



Bartons Infant School, Bognor Regis

Inspection Report

Unique Reference Number 125922
LEA West Sussex
Inspection number 282021
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Alexander Baxter AI

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

Type of school	Infant	School address	Romney Broadwalk
School category	Community		North Bersted
Age range of pupils	4 to 7		Bognor Regis, West Sussex PO22 9BH
Gender of pupils	Mixed	Telephone number	01243 822056
Number on roll	174	Fax number	01243 822056
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	16 November 1999	Headteacher	Mrs J E Myers

Age group 4 to 7	Inspection dates 16 May 2006 - 17 May 2006	Inspection number 282021
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bartons Infant School is below average in size. It serves a relatively disadvantaged area. Most pupils are of White British origin. Very few pupils are from minority ethnic backgrounds, with just under half of these speaking English as a second language. About a tenth of the pupils are eligible for free school meals and the proportion of pupils with learning difficulties and disabilities is also below average. More than the usual number of pupils have statements of special educational need. Most children start school with attainment that is generally below the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with several significant strengths, not least the headteacher's and senior leaders' outstanding direction and promotion of high quality care that supports the pupils' excellent behaviour. Self-evaluation is excellent and the school's views match the judgements of the inspectors. It has made good improvement since the last inspection and has a very good capacity to do so in the future. It provides good value for money.

The quality of provision in Reception is satisfactory and children make a satisfactory start, and they make good progress in knowledge and understanding of the world and personal development. However, adults do not always support children fully in their independent learning activities. Standards are broadly average in Year 2 and show good achievement from mostly below-average standards when pupils enter school. Standards are rising very well especially in science and writing, in response to good teaching in Years 1 and 2, but initiatives to develop pupils' reading and mathematics, whilst effective, need more time to have full impact. An increasing number of pupils are reaching above-average standards and most achieve the appropriately challenging targets set by their teachers. A well-planned, stimulating taught curriculum, enriched by excellent extra-curricular and playtime activities, promotes pupils' learning and develops their personal qualities well. A few pupils could attend more regularly, but in response to the school's prompting, attendance is average. Leadership and management, including governance, are good and are underpinned by the headteacher's expertise in early years education.

What the school should do to improve further

- Raise achievement further by Year 2 in reading and mathematics.
- In Reception, make sure that children have more challenging adult support in their independently chosen activities

Achievement and standards

Grade: 2

Pupils achieve well by the time they leave the school. Many children enter the Reception classes with below-expected levels of skills, especially their personal, communication, language and literacy skills. By the time they enter Year 1, most have achieved satisfactorily in relation to their capabilities, but have not reached the goals normally expected of children of this age, especially in communication skills. Children do well in their personal, social and emotional development and in their knowledge and understanding of the world. Progress is good in Years 1 and 2, in response to the pupils' developing self-confidence and teachers' increasing expectations. Most pupils reach the challenging targets set for them. By the end of Year 2, standards are broadly average in reading, writing and mathematics and are above average in speaking and listening and in science.

Standards are rising throughout the school, especially in writing, as teachers enrich learning through role-play and opportunities for pupils to learn independently. Most pupils, including those with learning difficulties and disabilities and those learning English as an additional language receive good support. Initiatives such as drama to develop pupils' writing are having a positive effect, but strategies to promote mathematics and reading skills, including workshops for parents, need more time to raise standards

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy coming to school and they are very friendly and welcoming. 'We have fun learning new things,' a number of pupils said. Their behaviour is excellent. Most attend regularly and the school is working hard to encourage the few who do not.

The spiritual, moral, social and cultural development of pupils is good. Planned assembly topics nurture the pupils' spiritual and cultural understanding well. Pupils are encouraged to share their concerns and speak openly about their feelings, showing great respect for others. Pupils work well together socially and take responsibilities, as through the School Council. Pupils develop a good awareness of the wider community and contribute well to many projects such as 'Seeds for Africa.' In Reception, children's independence would be enriched even more by closer adult support of their chosen activities.

Pupils feel safe in school and look after each other very well. A very positive aspect is the way pupils share toys and other playground equipment at breaks and lunchtimes. The quality of play is excellent. There are ample opportunities for sport and exercise and pupils are well aware of how to stay healthy. Pupils develop their basic literacy, numeracy and information and communication technology (ICT) skills well. They also develop self-confidence through drama, ensuring that they are well prepared for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. Pupils enjoy lessons and learn well because teachers plan effectively and provide interesting tasks. These include many opportunities for pupils to develop independence and thinking skills. Occasionally, however, teachers in Reception spend too long with a single group and do not give enough support to children in their independent work. Teachers manage pupils' behaviour very effectively and promote warm relationships that support learning.

Staff use creative teaching strategies well to meet pupils' learning needs, for example, drama, role-play and interactive whiteboards. These are proving successful in developing the pupils' speaking, listening and writing skills, and in Reception, particularly children's

confidence. Occasionally, too much whole-class discussion in literacy and inconsistent pace in numeracy constrain learning. Homework tasks are set weekly and parents are invited to help. Teachers mark the pupils' work, assess needs accurately and encourage pupils to evaluate their own efforts. One pupil commented, 'We know we are doing well because we get lots of stars.' Teachers know the importance of setting work at the right level of challenge for individual pupils and mostly do this well. Teaching assistants are skilful and contribute well, especially assisting pupils who have learning difficulties and disabilities.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, adapted effectively to meet pupils' differing needs. It is broad and balanced and enriched by an outstanding range of clubs and visits to places such as Amberley chalk pits. One parent commented on the 'excellent extra-curricular activities,' a view shared by others. Playtimes are notable examples, where well-supervised games are also supported by pupils helping others. Pupils have frequent opportunities to enjoy finding things out for themselves.

They talk readily about 'having fun' when investigating floating and sinking in science or visiting the local beach to promote creative ideas in art and design. Issues from the last inspection, including improving outdoor activities for children in Reception, have been addressed. Children now enjoy studying topics such as 'The Tiny Seed,' incorporating all areas of learning, although these are not always strengthened sufficiently by adult questioning.

The school is also seeking to extend learning opportunities in reading and mathematics. Pupils with learning difficulties and disabilities are well supported.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Parents and pupils are unanimous that Bartons is a very caring school. Staff do their utmost to nurture relationships with parents and carers to ensure their understanding of pupils and their needs. There is very effective extended provision for the community on the school premises, including an early morning school club, before- and after-school provision, a weekly drop-in clinic, drop-in support for speech and language, parenting and family learning classes. Child protection procedures and risk assessments are understood and followed thoroughly, and capable staff safeguard the pupils' welfare. Pupils feel very well supported and say that 'teachers know what to do and act sensibly.' Pupils' progress is tracked thoroughly and they have clear targets and guidance. Pupils are encouraged to assess their own progress and to consider how they can improve. Movement into the school from pre-school groups and on to junior school is very successful.

Leadership and management

Grade: 2

Leadership and management are good and are underpinned by the headteacher's sharp knowledge of her school. The headteacher and her senior leaders have an outstanding vision for developing the school and have done much to establish its fine reputation. All members of the staff feel part of a friendly team, working together to raise standards. The quality of self-evaluation is excellent. The school's strategic plan is accurate and agrees with the judgements of the inspectors. It includes a detailed analysis of identified needs, and parents and other stakeholders are fully consulted. Several initiatives have already made an impact, including the successful implementation of the behaviour policy and improving pupils' speaking and writing through drama. However, other developments, such as improving reading and mathematics, need longer to have full effect. Recently the role of subject co-ordinators has been strengthened and they have begun to play a more significant part in raising standards in their subjects.

There is a very strong emphasis on helping all learners achieve as well as they can and pupils with varying and sometimes challenging needs are fully included. Provision in Reception classes is improving and is managed well. Support for pupils with statements of special educational need is very good. Teaching assistants are well trained and give close assistance. Governors play an effective role in school self-evaluation. They are enthusiastic about their subject links and ensure that resources are used well. Outside agencies and additional funding have been used effectively, for example, to develop a community room for the support of families. Overall, effective leadership and management have ensured the continued good improvement of the school and it clearly has very good capacity to continue this advance.

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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?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	1	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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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?	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?	1	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	1	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

Thank you for welcoming us to your school and a special thank you to those of you who talked to Mr Weller and myself. You and your parents think your school looks after you very well and we agree with you.

What we liked most about your school

Staff take excellent care of you.

Your behaviour is excellent and you get on extremely well with each other and with the adults who help you in school.

The way you carry out your responsibilities, for example, as 'Blue, Green and Red Caps' at break times is very good. Your headteacher leads the school very well and all the adults in school help to make it, as you told us, a 'Happy, friendly place to learn.' What we have asked your school to do now

We want you to achieve even more and reach higher standards in reading and mathematics by the time you leave the school.

We have suggested that the teachers and their assistants in the Reception classes help children more when they are working independently.

Thank you again for all your help and good luck for the future.