



# Lyndhurst First School

## Inspection Report

**Unique Reference Number** 125960  
**LEA** West Sussex  
**Inspection number** 282030  
**Inspection dates** 8 June 2006 to 9 June 2006  
**Reporting inspector** Eileen Chadwick AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Lyndhurst Road
<b>School category</b>	Community		Worthing
<b>Age range of pupils</b>	4 to 8		West Sussex BN11 2DG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01903 235390
<b>Number on roll</b>	320	<b>Fax number</b>	01903 823627
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rvd S Lomas
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Mrs A Lawrenson

<b>Age group</b> 4 to 8	<b>Inspection dates</b> 8 June 2006 - 9 June 2006	<b>Inspection number</b> 282030
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This large school serves a mixed area of Worthing. The proportion of pupils with learning difficulties and disabilities is above average. The school has a specialist unit for pupils with autistic spectrum disorder. The proportion of pupils with English as an additional language is above average. A significant minority of pupils with either limited English or learning difficulties and disabilities join the school other than at the usual time.

## **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 some outstanding features. The very good leadership provided by the headteacher and the governing body, together with the strong focus on staff working together as a team, ensures the school is constantly improving. The special support class (SSC) is an outstanding feature of the school where pupils with autism make excellent progress.

Children in Reception achieve well and reach expected standards, including in literacy and numeracy, because the provision is good. Despite standards in Years 1 to 3 being below average in English and mathematics, pupils make good progress from their starting points. Pupils' progress is good in writing and mathematics, excellent in ICT and satisfactory in reading. The quality of teaching is good, with some outstanding mathematics lessons. The teaching of reading is weaker than other aspects of English. Pupils with English as an additional language also achieve well because the quality of support is good.

Pupils' personal development is excellent. Pupils come to love learning and behave well. The broad and rich curriculum is enhanced through a wonderful range of extra activities and visits, including international links. The school's self-evaluation is good. It has an accurate view of its overall effectiveness. However, the systems for checking and evaluating pupils' progress in reading are not always regular. This limits the speed at which the school improves its provision in order to raise standards in reading. The school provides good value for money and has a good capacity to improve further.

### What the school should do to improve further

- Improve the teaching of reading skills and make more frequent assessment of pupils' progress in Years 1 to 3.

## Achievement and standards

### Grade: 2

Throughout the school, pupils make good progress. This includes those pupils who are learning English as an additional language. Children's attainment on entry to the school is below that often found. Children in Reception make good progress and many reach their early learning goals before they begin Year 1. Improvements made to teaching in the last two years have had good impact on children's progress.

In Years 1 to 3, pupils make good progress from their initial starting points in writing and mathematics, and satisfactory progress in reading. Standards have been consistently below average in English and mathematics. However, the picture of standards in Year 2 and 3 is adversely affected by the low attainment of later arrivals to the school, especially boys. Those pupils who begin in Reception reach average standards in writing and mathematics, although reading standards are below average. Improvements to the teaching of writing have led to a significant rise in the proportion of Year 2 pupils who are attaining above-average levels.

In Year 3, standards are average in mathematics and below average in reading and writing. Standards are rising in mathematics because of consistently good and occasionally outstanding teaching throughout the school. Year 3 pupils write well for a range of purposes, although lower-attaining pupils often have difficulty with spelling. More-capable pupils make good progress in reading in Year 3, whilst the progress of average and lower-attaining pupils is satisfactory. In ICT, pupils' progress and standards are outstanding.

Pupils with learning difficulties or disabilities make good progress, with excellent progress for pupils in the SSC. Progress is so good in the SSC that many are ready to join mainstream education by the time they leave in Year 3.

## **Personal development and well-being**

### **Grade: 1**

This is an outstanding feature of the school. The school's aim of meeting the full range of pupils' needs is very effectively achieved. Spiritual, moral, social and cultural development is integral within all the school provides. Pupils speak highly of their wonderful garden, reflecting very thoughtfully on the wonders of nature. A rich cultural education arises out of an outstanding range of international links. Pupils develop a love of learning because of the exciting curriculum.

Attendance is about average but showed a marked increase last term. The school is doing all it can to encourage good attendance. Pupils are friendly and polite and behaviour is usually good, although when the pace of a lesson falls, a few pupils occasionally lose concentration. Pupils are responsible and take care of themselves and each other. They are very aware of the need to adopt healthy lifestyles through a good diet and plenty of exercise. They have many responsibilities, such as 'Environment Inspectors' or elected 'Junior Governors.' Their developing skills in English, mathematics, ICT, Italian and international issues as well as business and enterprise awareness prepare pupils well for their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Pupils' learning is accelerating owing to the regular monitoring of teaching and the identification of teachers' targets. Good teaching in Reception helps children to make a good start to their education, particularly in literacy and numeracy.

Throughout the school, teachers' planning is good and they manage pupils well. Lessons are interesting and there is a good balance between enabling pupils to learn through listening and watching, and learning through talking and doing. In Years 1 to 3, the teaching of writing, mathematics and ICT is good, while the teaching of reading is satisfactory. In Years 1 to 3, the teaching of reading skills within literacy sessions and in other subjects is not as regular as in Reception, and systems for hearing pupils read

vary from class to class. In Reception there are strong and uniform systems throughout all three classes.

Specialist teaching in mathematics and ICT, where subject leaders teach alongside their colleagues, helps to extend good practice throughout the school. The teaching of pupils with learning difficulties and disabilities is good. It is exceptionally good in the SSC, where very close assessment of pupils' needs is used to plan very well-matched work. Elsewhere, teachers' assessment is good. Teaching assistants have a good impact on helping pupils to learn.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well designed to meet pupils' needs and interests. The well-planned Reception curriculum is practically based so all children can make a good start. The creative curriculum, developed recently, is innovative in the way subjects cross subject barriers and learning is made meaningful to pupils.

The curriculum is particularly strong in giving the school an international dimension. It very successfully develops pupils' keen awareness of life beyond their immediate environment. Very good links between subjects and exciting practical activities underpin academic learning and make learning relevant. Environmental projects such as the 'Arctic' and 'Rain Forests' are used well to develop pupils' speaking, thinking and writing skills. However, in Years 1 to 3, key reading skills are not covered systematically, for example, phonics, and

pupils do not always read enough. Italian extends the curriculum for pupils in Years 2 and 3. There is strong provision for pupils with English as an additional language. The ICT curriculum is excellent and has significantly improved since the last inspection. Children enjoy an excellent range of clubs.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support throughout the school is good. Very good levels of support are provided for the significant minority of children who speak English as an additional language. As a result, these children make good progress in their learning. Child protection and health and safety procedures are securely in place and known by all. The school works well with other agencies to support pupils and their families. Pupils are aware of their targets in English and mathematics. The school keeps very thorough and detailed records of pupils' attainment and sets appropriate targets. However, the use of data to check and improve pupils' progress in reading is not always regular. Systems for measuring pupils' progress from entry to the time they leave are improving but are rather cumbersome. This prevents the school quickly identifying strengths and weaknesses in provision and, where needed, making more rapid improvements.

## Leadership and management

### Grade: 2

The leadership and management of the school are good. The headteacher provides very good leadership and management. Supported by an able senior team, she has created an effective teaching staff. There is a strong and inclusive ethos. The vast majority of parents are pleased with the standards of care and education provided, although a few feel, rightly, their children could sometimes make faster progress in reading.

The leadership team have introduced a range of appropriate initiatives to raise standards. These are making a positive impact in Reception and on pupils' progress in writing and mathematics in the rest of the school. An innovative approach to providing a relevant and broad-based education, with pupils' creativity at its heart, is already bearing fruit. Monitoring of teaching is good and supports individual teachers. Steps to improve the teaching of reading have begun, although more work is needed to make sure that systems for teaching reading are thorough in every class. Subject leadership is good, with strengths in mathematics and ICT, where the leaders have been in post for some time. The recently appointed English co-ordinator is fully aware of what needs to be done. Systems for senior managers to analyse assessments are improving but are still not frequent enough in reading. This limits the school's regular evaluation of its provision in order to raise standards more rapidly in reading. Governors are very active and effective in the way they both support and challenge the school.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 taking part in the inspection. We really enjoyed seeing you at work and at playtimes and liked talking with you. There are lots of things we like about your school. I am writing to let you know what we found out.

There are many good things:

Your school is getting better all the time.

Your good manners and friendly behaviour help to make the school a happy place.

Your headteacher runs the school very well.

The school provides exciting things for you to do and looks after you really well.

Your teachers help you to make good progress in your writing and mathematics and excellent progress in your computer work.

Your junior governors let the school know what you think about the school.

So that your school can do even better we have asked your school to:

Help you get better at reading.

Check more regularly how well you are all learning.

You need to help your teachers by practising your reading more at home.

Keep up the good work.

Yours sincerely

Mrs Chadwick, Mr Bradshaw and Mr Manuel.