

Parkland Infant School

Brassey Avenue, Eastbourne, East Sussex BN22 9QJ

Inspection dates	3–4 December 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have secured significant improvements in the quality of teaching since the previous inspection. As a result, pupils make much faster progress in reading, writing and mathematics.
- Pupils' attainment increased dramatically in 2015 in all subjects. Higher standards ensure that pupils are well prepared for the next stage of their learning by the end of Year 2.
- Better teaching and higher expectations have lifted pupils' achievement. Teachers frequently meet with leaders to discuss pupils' progress so that they are more aware of pupils' individual needs.
- The teaching of reading is a particular strength of the school. Pupils learn how to use reading skills, including phonics (the sounds that letters make), confidently and effectively. Attainment in reading is much higher than the national average by the end of Year 2.
- Disadvantaged pupils and the most able make good progress.
- Pupils are safe and behave well. They are polite and welcoming. They enjoy school and attend regularly.
- The governing body effectively contributes to the school's development. Governors are knowledgeable and well informed. They share leaders' ambition for the school's future.
- Leaders have developed a strong team of subject leaders. They work positively together to check the quality of teaching and learning. They are clear about the school's development needs and have high aspirations for staff and pupils.
- Leaders and staff work well with the federated junior school and with other school in the locality. The sharing of good practice has improved the role played by subject leaders and the quality of teaching.
- Children achieve well during early years. They are settled, happy and interested in learning.

It is not yet an outstanding school because

- Occasionally, teachers do not address pupils' misconceptions or build on learning quickly enough during lessons. When this is the case, a few pupils find it hard to stay focused and their progress slows.
- Activities in the early years outdoor area are not always sufficiently stimulating or challenging, particularly in mathematics.

Full report

What does the school need to do to improve further?

- Secure outstanding achievement by making sure that:
 - all teachers respond swiftly to pupils' misconceptions and build strongly on learning during lessons so that pupils make even better progress
 - activities in the early years outdoor area are as stimulating and challenging as those in the classroom, particularly in mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- The school has experienced an unsettled stage in its development since the previous inspection, with numerous changes in staffing, including at leadership level. However, this has not deterred leaders from pushing ahead with necessary improvements. They have achieved this very successfully, improving the quality of teaching and raising pupils' achievement while building a positive and ambitious atmosphere.
- Leaders have a very clear view of the quality of teaching and learning in all year groups. They frequently dip into lessons and check pupils' books to sample their work. They use this to give teachers prompt and useful advice about how they can further enhance pupils' learning. This approach has had a marked effect on the quality of teaching, raising teachers' expectations even higher and improving the quality and presentation of pupils' work over the past term. As one senior leader commented, 'We're making sure teachers don't take their foot off the accelerator'.
- Teachers and teaching assistants have a better understanding of their responsibility and accountability for pupils' learning than previously. Leaders use training and procedures for managing staff performance well. Teachers and teaching assistants are increasingly confident in their practice because they can see achievement rising. Staff morale has improved and is positive.
- The inclusion leader and her team have made a substantial difference to the progress made by those pupils who find learning more challenging. They ensure that checks on pupils' progress are sufficiently robust and rigorous, with records regularly updated to reflect pupils' current learning. As a result, teachers have a more up-to-date view of pupils' needs. Leaders have improved links with parents, so that they are better informed about their children's progress.
- Leaders make sure that disadvantaged pupils get a good deal. They work with teachers to make sure that pupil premium funding is used effectively to support every disadvantaged pupil. They check pupils' progress carefully, meeting regularly with teachers to discuss pupils' learning. Leaders' close monitoring has made a substantial difference to disadvantaged pupils' achievement, accelerating their progress across the school.
- The local authority provides good levels of support for the school. For example, the local authority's comprehensive checks on teachers' assessments of pupils' achievement last year confirm them as accurate and secure. This has strengthened leaders' and teachers' confidence in the school's work.
- The curriculum is designed well to give pupils a broad and relevant diet of subjects and experiences. Learning is enhanced by a range of trips and clubs which pupils thoroughly enjoy.
- Teachers provide regular opportunities for pupils to discuss aspects of school and British life and to develop personal skills. For example, pupils participate in discussions considering the difference between right and wrong and about how to make sensible decisions. British and school values are further explored and reinforced through assemblies.
- Leaders make sure that pupils feel confident about giving their views, knowing that their ideas will be respected. This helps to prepare them with some of the skills which will support them in modern Britain.
- The school supports pupils' spiritual, moral, social and cultural development well. Pupils learn about a number of world religions and festivals. Visits and visitors help them to appreciate and respect different beliefs and viewpoints. Pupils listen attentively during assemblies and contribute enthusiastically to opportunities to reflect.
- The primary sports premium is used effectively. For example, a qualified sports coach works alongside teachers to plan, teach and assess pupils' skills in physical education. This has strengthened teachers' subject knowledge, helping them to know when and how to improve pupils' skills.
- Leaders successfully raised the profile of reading last year. They completely updated and refurbished the school library so that pupils have a bright, comfortable place to change their books and enjoy reading.
- The school's well-established links with other schools in the locality have helped to improve the quality of teaching and to strengthen leadership. Teachers and leaders share expertise, ideas and resources and this has made a valuable contribution to improved teaching.
- **The governance of the school**
 - Governors provide effective support and challenge for school leaders. Governors have strengthened the role played by the governing body since the school's federation with the junior school. They work very well together as a team, making good use of individual governors' expertise. The governing

body's work is organised to ensure that all governors are equally well informed about different aspects of the school's work. Records of governors' meetings have improved, giving a clear picture of governors' deeper knowledge of the school's work and of increased challenge for leaders.

- Governors regularly visit the school, focusing on aspects of the school's development plan. This ensures they know where improvements have been made, including in the quality of teaching. Governors are well informed about how leaders are using funds to support pupils' achievement, including pupil premium and primary sports funding. They regularly discuss the detailed reports provided about the achievement of different groups of pupils. Governors know how the school is performing in relation to other schools nationally. Effective training has built governors' confidence in performing their role, including in safeguarding. Governors are well aware of the challenges caused by numerous changes in staffing. They work closely with leaders and the local authority to ensure staffing arrangements are as settled as possible.
- The arrangements for safeguarding are effective. The different aspects of safeguarding, such as e-safety and site security, are given an appropriately high priority. Information on the school's website and in regular newsletters provides parents and pupils with useful tips about how to stay safe, including when using the internet. Recruitment checks are up to date and meet statutory requirements.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the previous inspection. Teachers confidently teach a range of subjects. They plan interesting lessons which engage pupils well.
- The teaching of reading is particularly successful, so that all groups achieve well. Phonics teaching is consistent across the school so that pupils make consistently good gains in their reading. Pupils visit the school library weekly with their class and all pupils are members of the local library. Teachers use the school's personalised reading plans well to support pupils' achievement. For example, they encourage the most able to read an increasingly challenging range of books.
- Teachers give pupils regular opportunities to use and apply their mathematical knowledge by, for example, solving number problems set in everyday situations. They teach pupils how to use practical equipment successfully to tackle more challenging tasks. As a result, pupils are increasingly willing to have a go at some of the more tricky activities.
- Teachers' expectations of all pupils, including the most able, are much higher than at the time of the previous inspection. They are more aware of pupils' individual needs, including disadvantaged pupils, so that the work set is usually at the right level of difficulty. However, there are a few occasions during lessons when teachers are a bit slow to rectify pupils' misconceptions, or miss opportunities to build on learning strongly enough. When this is the case pupils make slower progress.
- Teachers are knowledgeable about how to develop pupils' writing skills. Since the previous inspection, they have increased opportunities for pupils to complete longer pieces of written work and so practise and hone their writing skills. They plan enjoyable and stimulating activities so that pupils are keen to write. For example, during the inspection, pupils in a Year 1 class carefully constructed and addressed envelopes for their letters to the character in *The Jolly Postman*, learning about punctuation and letter writing skills as they worked.
- Teaching assistants work flexibly alongside teachers to support individuals and groups, including disabled pupils and those with special educational needs. They provide increasingly effective support for pupils' learning and for their personal development.
- Teachers mark pupils' work regularly, in line with the school's policy. Clear marking ensures pupils know where they have been successful and how to improve their work.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are polite and considerate. They are proud of their school and talk with interest about their learning and about school events. They understand and follow the school's rules and respect adults and each other.
- Pupils feel that all adults look after them well in school so they feel very safe. Reminders in assemblies

and lessons help them to understand how they can help to keep themselves safe, including when using the internet.

- Teaching assistants provide warm, positive support for individual pupils with additional needs during assemblies so that they are able to play a full part.
- Pupils like school and attend regularly and punctually. Attendance has improved and is above the national average. The proportions of pupils persistently absent from school have reduced substantially and are well below the national average.
- Those pupils who attend the breakfast and after-school clubs enjoy a good range of games and craft activities. Staff are attentive so that pupils feel welcomed and secure.
- The school's promotion of 'learning powers' such as being resilient and reflective is helping pupils to develop a better understanding of their personal responsibility for learning.
- Most parents who completed Ofsted's online questionnaire, Parent View, feel that pupils are happy and safe in school.

Behaviour

- The behaviour of pupils is good. Pupils behave sensibly in the playground and when moving around the school, responding quickly to adults' instructions. Pupils feel that behaviour in school is good most of the time.
- Leaders have increased teachers' and teaching assistants' expectations of pupils' behaviour over the past year. Behaviour has improved as a result, with far fewer incidents of challenging behaviour. However, while most pupils are well behaved during lessons and are keen to get on with their work, occasionally one or two find it difficult to persevere when they find the work hard, so their progress slows.
- Pupils know that bullying can take different forms. They are clear about what they can do if they have any worries and are confident that teachers will help whenever needed.
- The large majority of parents who completed the online questionnaire feel that pupils are well behaved.

Outcomes for pupils

are good

- Pupils make good progress in reading, writing and mathematics. The work in their books indicates further improvements in their learning this term in all subjects, as leaders continue to develop the school's work.
- Disadvantaged pupils make good progress. The gap between this group's attainment and other pupils nationally has steadily narrowed since the previous inspection. There was a further substantial reduction in the gap in 2015, with only a small difference remaining in mathematics and negligible gaps in reading and writing.
- The most-able pupils make much better progress than at the time of the previous inspection because teachers have higher expectations of their learning. The work in pupils' books illustrates their good progress in reading, writing and mathematics in all year groups. In 2015, the proportion attaining the highest levels (Level 3) at the end of Year 2 increased substantially in all subjects.
- Disabled pupils and those with special educational needs make good progress. Their progress has accelerated during the past year, lifting their achievement as they move up through the year groups. Gaps are narrowing between these pupils and their classmates so that they are increasingly well prepared for learning by the end of each year group.
- Pupils make good progress and achieve well in reading. They use a range of techniques very successfully to help them to read, including phonics. The results of the Year 1 phonics check have steadily improved since the previous inspection, rising to levels close to the national average in 2015.
- Pupils read a wide range of books and increasingly challenging texts. During the inspection, pupils spoke eloquently and enthusiastically about the books they are reading and about favourite authors. In 2015, pupils' attainment in reading increased substantially to levels much higher than the national average, including the proportion attaining the highest levels.
- Pupils' progress in writing has improved since the previous inspection. Pupils learn to write competently and effectively for a range of different purposes. Leaders have increased opportunities for pupils to complete longer pieces of writing so that they develop a better understanding of how to structure and organise their work using techniques such as paragraphs. Engaging events, such as the recent visit to the classroom by a collection of geckos, excite pupils about writing and enliven their work. In 2015,

attainment in writing rose significantly to levels which were well above the national average, with an average proportion of pupils attaining Level 3.

- In the past, attainment in mathematics has been much lower than reading and writing and below the national average. However, leaders secured marked improvements in 2015, when attainment rose to levels broadly in line with the national average. The proportion of pupils achieving Level 3 doubled in 2015 and was much closer to the national average.
- Outcomes are not yet outstanding because, while pupils achieve well, there is potential for them to make even better progress. A few pupils make slightly slower progress in some lessons when they get stuck in their learning and when their teachers miss opportunities to build on their learning strongly enough.

Early years provision

is good

- Leaders have effectively sustained children's good achievement since the previous inspection, despite a number of changes in teaching staff.
- Children behave well and eagerly join in with activities. Positive, good-natured relationships ensure children feel secure. They are curious about the world around them and listen attentively when their teachers explain new ideas. They quickly grow in self-esteem and enjoy playing and learning with their friends.
- Better teaching means that the proportion of children achieving a good level of development has improved substantially over the past three years. In 2014, proportions were in line with the national average with a further increase in 2015. The school's records and assessments show that children make good progress during early years and are securely equipped for learning in Year 1.
- Teachers make interesting links between subjects so that learning is meaningful and enjoyable. They effectively teach children fundamental reading and writing skills, including how to use phonics.
- Children very much enjoy themselves in the outdoor area, choosing from a good range of activities. However, some of the activities are not as challenging as those provided in the classroom, particularly in mathematics. For example, during the inspection a group of children thought carefully when arranging a line of dinosaurs according to size, with lots of discussion about the dinosaurs' differing heights. While this activity contributed very well to the development of children's understanding and use of mathematical language, adults missed the opportunity to deepen and extend children's learning.
- Adults know children well and have a good understanding of their needs. Leaders have recently introduced more robust procedures to check children's progress. They check and discuss the progress different groups of children make, including disadvantaged children, to ensure that all make similarly good progress from their starting points.
- Most parents are positive about their children's first experiences of school, although a few have been understandably concerned about changes in staffing. Leaders are keenly aware of their concerns and have taken appropriate steps to make sure staffing is more settled.
- Adults pay good attention to children's safety and well-being. For example, children are reminded to sit down to eat their fruit snacks and to wear a coat when needed. Leaders ensure areas are orderly and well supervised.

School details

Unique reference number	114465
Local authority	East Sussex
Inspection number	10005782

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

Type of school	Infant
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Jane McCluskey
Headteacher	Jane Midwinter (interim executive headteacher) Sally Simpson (head of school)
Telephone number	01323 502862
Website	www.parkland-inf.e-sussex.sch.uk
Email address	s.simpson@theparklandfederation.org
Date of previous inspection	9–10 July 2013

Information about this school

- The school is smaller than the average-sized infant school.
- The proportion of pupils supported by the pupil premium is below that found in most schools. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and looked after children.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school is federated with Parkland Junior School which shares the school site.
- The interim executive headteacher provides overall leadership for both schools in the federation. She was not present at the time of the inspection. The head of school provides day-to-day leadership in the infant school.
- The school provides a breakfast club and an after-school club which were included in this inspection.

Information about this inspection

- The inspection team observed learning in 16 lessons or part lessons.
- The inspection team held discussions with the heads of school, senior leaders, teachers, members of staff, parents and pupils. Inspectors also held a meeting with the Chair of the Governing Body and three other governors.
- The inspection team took account of 46 responses to the online questionnaire, Parent View. In addition, the team considered 14 staff questionnaires, as well as the views expressed by parents who spoke with them informally at the start of the school day.
- The inspection team observed the school's work and considered a range of documents, including the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies.
- The inspection team looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. Inspectors also listened to pupils in Year 2 reading.

Inspection team

Julie Sackett, lead inspector

Ofsted Inspector

Christopher Crouch

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

