



Hangleton Infant School

Inspection Report

Unique Reference Number 114399
Local Authority Brighton and Hove
Inspection number 289896
Inspection dates 24–25 January 2007
Reporting inspector Peter Sudworth

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

Type of school	Infant	School address	Dale View
School category	Community		Hove
Age range of pupils	4–7		BN3 8LF
Gender of pupils	Mixed	Telephone number	01273 294874
Number on roll (school)	257	Fax number	01273 834872
Appropriate authority	The governing body	Chair	Niall Griffin
		Headteacher	Emma Lake
Date of previous school inspection	21 October 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most pupils are White British with a small number of pupils from other ethnic backgrounds. The percentage of pupils with learning difficulties is below average. Children's attainment on entry broadly meets expectations. Five per cent of the pupils have English as an additional language and 13% are at an early stage of learning English. The percentage of pupils entitled to free school meals is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hangleton Infant School provides a good education. Pupils achieve well and reach above average standards. Teaching is good and supports pupils' good learning. The school has made good progress since the last inspection with rapid strides forward during the last 18 months. This is because of the headteacher's very good leadership, the school's willingness to use and act on external advice and the effective support of the senior staff. The governing body is well led and effective in its role as both a support to the school and a spur to improvement.

The school is well led and managed. The leadership's drive and enthusiasm to enrich learning experiences which interest pupils have been successful. The resulting good curriculum, though still lacking a deep enough application of information and communication technology (ICT) skills, has heightened pupils' zest for learning. The school's effective monitoring procedures have encouraged teachers and improved teaching. There is, however, still room for even further improvement. For example, in some lessons pupils are not clear enough about what they are learning and therefore struggle to grasp how well they are succeeding. Furthermore, while teachers ensure that the work matches pupils' capabilities in mathematics, able pupils are not extended enough in some reading activities. The provision for pupils with learning difficulties and disabilities is good and contributes to their good progress. The small group of pupils who are at the early stage of learning English also benefit from good support and make good progress.

Very effective teaching and imaginative and stimulating activities in the Reception classes enable the children to get off to a flying start. Reception teachers really make learning fun. As a result, the children make good progress, especially in communication and language and mathematics in which a significant number of children have difficulty when they first begin school. By the time children start Year 1, they are helped to reach the expected standard. Pupils continue to progress well in Years 1 and 2. The good standards reached at the end of Year 2 reflect the continual attention to individual needs and the regular assessments of pupils' progress. Well timed intervention using extra support if pupils fall behind with their work, or a greater challenge if they exceed expectations, particularly in mathematics, supports the pupils' good achievements.

The vast majority of parents support the school wholeheartedly and speak very highly of it, especially mentioning the warm welcome that they receive, approachable teachers, the settled start to their children's education, the good progress their children make, and the high quality of relationships. One parent's comments are typical of many, 'Hangleton is a lovely, friendly school. It provides our daughter with a happy, safe and engaging environment in which to learn and develop.' Pupils' personal development is good. Pupils behave well in class and around the school. They enjoy their lessons, reflected in their above average attendance. They learn how to keep themselves safe, such as when crossing roads, and how to live healthily. They develop good skills for life, for example knowing how they should treat others. They also successfully develop skills to help them make an effective transfer and an easy adjustment, to the next stage of education. Their spiritual and cultural development is satisfactory. There are

some missed opportunities in planning for these aspects both in the curriculum and in assemblies. Care, guidance and support of the pupils are good. Many parents comment on the swift response to any concerns and the emphasis on the welfare and well-being of their children. Parents feel that this is a school that is going from strength to strength.

What the school should do to improve further

- Increase the consistency in the quality of teaching so that all pupils know what they are learning and the higher attainers are stretched more in reading activities.
- Provide more opportunities for pupils to apply ICT in different subjects.
- Build opportunities into the curriculum and in assemblies to enhance pupils' spiritual and cultural development.

Achievement and standards

Grade: 2

Standards are above average by the end of Year 2 and pupils achieve well. Children achieve well in the Foundation Stage and particularly well in literacy because the school focuses effectively on early writing skills and encourages them to be enthusiastic writers.

Attainment in reading and writing by Year 2 has been consistently above average over several years but even more able pupils could reach the higher level in reading with more demanding activities. A greater focus on mathematics, in which standards reached have been more erratic over time, improved results very significantly in 2006. They were well above average in the subject and a significant number of pupils reached the higher level. Results in the 2006 Year 2 tests were also above both local and national averages in reading and writing. Attainment has been average in Year 2 science but this is improving because of greater attention to investigative activities.

Boys do better than girls in mathematics but the reverse is true in reading and writing. The overall difference in test results between boys and girls matches that nationally. Pupils from minority ethnic groups make similarly good rates of progress to other pupils.

Children with learning difficulties achieve well because of the targeted support for them, their careful inclusion in lessons, the additional small group and individual work provided and close working with other agencies.

Personal development and well-being

Grade: 2

Pupils treat the school environment with respect. They show positive attitudes to work and to one another and are becoming more independent in their learning. Pupils' spiritual, moral, social and cultural development is satisfactory. Their moral and social development is good as a result of activities such as partnered discussion work and good provision for personal and social education. However, the school council has not

always met regularly enough for younger pupils to understand their role. Their spiritual and cultural development is satisfactory. Generally, there are too few opportunities taken to develop these two aspects of personal development. For example, in assemblies there is limited time to reflect on what has been discussed.

Pupils enjoy school. 'We have so much fun in the playground' was one comment. They show a good understanding of healthy lifestyles, including the importance of exercise and a balanced diet. Pupils know how to keep safe and are confident to talk to staff if they have problems. They make a positive contribution to the community through participation in local festivals and raising money for charities such as Breast Cancer Awareness Day. Pupils' good progress in literacy and numeracy makes a good contribution to their future economic well-being. They are increasingly aware of global matters, seen in their successful eco work, such as recycling, and in their roles as 'light savers' which they take seriously.

Quality of provision

Teaching and learning

Grade: 2

Teaching in the Foundation Stage is a particular strength. Children with learning difficulties are identified quickly and action taken to address their needs. They respond well to this extra help. Very effective planning in the Reception classes takes very good account of different children's needs and builds very well on individual starting points. The learning possibilities of different activities are clearly thought through, imaginatively presented and capture children's interests. Reception lessons are often lively and offer many opportunities for children to think and do things for themselves. While teaching assistants provide good support for groups of pupils throughout the school, they are particularly effective in the Foundation Stage because of very good joint planning arrangements with the teachers.

Teaching is mostly good elsewhere in the school, but slightly more variable in quality than in the Reception classes. Relationships are kindly and respectful and support pupils' good efforts. Teachers plan successfully to match pupils' capabilities in mathematics lessons, although this is occasionally not the case in some reading activities for able pupils and they could achieve even more highly. Lesson planning is usually good. It sometimes lacks sharpness in clarifying the purpose of the learning and identifying how this will be measured. Sometimes, therefore, pupils cannot judge their own success and so build confidently on it. Lessons are calm with a good working atmosphere which supports pupils' good progress. Marking is good and helps pupils to improve their work.

Curriculum and other activities

Grade: 2

The stimulating Foundation Stage curriculum is well focused on children's interests and needs with a careful balance of adult-directed and child-initiated learning.

Reception children enjoyed dressing up and playing the part of spacemen in the 'spaceship' and 'logging' their discoveries. Elsewhere in the school a major focus on links between subjects has brought about a creative curriculum steeped in direct experiences that capture pupils' interests. A key element of this is the good use of visits to places of interest. The school uses the local environment effectively, for example studying the beach and comparing the habitat to contrasting local environments. Throughout the school there is a good emphasis on the basic subjects but pupils' developing skills in ICT are not yet used effectively enough in different subjects.

The school's successful links with a local secondary school support pupils' understanding of eco issues. Visitors make a good contribution and, for example, enhance pupils' knowledge about keeping themselves safe and healthy, road safety awareness and the dangers of fire. The provision for extra-curricular activities is satisfactory.

Care, guidance and support

Grade: 2

Excellent procedures have been established to introduce children and families to school. This results in Reception children quickly establishing strong, trusting relationships with all staff. These excellent relationships support learning and personal development very well.

Health and safety checks and risk assessments are in place and carried out well. Child protection procedures are good. There is a strong emphasis on safeguarding children and appropriate action planning is in place so that pupils feel safe.

The school is rightly proud of the progress it has made in including and providing for all pupils including those who are vulnerable. Staff work very well indeed with support services to ensure they meet these children's needs as effectively as possible. As a result, some individual pupils have made remarkable progress in relation to their behaviour or learning needs.

Staff give good verbal and written feedback to pupils as to what they are doing well, but systems for ensuring pupils are involved in target setting so that they are clear about what they could do even better are less well developed.

Leadership and management

Grade: 2

The headteacher provides very effective leadership. The formation of strategic planning teams has given a greater focus for further improvement. The teams are influential in the progress being made, for example in the successful curriculum changes. Self-evaluation is accurate. The school development plan clearly identifies the correct issues for the school's further development.

Monitoring of provision is good. The programme of lesson observations has enhanced the quality of teaching and learning. The quality of monitoring by subject leaders is

developing but is not always regular enough, for example in checking on the quality of pupils' work. When carried out it is effective. For example, the identification that pupils' work in mathematics can be set out better, led directly to the issue being tackled and improvements becoming evident.

The governors carry out their legal and other responsibilities well and have recently improved their administrative effectiveness. They have a clear understanding of the strengths and further development needs of the school. They offer an appropriate level of challenge as well as support.

The school has made very good progress since the last inspection in improving provision and in the standards reached, particularly in writing, mathematics and physical education. The school has a good capacity to build further on the good progress made.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school when we visited. Thank you also for talking to us about what you do and for sharing your work with us. We enjoyed our time with you very much. We think that your school is a good one. It has improved a lot since the last inspection. Your headteacher does a very good job in leading and managing the school and she is supported very well by the staff, the school governors and also your parents. Your personal development is good but we think that the school council could meet more often. You clearly enjoy your lessons and work hard in them. You behave well in school and concentrate on your work. You understand how to get on with each other. You make good friends and play happily together. All the staff take good care of you. The staff give good help to those of you who find some of your work rather difficult. Their help is making it easier for you to learn.

The teaching in your school is good. You have interesting things to learn. We were impressed with the opportunities that you have to visit places of interest in your area, such as exploring the beach. You clearly enjoy these different visits very much. You make good progress at school and reach a good standard of work. Most of you progress well in reading, writing and mathematics and are developing good skills that will help you as you grow older.

We have asked the staff to make your school even better in the following ways:

- sharing with you the new things that you are going to learn in lessons and giving some of you more challenging work in reading
- giving you more opportunities to use your skills in information and communication technology (ICT) in different subjects.
- giving you more time to think in assemblies and talk about your experiences in different lessons.

We would like to wish you well for the future. We know that you will continue to work hard to achieve success.