

Hangleton Primary School

Dale View, Hove, East Sussex BN3 8LF

Inspection dates

6–7 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
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	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Excellent leadership has ensured that the amalgamation of the infant and junior schools has been smooth. The executive headteacher, well supported by senior and middle leaders, has provided ambitious and determined leadership during a period of considerable change.
- Parents and carers value the attention and support their children receive. They appreciate the additional help available to them from the school.
- Pupils behave well in lessons and around the school. They are polite and show respect for others. Relationships between staff and pupils are very positive.
- Teaching is good, with strong practice in most classes. Where teaching is not yet consistently good, leaders are dealing with this effectively.
- Governors are highly effective. Their skills and drive are leading to rapid improvement. They hold all leaders to account. Governors, staff and leaders share a commitment to improve the school and work very well together to achieve this.
- Children get off to a good start in the early years. They grow in confidence and make good progress.
- Pupils are taught a good range of subjects in the curriculum. They enjoy the range of activities on offer. The school's work to promote British values and to enhance pupils' spiritual, moral, social and cultural development is strong.
- Pupils are making good progress. The standards pupils reach by the end of key stage 2 are improving steadily. Leaders are successfully tackling previous underachievement, but the most able pupils do not always get challenged enough.

Full report

What does the school need to do to improve further?

- Further strengthen pupils' outcomes by ensuring that:
 - all lessons are challenging enough for the most able pupils
 - staff share best practice to further develop a high quality of teaching, learning and assessment for all pupils.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders focus strongly on making the school better for the pupils. As a result of their diligent efforts to tackle all aspects of poor performance, outcomes for pupils are now good and continuing to improve.
- Parents have growing confidence in the school. Some of them are moved to tears when discussing the extremely positive support they have received. Leaders, governors and staff share a commitment to equality of opportunity for all. Together, they tackle any prejudiced behaviour successfully.
- During the amalgamation of the infant and junior schools, leaders made sure that the strengths in both schools were maintained. A good example of this is the continued commitment to a wide range of subjects for pupils in key stage 2. At the same time, weaknesses in the schools' work have been dealt with. Parents and staff recognise the important role the strong leadership of the executive headteacher has played in this. One parent summed this up when she described the executive headteacher as 'a tough lady who deals with things positively'.
- Leaders have an accurate view of the quality of teaching and learning in the school. They do not tolerate poor teaching and take very successful action to improve it. There have been many staff changes since the previous inspection. Extremely effective systems are supporting teachers to improve the quality of their work. Teachers receive helpful feedback, and senior leaders check that this is acted on. As a result of high-quality leadership, teachers are well supported to ensure that all pupils make at least good progress.
- Recently, the role of middle leaders has been developed successfully. They are now playing a major role in the school's success. Senior leaders clarified their expectations and then arranged additional training from their local authority adviser. They are now rightly focused on ensuring consistently high-quality teaching in each year group. As a result, they have been described as the 'custodians of consistency' in the school.
- The curriculum is wide and engaging for all pupils. Pupils are motivated by their lessons and visits to interesting places. Pupils have good opportunities to further their spiritual, moral, social and cultural development and are well prepared for life in modern Britain. Trips develop pupils' skills and understanding across a range of subjects very well. A good example of this was the high-quality writing in Reception that preceded a trip to find the Gruffalo. Pupils benefit from high-quality physical education lessons. The sports grant is used effectively, for example to fund additional swimming lessons for the most and least able. The curriculum is highly effective and designed to meet the needs of pupils in all years.

Governance of the school

- Governors have drive and ambition for the school, which they know extremely well. They are highly focused on improving outcomes for pupils. They are a highly skilled group with a track record of driving improvement. Governors use their excellent skills and thorough knowledge of the school to challenge leaders. As a result, they hold

leaders successfully to account for pupils' outcomes and well-being.

- Governors provide excellent support to school leaders. They understand the challenges facing them and ensure that resources are used well to deal with weaknesses. A good example of this is the effective use of the federation to support teaching and other improvements in the school.
- Governors have skilfully steered the amalgamation of the two schools. At every stage, they have worked thoughtfully and considerately to create one unified school. This can be seen in the 'together we respect, inspire, achieve' motto, which has united staff and children. Staff say that they feel empowered and part of a team that is held to account for the progress pupils make. This is the result of the developing culture of shared responsibility within the school, guided by the governing board.

Safeguarding

- The arrangements for safeguarding are effective.
- Effective systems are in place to make sure that all necessary checks and training are carried out. Very effective referral routes within the school are well used and understood by staff. Training is comprehensive for staff and governors. This ensures that they have the knowledge they need to keep children safe. Pupils learn how to keep themselves safe, and teachers make good use of external support. For example, recent work with the NSPCC has raised awareness of internet safety for both pupils and parents.
- Leaders are tenacious and diligent in their efforts to keep children safe. They deal effectively with any concerns that are raised. The school offers a range of additional support to pupils and parents to provide early help. Leaders work well with other professionals to be sure that pupils with more complex needs get the help they require.

Quality of teaching, learning and assessment

Good

- Pupils value and enjoy the teaching they receive. Many lessons spark pupils' interest and give them opportunities to show what they already know. For example, in a Year 5 English lesson, pupils referred back to their secure knowledge about poetry with a narrative form. This not only demonstrated the pupils' enthusiasm but also their solid understanding of previous work.
- Parents are increasingly positive about the learning and support their children receive, especially the parents of pupils who have special educational needs (SEN) and/or disabilities.
- English teaching is strong in all year groups. Teachers have a secure knowledge of this subject and understand the difficulties some of their pupils face. When covering a new topic, teachers routinely anticipate the main words that pupils may not understand. They then use a variety of engaging approaches to make sure that pupils understand these important words. A display in Year 1 was used well to teach pupils vital words for their work on castles.
- Teachers and teaching assistants probe pupils' understanding very effectively to assess their knowledge and to deepen their understanding. Teaching assistants provide strong

support to pupils' learning. Many of them use questions well to expertly spot gaps in pupils' learning and provide immediate support to help them.

- Training for teachers, linked to changes in the way that mathematics is taught, is beginning to strengthen teachers' subject knowledge. An increased focus on the basic skills, delivered in an engaging way, is strengthening pupils' knowledge and confidence in mathematics. This was seen in lessons, in conversations with pupils and in their work over time. Leaders have a good understanding of the quality of teaching in mathematics. They are aware that pupils do not get enough opportunities to talk about their mathematics and explain how they tackle problems.
- Pupils who have SEN and/or disabilities are very well supported and make good progress as a result. Extra help is having a very positive impact on pupils' learning and leading to rapid progress that closes gaps in pupils' knowledge. The special educational needs coordinator (SENCo) is providing good leadership in this area. Pupils who were not previously receiving the support they required have been identified quickly, and effective support is now in place.
- Where teachers have high expectations, pupils respond well and are highly attentive. In these lessons, pupils are fully engaged and listen carefully to each other. However, this is not yet the case in all lessons. In some cases, teachers do not have high enough expectations of what pupils know and can do. This is especially the case for the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well looked after in school. They are confident that staff will give help if they need it.
- Pupils have a growing awareness of how to be a successful learner. In many lessons, they receive useful feedback from teachers that helps them to move on. In these lessons, pupils make a strong contribution to their own learning. Where teaching is not as strong, pupils are not as engaged in their learning and they do not make as much progress.
- Parents feel that their pupils are safe and happy. While most parents are confident that the school deals well with bullying, some have concerns that this is not the case. Inspectors considered the effectiveness of the school's approach to dealing with bullying carefully by speaking to pupils and staff, investigating records and examining procedures. Inspection findings confirmed that the school deals effectively with bullying and challenging behaviour.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in and around the school. Pupils are polite and treat adults and visitors with respect. Pupils who have complex SEN and/or disabilities that result in

some challenging behaviour are very well supported by staff.

- Rates of attendance are in line with national averages. Decisive and effective action was taken to reduce the increased levels of absence seen in recent years.
- Pupils feel safe and say that they trust each other. They respect and appreciate the rich environment they have outside. They enjoy the opportunities they get to spend time together as a whole-school community, particularly during breaktimes when both playgrounds are open to them.

Outcomes for pupils

Good

- Previously, outcomes in Years 3 to 6 were not as strong as those in the rest of the school. This, combined with the significant staff changes since amalgamation, has led to some pupils not making as much progress as they should in key stage 2. Leaders' swift actions have ensured that in all years, all pupils, including those who are disadvantaged, now make good progress in all aspects of the curriculum.
- Pupils make good progress in reading, writing and mathematics in key stage 1. By the end of Year 2, they reach standards that are broadly in line with national averages. Although pupils now make good progress in all subjects in key stage 2, this has not always been the case. Previous slow progress in Years 3, 4, 5 and 6 means that some pupils have gaps in their knowledge. Consequently, too few have been able to reach the expected standard by the time they leave the school. Improvements in the quality of teaching are now dealing with this underachievement, and most pupils are now on track to achieve the expected standard in reading, writing and mathematics.
- Pupils now make good progress because of the good teaching they receive. In the strongest lessons, subject knowledge is used well to move pupils' understanding forward. Where teaching is precise and backed up with thoughtfully planned activities, pupils make strong progress and develop confidence in fundamental skills. However, this strong teaching is inconsistent across the school, and the most able pupils are not always challenged enough.
- Prior to the amalgamation, the needs of pupils who have SEN and/or disabilities were not met consistently well. This has now improved. Teachers' accurate identification of pupils' needs and their provision of comprehensive support are leading to good progress for these pupils.
- Leaders have high expectations for all pupils. Staff have accurate and thorough processes to assess and track pupils' learning. They use this information to intervene quickly when pupils are not making enough progress. As a result, most pupils are now working at the expected standard in reading, writing and mathematics. Where pupils are not yet working at the expected standard for their ages, they are making rapid improvement and are on track to reach it. As a result, pupils are well prepared for the next stage in their education.

Early years provision

Good

- Children in the early years make good progress from their starting points. They join the school with levels of development that are lower than those seen typically. As a result of the good teaching they receive, children, including disadvantaged children, make good progress. By the end of the year, most children are able to achieve a good level of development and are well prepared for Year 1.
- The curriculum is lively and well planned. Imaginative activities enthuse the children and give them exciting opportunities to practise what they are learning. A good example of this was the Gruffalo project seen during the inspection. The classroom work and trip resulted in some excellent writing and generated enormous enthusiasm.
- Parents value the work in the early years. They say that their children are safe, happy and well looked after. Parents are pleased with the progress their children are making.
- Leadership is good. Leaders are aware of strengths and weaknesses. They take effective action to improve what they do. For example, leaders have made good use of additional coaching support for teachers. This has ensured that all pupils have made good progress this year.
- While teaching in the early years is leading to good progress, it is inconsistent in quality. This is because teachers do not always have high enough expectations of what children know and can do. The most able children do not always get the stretch they need, and teachers are not always able to identify those with hidden potential.

School details

Unique reference number	114399
Local authority	Brighton and Hove
Inspection number	10046470

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	631
Appropriate authority	The federation governing body
Chair	Jennifer Barnard-Langston
Executive headteacher	Emma Lake
Telephone number	01273 294874
Website	www.hangleton.brighton-hove.sch.uk
Email address	admin@hangleton.brighton-hove.sch.uk
Date of previous inspection	5–6 December 2013

Information about this school

- Since the previous inspection, the school amalgamated with the neighbouring junior school. The new school retained the unique reference number of the infant school.
- The school is federated with a local primary school. Both schools now share an overarching governing body. Each school also has a local governing body.
- The school runs its own before- and after-school club on site, providing childcare for pupils at the school.
- The school meets the current government floor standard which is the minimum standard for pupils' attainment and/or progress at the end of key stage 2.
- The numbers of pupils from minority ethnic groups and those who speak English as an additional language are above average.
- The proportion of disadvantaged pupils is above average.

Information about this inspection

- This inspection was carried out under section 8 of the Education Act (2005) to evaluate the addition of an extra key stage since the previous inspection. The inspection became a section 5 inspection during the visit.
- Inspectors observed 47 lessons or parts of lessons; 32 of these observations were carried out jointly with school leaders. Inspectors talked informally to pupils throughout the inspection and met with groups of pupils from Years 2 and 6. Meetings were held with leaders and groups of staff, including newly qualified teachers. Inspectors met with three representatives from the local authority and members of the governing body.
- Inspectors sought the views of parents at the beginning and end of the school day. They also considered 133 responses to Parent View, along with one letter from a parent received during the inspection.

Inspection team

Phil Minns, lead inspector	Her Majesty's Inspector
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