

Inspection of East Preston Junior School

Lashmar Road, East Preston, Littlehampton, West Sussex BN16 1EZ

Inspection dates: 19–20 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils look forward to coming to this school every day. As one parent wrote, 'My daughter can't wait to tell me what she has done at school and always comes home happy.' Pupils feel safe and well known by the adults. They know that they are valued and that their teachers want the best for them.

In lessons, pupils concentrate well. Their good behaviour means that all pupils can learn without interruption. At playtime, pupils show the same consideration for each other. Pupils say that bullying does not often happen. They are very clear that if it does, staff put a stop to it very quickly.

Leaders and teachers are ambitious for the pupils to learn well. Pupils say that teachers encourage them to push themselves further. Pupils love the new awards scheme, which further motivates them to try their best. They also know that the learning itself is important.

Pupils, staff, parents and carers have welcomed the improvements that the new headteacher has brought to the school. Pupils described to the inspectors how their learning is wider this year. For instance, all pupils have started to learn Spanish in September. They have embraced this learning with zest.

What does the school do well and what does it need to do better?

Leaders have made rapid improvements to the curriculum. Their vision is that all pupils gain deep and wide knowledge across a broad range of subjects. This has meant a major overhaul of certain areas. Leaders have improved the content and sequence of teaching the knowledge they want pupils to learn. Staff also teach in such a way that pupils can retain what is important. They are currently improving the content of each individual subject. Teachers will complete this process by the end of the year. The early impact of the revised content is already evident. For instance, in history, pupils have an improved grasp of chronology. Historical concepts such as bias are better understood by the pupils. Leaders have made established improvements to reading, writing and mathematics. Now they are ambitious about the developments they want to see across all subjects. Although the changes to the wider curriculum are still at an early stage, plans are well set out.

Reading is a priority in the school. Pupils know this. They understand why reading is important and how it makes a difference to their lives. Leaders ensure that pupils read often and widely. If a pupil needs extra help, teachers pick up on this. Leaders know that weaker readers would do even better if staff at the junior school became more knowledgeable about early reading.

The teaching of mathematics is strong. The planning focuses on what pupils need to learn to be secure in their understanding and skills. The improved mathematics learning has led to a sharp rise in pupils' achievement.

Pupils with special educational needs and/or disabilities (SEND) are well looked after. Teachers know them well and strive to ensure that they take part in all lessons. Well-judged additional teaching outside of lessons means that pupils with SEND can keep pace with their classmates.

The school motto, 'Enjoyment and excellence in all that we do and all that we are,' permeates the school. Pupils' personal development is a high priority for leaders. They provide many opportunities for pupils to take up posts of responsibility. Pupils have a strong sense of right and wrong. This means that their behaviour is mature and considerate of others. Pupils participate well in a range of activities. They show pride in representing their school. For instance, inspectors listened to the choir rehearsing early one morning. Pupils were excited about performing at Arundel Cathedral.

The headteacher leads with a clear sense of integrity and moral purpose. Staff, pupils and parents are on board with the vision the headteacher has set out. The school has been through a period of uncertainty in the past two years. The multi-academy trust has been influential in ensuring that the school has improved in this time.

Safeguarding

The arrangements for safeguarding are effective.

All members of staff are committed to keeping pupils safe. They are well informed about their safeguarding responsibilities. They act on concerns quickly. Leaders know the families well. They work effectively with them. Leaders also pursue support from other agencies to secure the right help for vulnerable pupils.

The trust and the school work together to make sure all the right checks are in place when employing new staff. Governors check records and processes carefully. Pupils and parents receive useful information about online safety. Pupils say that they are taught how to keep themselves safe in and out of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The improvements to the foundation subjects are in the early stages of development. The school has made a very good start to this process but will need to keep to its timescale to achieve a fully established curriculum within the next eighteen months. Leaders should ensure that training and support are in place to assist teachers as newly overhauled subject plans are implemented.
- Leaders know that, to support younger pupils as they enter the junior school, it will be beneficial to develop early reading experts among the staff. Leaders should make this a priority to ensure that weaker readers are given skilled support as they begin key stage 2.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144244
Local authority	West Sussex
Inspection number	10122304
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	Board of trustees
Chair of trust	Susan Hawthorn
Headteacher	Michael Tidd
Website	www.epjs.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in May 2017. The school joined Schoolsworks Academy Trust.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- I, the lead inspector, reviewed the school's safeguarding arrangements. I looked at relevant documentation, staff recruitment checks and training. I also considered how well adults in the school act on emerging concerns about pupils' welfare.
- We spoke with pupils, parents and staff to gather their views about the school. We considered the 42 responses to Parent View, the 26 responses to the staff questionnaire and the four responses to the pupil questionnaire.
- We did deep dives in reading, mathematics, Spanish, history and physical education. This involved talking with senior leaders, subject leaders and class teachers about how these subjects are delivered. We then visited a range of lessons to see this in action, talked to pupils about what they have learned and looked at their work.

Inspection team

Yasmin Maskatiya, lead inspector

Her Majesty's Inspector

Kevin Parfoot

Ofsted Inspector

Linda Appleby

Ofsted Inspector

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019