



North Lancing First and Middle School

Inspection Report

Unique Reference Number 125841
LEA West Sussex
Inspection number 282009
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Linda Kelsey HMI

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

Type of school	Primary	School address	Mill Road
School category	Community		North Lancing
Age range of pupils	4 to 12		Lancing, West Sussex BN15 OPT
Gender of pupils	Mixed	Telephone number	01903 752301
Number on roll	463	Fax number	01903 851132
Appropriate authority	The governing body	Chair of governors	Mr B Boggis
Date of previous inspection	6 December 1999	Headteacher	Mr Jim Pearson

Age group 4 to 12	Inspection dates 4 October 2005 - 5 October 2005	Inspection number 282009
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Introduction

The inspection was carried out by one HMI and two additional inspectors.

Description of the school

North Lancing First and Middle School is a large school on the outskirts of Lancing, West Sussex. There are 451 pupils aged from four to twelve in sixteen classes. Unusually, the number of pupils in Year 7 is half that of other years because a number of them transfer to local secondary schools at the end of Year 6. There is an average number of pupils with learning difficulties and disabilities but a significant number of travellers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

North Lancing First and Middle School is a large school on the outskirts of Lancing, West Sussex. There are 451 pupils aged from four to twelve in sixteen classes. Unusually, the number of pupils in Year 7 is half that of other years because a number of them transfer to local secondary schools at the end of Year 6. There is an average number of pupils with learning difficulties and disabilities but a significant number of travellers.

What the school should do to improve further

- Improve the challenge and consistency in teaching and learning for the pupils capable of reaching above-average standards.
- Ensure that there are enough opportunities for all pupils to undertake independent practical activities and more extended work, and monitor this more effectively.
- Continue the development of ICT in other subjects of the curriculum.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. Pupils start school with average levels of attainment and make satisfactory progress in all subjects. Pupils leave Year 7 with standards in line with those expected. In national tests, there has been a consistent picture of sound progress from Year 2 to Year 6. The school's past emphasis on English has been effective in raising standards. The more recent focus on mathematics has shown an increase this year in the proportion of pupils achieving the higher levels. The school is now rightly focusing on ICT as well as investigational and practical work to increase the level of challenge for those at the upper end of the middle ability range. Pupils with learning difficulties and disabilities make good progress and a number subsequently reach the national average levels. Very good assessment data is ensuring that individual need is quickly identified and effective action taken.

The targets for this year were realistic and well informed from pupils' previous performance. They were achieved in mathematics and science but not in the higher levels in English. The school is investigating the reasons for this and will put in place any amended strategies. Evidence from the inspection indicates that they are having a positive impact.

Personal development and well-being

Grade: 2

The strong emphasis placed on pupils' spiritual, moral, social and cultural development enables pupils to develop a sensitive approach to life and everyday issues. The school helps learners become sensible and mature through seeking their views and suggestions to bring about school improvement. Behaviour throughout the school is good and pupils enjoy school life. Pupils are proud of their school and feel protected from problems such as bullying. Attendance is satisfactory.

Pupils are encouraged to contribute to the school community. The school council is a valued, constructive organisation that effectively contributes to school life. One such example is the part it played in improving playground provision. Pupils have good opportunities to develop initiative and take responsibility. In fund-raising activities on behalf of local and national charities, pupils gain an awareness of those less fortunate than themselves.

The emphasis placed on health, safety and healthy eating helps pupils develop a secure understanding and appreciation of these areas. Indeed, a major component of the work leading to the school's recent gaining of the 'International Schools Award' was their work undertaken on 'Nutrition, Health and Physical Education'.

Quality of provision

Teaching and learning

Grade: 3

Teaching through the school is satisfactory overall, with a number of strengths. Teachers are well supported by teaching assistants and plan thoroughly to provide for different levels of ability. They use prior assessment information to group pupils in different ways. The delivery of lessons is often good, although it is variable. At its best, the lessons are exciting, focused well, have clear objectives and provide high levels of challenge. On occasions, the good planning is not carried through, so similar tasks are given to the class and those capable of reaching above average are not sufficiently challenged. The focus on English and mathematics teaching has had a substantial benefit on the learning of pupils. The present improvement area is rightly aimed at improving pupils' ability to think for themselves and to make links between other subjects. Good use is made of teachers' specialisms. For instance, in a number of year groups, the teachers change classes so that they can teach to their strengths. The school's comprehensive range of assessment is used well to forecast achievement levels and to target those who need more help. In English and mathematics this is, again, very effective and has enabled potential underachievement to be remedied. The teaching and support for those with learning difficulties and disabilities and for those who are gifted and talented are good.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements and provides a satisfactory range of activities and experiences that build appropriately on pupils' prior learning. There is sound provision for basic skills of literacy, numeracy and ICT. While the curriculum provides effectively for the needs of most pupils, including travellers, those with learning difficulties and learners identified as gifted and talented, it does not always meet the needs of higher-attaining pupils. The school is now working to improve links between subjects in order to help pupils make purposeful connections between aspects of their work and increase their enjoyment in learning.

A very comprehensive programme of personal, social and health education provides clear information about keeping safe and how to build good life skills that will serve learners well in becoming responsible citizens. A strong emphasis on health awareness results in boys and girls across the school having a secure understanding of the impact of a healthy diet and exercise on their bodies.

Nearly three-quarters of pupils take part in a good range of after-school clubs in sports and the arts. The quality of the artwork around the school was impressive. Numerous visitors and visits enliven pupils' experiences. Pupils talk very enthusiastically about their residential visits, particularly activities such as rock climbing and abseiling.

Care, guidance and support

Grade: 2

The high level of care and support given to pupils throughout the school contributes well to their progress and enjoyment in learning. Parents are confident that their children are safe and well cared for in school. Procedures for child protection are effective and staff are watchful for any pupil who might be distressed or anxious. Pupils work in a safe environment with adults ensuring their well-being. Safety and health checks are undertaken regularly, and rigorous risk assessments are made before pupils go on visits. The importance the school places on promoting a healthy lifestyle effectively shapes pupils' attitudes to health, including food and physical activities.

In class, pupils receive much ongoing support and encouragement. Teachers mark pupils' work carefully and give them clear guidance as to how they can improve. There is good support for pupils with learning difficulties, as there is for those identified as being gifted and talented.

Leadership and management

Grade: 2

Leadership and management are good overall. The school knows itself well in most aspects and consults regularly with pupils, staff, parents and governors. The governors evaluate provision and receive regular updates on the quality of teaching and learning. While the school knows its strengths, it also knows where there are aspects that need developing, such as in ICT. It has also correctly identified that strategies to improve English have been successful. More recently the increased focus on improving mathematics and science has resulted in better progress in these subjects. There is strong teamwork in the school and the roles of the governing body and middle management are continuing to develop. Statutory requirements are met.

The senior team uses assessment data well to monitor teaching and learning through classroom visits and work scrutiny. The evaluation of data has assisted the school in identifying where there have been weaknesses in teaching which have affected the pupils' progress. It has addressed some of these issues through re-organisation of staffing and continued support and training. However, there is more to do on focusing the monitoring on why teaching is still variable across the school and in subjects.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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	3	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	2	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

North Lancing First and Middle School Mill Road North Lancing West Sussex BN15 0PT

6th October 2005

Dear Pupils

Thank you for welcoming us so warmly during our visit to your school. All the inspectors enjoyed our visit, looking at your work and seeing your lessons. We especially liked chatting with so many of you.

What we liked most about your school:

- we think this is a very happy school. We like how hard you work and how well you behave
- you are kind and thoughtful to each other and are very proud of your school
- there are lots of exciting after-school activities for you to take part in with your friends
- your teachers and the adults take good care of you, and make sure that you feel safe and secure and get extra support if you find things difficult
- you also know how to look after yourself, know what is good to eat and why you should do some exercise while at school.

What we have asked your headteacher and his staff to think about:

- we think that some of you are ready for even harder work and ready to undertake more independent practical activities
- we have asked your headteacher to keep a check on how well everybody works in the school
- we have also asked the school, to make sure that all the ICT skills you are learning so well are used when studying other subjects.

We hope that you continue to do well, help your teachers and the adults in your school and would like to wish you success in your future education.

Linda Kelsey HMI