential activities to develop pupils' personal and social skills.
- The school is taking positive action to ensure that pupils understand about the diverse cultures that exist in Britain today and what it means to be British. They study other world faiths and during the autumn term pupils in Years 3, 4 and 6 studied democracy, patriotism and identity. These areas of learning are underpinned by the school's strong provision for pupils' spiritual, moral, social and cultural development.
- Sport is now a strength of the school as validated by the presentation, during the inspection, of the Gold Award by a national sports award programme. Especially good use of school sports funding is increasing pupils' confidence and interest in a wide range of sporting activities. It is making a substantial contribution to pupils' understanding of how to live a healthy lifestyle. In addition it has been used effectively to

increase teachers' skills and confidence.

- Pupils' learning and development are strongly supported by the school's firm commitment to the local group of schools, to its use of external agencies and to its excellent partnership with parents and carers.
- Safeguarding pupils is taken exceptionally seriously and the school's procedures fully meet requirements. Senior leaders and governors ensure that regular training takes place in this area of the school's responsibility and that all procedures are strictly adhered to.

■ The governance of the school:

- Governors have improved their skills considerably since the last inspection. They visit the school regularly, support developments and check all areas of its performance very carefully. This means that they are very well informed about its effectiveness. All of this information, together with valuable skills from the world of work, enables them to challenge the school to continue to improve.
- Governors diligently fulfil their statutory duties, ensuring that additional funding is used appropriately. They check its impact very carefully, ensuring that it benefits the different groups of pupils for whom it was given.
- Governors receive a full, anonymised report of the quality of teaching and its relation to teachers' pay and progression. Using school and national data, they check pupils' progress against the quality of teaching to ensure that good teaching is rewarded and underperformance tackled rigorously. The local authority supports the governors in the rigorous process they use for setting objectives for the headteacher and the annual review to measure whether or not these have been met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. School records show that incidents of poor behaviour and fixed-term exclusions have been significantly reduced and these are now extremely rare.
- Pupils enjoy coming to school and this is reflected in their very good attendance. They really appreciate the wide variety of activities and interesting learning the school offers. Consequently they respond positively with good attitudes and behaviour that support their learning very well.
- Pupils behave politely around the school, in assembly and in the dining room and get on very well together in the playground. They are courteous to both adults and each other. Supervising adults say that it is a pleasure to be with the pupils.
- Pupils thoroughly enjoy the responsibilities they have as trained play leaders and playtime buddies and the way they are trusted to organise the technology used in assemblies. Through groups such as the school council and the eco committee, they enjoy opportunities to learn about democracy and how they can contribute towards the life of the school. These activities make a substantial addition to their personal and social development.
- Behaviour is not yet outstanding because very occasionally a small minority of pupils were not fully engaged during a lesson. This was because tasks were either too hard or too easy and this prevented them from making as much progress as they could.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and that there is no bullying. Year 6 consider themselves role models for the younger pupils and say that all minor behaviour incidents are extremely well managed by adults.
- School systems for recording any minor incidents are a strength. The system takes account of victims as well as perpetrators and looks carefully for any emerging patterns of possible poor behaviour. Any issues, however small, are referred to the learning mentor who can offer nurture and social support.
- Pupils are regularly helped to know how to keep safe through a series of assemblies and teaching about: internet safety; anti-bullying strategies such as, 'it's alright to tell'; exploring British values; teamwork; and asking, 'What is a community?', 'Stranger Danger' and road safety.
- Homophobic language is taken very seriously and not tolerated. Pupils are very clear that these incidents are always dealt with and never ignored.

The quality of teaching is good

- The quality of teaching is good. A high level of mutual respect means that there are excellent relationships between adults and pupils. All adults have high expectations of work and behaviour, resulting in calm and purposeful classrooms where learning is stimulating and pupils are engaged and motivated.
- Year 6 pupils worked with enthusiasm and interest because they were enjoying the book they were reading as a class. They very successfully used the text from *The Iron Man* by Ted Hughes to practise writing their own paragraphs using metaphors and similes.
- Pupils listen attentively and concentrate well in these conducive surroundings. Teachers explain tasks very clearly and the learning intention for the lesson is simply expressed so that all pupils know exactly what they are expected to do.
- Well-organised and accessible resources enable pupils to help themselves if they are stuck. They are very well supported by information on the walls and useful equipment like number lines for mathematics, which they can find for themselves if they need them.
- Observations of lessons and the scrutiny of work in pupils' books during the inspection show that well-taught literacy skills ensure that all pupils make good progress. This was clearly demonstrated by Year 3 pupils when learning to write instructions. They demonstrated good prior knowledge of how to begin sentences with time connectives such as 'first' and 'next' and the importance of using imperative or 'bossy' verbs.
- Teachers provide many good opportunities for pupils to practise their reading and writing skills both in literacy lessons and across other subjects. Mathematical skills are not yet quite as well planned, especially in Years 3 and 4, so pupils' basic number skills are not as secure as they should be.
- Teachers' good subject knowledge and questioning skills enable them to probe pupils' understanding. However, tasks are not always adjusted to ensure that work is neither too easy nor too hard. This means that a few pupils do not always make as much progress as they should.
- Disabled pupils and those with special educational needs and those who are disadvantaged receive exceptionally well-targeted support from well-trained teachers and teaching assistants. Learning is effectively designed to meet the specific needs of individual pupils.
- The marking of pupils' work is a strength of the school and is one of the main reasons why pupils are making good progress. Pupils have individual and very specific targets and teachers give pupils exceptionally clear guidance on how to improve their work. Pupils respond to the marking so teachers know that improvements have been attempted.
- The school's homework policy is clear and consistent, providing weekly activities in mathematics, spelling and writing according to pupils' abilities. Pupils enjoy the well-planned creative projects linked to their topics.

The achievement of pupils is good

- Transition from the nearby infant school is well managed and pupils settle in quickly. Parents and carers of pupils who joined from other schools during the year commented that they are warmly welcomed. They say they are pleased with the good progress their children make and the care they receive.
- School data show that attainment in reading, writing and mathematics is generally average when pupils join the school in Year 3.
- Since the last inspection, standards in the school have risen quickly.
- Results of national tests for Year 6 pupils in 2014 showed standards in reading and writing to be above average. Standards in mathematics were average overall but the percentage of pupils achieving the higher level in mathematics was above the national average.
- All pupils, with one exception in reading, who reached the higher Level 3 at Key Stage 1, also achieved the higher Level 5 in reading, writing and mathematics at Key Stage 2. This shows the good progress that the most able pupils make.
- All groups of pupils made at least expected progress in reading, writing and mathematics and the percentage of pupils making better than expected progress was similar to national expectations in writing and mathematics.
- Current school data show that all pupils make good progress throughout the school. Despite a higher percentage of pupils with special educational needs in the current Year 6, standards remain above average this year in reading and writing and at least average in mathematics. Pupils are on track to meet the aspirational targets set by the school.
- In 2014, the attainment of disadvantaged pupils in Year 6 was four terms behind that of other pupils

nationally in reading, writing and mathematics. However, national data show that they made good progress from their various starting points. School information shows the gap in attainment between disadvantaged pupils and other pupils to be closing throughout the school. The attainment of disadvantaged pupils in Year 6 this year is currently similar to that of other pupils in the school in reading, writing and mathematics.

- During observations of lessons, the most able pupils demonstrated confidence in the strategies they were using as they tackled fractions in a Year 6 mathematics lesson and multiplication in Year 5. Some middle-ability and less-able learners in Year 5 struggled to understand an efficient method for multiplication because their early number skills were not secure. This meant they did not make as much progress as they should have done. The school recognises this issue and plans to review the way calculation is taught are already underway in order to secure better progress.
- School information shows that disabled pupils and those with special educational needs make good progress from their starting points. National data show their attainment to be average against other pupils of the same group.

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	453439

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	241
Appropriate authority	The governing body
Chair	Miriam Nicholls
Headteacher	Kathy Lockyear
Date of previous school inspection	16–17 January 2013
Telephone number	01903 785672
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