



Ocklynge Junior School

Inspection Report

Unique Reference Number 114462
LEA East Sussex
Inspection number 279386
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Juliet Ward HMI

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

Type of school	Junior	School address	Victoria Drive
School category	Community		Eastbourne
Age range of pupils	7 to 11		East Sussex BN20 8XN
Gender of pupils	Mixed	Telephone number	01323 725 839
Number on roll	824	Fax number	01323 646 358
Appropriate authority	The governing body	Chair of governors	Mr Nick Bastin
Date of previous inspection	26 June 2000	Headteacher	Mr Mark Trott

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors.

Description of the school

Ocklynge Junior School is a very large school, with six classes in each year group. The great majority of pupils are from a White British; there are currently 33 pupils for whom English is an additional language. There is a very wide range of individual learning difficulties and disabilities within the school, although the percentage of pupils involved is slightly less than the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Ocklynge Junior School is a very effective school with some outstanding features, and it provides very good value for money. The leaders and managers put improving what is on offer to pupils at the heart of their decision making. They have an accurate but sometimes conservative view of the school's strengths through their very good self-evaluation; for example, the attention paid to the pupils' personal development and care is even better than the school thinks. There is a clear vision for ongoing improvement. The governing body is extremely supportive and well informed. Teaching is good with some particularly strong features. Teachers make lessons lively to ensure pupils learn; for example, they make very effective use of a wide range of teaching strategies and resources. As a result, pupils achieve well and by the time they leave the school their standards are above average. Teachers carry out regular assessment in all subjects and the information gained is used effectively to identify groups of pupils who need extra support, although target setting is not yet as clearly defined and effective in Years 3 and 4 as in Years 5 and 6.

Pupils' personal development is very good and they behave well at all times, sometimes excellently. Links with other organisations are used very effectively to support pupils' learning and development. Pupils thoroughly enjoy coming to school and many take part in the outstanding range of extra activities; this demonstrates the high commitment of the managers and staff of the school to provide an enriched curriculum during and after school hours. The overwhelming majority of parents and pupils are very happy with the school and all it offers.

The school has demonstrated a very good capacity to improve through its well-constructed and effective systems for monitoring and self-evaluation, which accurately identify the areas in need of further improvement and how this will be accomplished. Ongoing improvements year on year are evident in the steady rise in pupils' attainment and the good progress they make throughout their time at the school.

Grade: 2

What the school should do to improve further

- extend target setting for individual pupils and groups of pupils to provide ongoing challenge throughout the school.

Achievement and standards

Grade: 2

Achievement is good for all groups of pupils. The very good provision for pupils with learning difficulties and disabilities ensures that they achieve well. Pupils' attainment when they start school is broadly average. They make good progress in English, mathematics and science and reach above-average standards by the time they leave. The results of the 2004 national tests placed the school in the top 25% of schools in

the country. There has been a marked improvement since the previous inspection in all three subjects. Provisional results of the 2005 national tests show a significant improvement in writing, especially amongst boys. The school has implemented a good range of strategies, such as specialist teaching in small groups, which are already proving successful in raising standards, particularly for those boys who were previously achieving lower-than-average standards. In mathematics, the school has identified that girls do not do as well as boys and is taking appropriate action.

The school has also identified that pupils in Years 3 and 4 make slower progress in writing than those in Years 5 and 6 and is addressing the reasons for this in a number of ways. Although teachers set challenging targets for pupils in Years 5 and 6 to achieve, target setting in the younger classes is less formalised and consistent.

Grade: 2

Personal development and well-being

Grade: 1

Learners really enjoy coming to school. They are very enthusiastic about the outstanding range of experiences open to them in the way of clubs, and also about what they learn of other countries through the school's excellent Global Citizenship work. Pupils have a very clear understanding of how to behave well and some behaviour is outstanding. The school is a safe and orderly place for all to learn in. Attendance is good, and pupils are very confident that any bullying that may arise will be sorted out by their teachers.

Pupils' spiritual, moral, social and cultural development is outstanding, and an understanding of other cultures is fostered particularly well through many aspects of school life. Pupils have an excellent understanding of how to lead a healthy life through eating sensibly and getting lots of exercise, for example, through the very wide range of sports clubs and teams. This has led to the school gaining the Gold Sportsmark award. The school council provides an excellent vehicle for pupils to develop a sense of community and to enhance their social skills. They also make a positive contribution to the wider community through, for example, involvement in Remembrance Day, entertaining senior citizens and competing in inter-school games.

Grade: 1

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, with some particularly strong features; for example, the teachers work closely together to ensure that the taught curriculum is consistently good or better across the year groups. Teachers and teaching assistants work together well for the benefit of all pupils. Excellent relationships are evident as teachers use a good range of strategies and resources to make lessons interesting and stimulate pupils' learning. As a result, pupils enjoy their learning and achieve well. They take part

willingly in discussions to share their ideas with each other and to demonstrate their knowledge and understanding when responding to different challenges.

There is a very strong sense of teamwork in year groups and teachers support each other well, sharing good practice to improve the quality of their teaching even further. New assessment procedures have been introduced since the previous inspection in all subjects, and these are used effectively to identify groups of pupils who need extra support. The good system of target setting for pupils in Years 5 and 6 is not yet formalised into Years 3 and 4 to ensure that all teachers and pupils are fully aware of where improvements are needed. Very good support is provided for pupils with learning difficulties.

Grade: 2

Curriculum and other activities

Grade: 2

Pupils' good progress is supported well by the school's strong commitment to providing an extensive range of stimulating learning experiences, including a good range of visits in the locality and visitors to the school. Subjects such as mathematics, science and ICT are often linked to make learning more meaningful and relevant. Provision is constantly reviewed to ensure that it meets the full range of pupils' interests and priorities to improve standards further; for example, setting in place additional support programmes for specific groups of pupils.

An outstanding range of popular and well-attended extra-curricular sessions, including sports and creative activities, enriches pupils' learning greatly. These experiences encourage pupils to be active and healthy and to develop wider interests. Pupils also successfully develop their confidence and skills, learning more about life beyond their immediate environment. Excellent links are established with schools locally and in several other countries to prepare them well for later life in a multi-cultural society.

Grade: 2

Care, guidance and support

Grade: 2

Parents are very pleased with the high levels of care in the school. This begins with the excellent induction in Year 3 and continues through to when pupils transfer on to secondary school. Despite the size of the school, it is evident that pupils are known extremely well. Any particular needs in relation to behaviour or education are very well met in a variety of ways so that all pupils learn equally well, and are guided effectively in how to achieve high standards. The child protection procedures are outstanding, with all the adults in school recently trained. The coordinator is not only very experienced in dealing with different agencies but also shows a very high degree of knowledge of more vulnerable pupils and their families. Health and safety and risk assessment is given a high priority by the school and so contributes to ensuring pupils are safe.

Grade: 2

Leadership and management

Grade: 2

Leadership and management are very good. The headteacher, ably supported by the deputy headteacher, provides very clear, well focused educational direction to the school's work. Leaders throughout the school strive successfully to provide a good and interesting education for pupils. They systematically seek information about how well things are going and are willing to change and revise their ideas to find what works most effectively. The school's self-evaluation accurately identifies the strengths and areas for development. It takes into account the views of parents and pupils and acts upon them well. Governors are extremely supportive and are kept well informed by the headteacher.

The leadership team are very good at using available initiatives to improve the education offered to pupils, for example, the links made with schools in India and Egypt funded by grants from the British Council. Positive ways of managing pupils' behaviour are very effective. Links with external agencies also enrich and support the work of the school. Looked-after children and those with learning difficulties and disabilities are nurtured and supported very well. The management of resources is outstanding and the managers explore many avenues to fund projects and provide resources; the new interactive whiteboards are good examples of this.

The systems in place for teachers to effectively develop and improve their skills through several different avenues are well established. For example, managers model lessons and coach teachers in using a range of teaching strategies to motivate and encourage pupils to enjoy learning; this is a strength noted in the lessons observed.

The school's capacity to improve is very good. This is shown by the significant improvements since the last inspection, particularly in the higher standards achieved by pupils for the past five years, and the rich curricular opportunities now provided for the pupils.

Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

The Pupils Ocklynge Junior School Victoria Avenue Eastbourne East Sussex BN20 8XN

4 November 2005

Dear Pupils,

I am writing on behalf of the inspection team to let you know what we think about your school. Thank you for taking part in the inspection by talking to us about your work, your life in school and all you do.

we think your school is a very good school with some things that are really outstanding the headteacher and your teachers make sure all their decisions make school life and your learning better for you all the time. You, through the school council, play an important part in improving the school and your ideas are acted upon

you really enjoy coming to school and you achieve well, particularly because your teachers make the lessons lively and use lots of interesting resources such as interactive whiteboards another reason for your good achievements is that you are cared for very well, and your teachers and support staff all make sure they help you when you have problems with some of your work or any other worries

you behave in a very sensible and mature way around the school and in lessons the overwhelming majority of you and your parents are very happy with the school and all it offers. Many of you take part in the outstanding range of extra activities.

We had a very enjoyable time at your school. We think that to make learning even better, all the younger pupils could use the same target system as the older ones, which means meeting targets and setting new ones even faster.

With best wishes,

Juliet Ward Her Majesty's Inspector of Schools