



Parkland Infant School

Inspection Report

Unique Reference Number 114465
Local Authority East Sussex
Inspection number 289924
Inspection dates 25–26 January 2007
Reporting inspector Michael Burghart

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Nursery	School address	Brassey Avenue
School category	Community		Eastbourne
Age range of pupils	4–7		BN22 9QJ
Gender of pupils	Mixed	Telephone number	01323 502862
Number on roll (school)	177	Fax number	01323 503003
Number on roll (day care)	24	Chair	John Blackman
Appropriate authority	The governing body	Headteacher	Tim Mehmet
Date of previous school inspection	2 December 2002		
Date of previous day care inspection	1 January 1900		

Age group	Inspection dates	Inspection number
4–7	25–26 January 2007	289924

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average-sized infant school in an area which is a mix of owner occupied and local authority housing. Nearly all pupils are of White British origin and all speak English as their first language. The proportion of pupils with learning difficulties is about average. Since the last inspection, the school has been through an unsettled period of staff change. The attainment of children when they first join Reception varies year on year but overall is slightly below average, especially in communication, language and literacy skills, and mathematical development.

The school runs after school and breakfast club care for a maximum of 24 children, and provision for them was evaluated as part of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Following an unsettled period of staff change, when standards did not match the high levels of previous years, the school is once again 'on the up', as one parent put it. The school is popular with parents and pupils. Pupils are being given a satisfactory and improving standard of education. In this happy school, the learning environment is good. There are particular strengths in how pupils are cared for, for example in the well run breakfast and after school clubs. Pupils are helped to grow up as sensible, considerate people, but some aspects of academic guidance are underdeveloped. Personal development is good. Pupils enjoy school and are well aware of how to stay safe and keep healthy. There are good opportunities for them to play a part in influencing how the school is run. Pupils know that they will be listened to and that they matter. They are satisfactorily prepared for the next stage of their education. Spiritual, moral, social and cultural development is good but there are too few opportunities for pupils to find out about the wide variety of cultures in British society.

Children make good progress in Reception because teaching and support are good. They learn effectively through a good range of hands-on experiences. Most children reach the levels expected of them before they join Year 1, although some continue to have weaker communication skills due to their lower starting points. Pupils make satisfactory progress in Year 1, but higher attainers are not always set hard enough work. Progress is good in Year 2, where teaching is more effective and more able pupils are more successfully challenged. Standards at the end of Year 2 are average, with strengths in reading, and relative weaknesses in writing. Although this picture is lower than two years ago, it does show improvement which has been achieved as a result of the Year 2 teachers' thorough moderation and planning. There are positive signs in new initiatives in planning and assessment. Overall, pupils are achieving satisfactorily. An innovative approach to developing links between subjects to make learning more interesting is underway to build on the satisfactory curriculum now in place. Overall, the quality of teaching is satisfactory. Pupils with learning difficulties achieve well because of good support.

Positive changes are being brought about through the strong commitment and good leadership and management of the headteacher. The overall profile of leadership and management is satisfactory rather than good because many initiatives are still too new to have had full effect, and because outcomes in standards are currently average. There are good signs in the development of the senior management and coordinators' roles. The recent successful moves to develop opportunities for teaching assistants to contribute to the good teamwork of the staff have been very well managed. The school is well aware of its strengths and weaknesses because self-evaluation is good and this is ensuring that the school has good capacity to improve. Governance is satisfactory with positive features in governors' support for the school and good management of finances.

What the school should do to improve further

- Raise standards in writing, giving pupils more opportunity to develop basic skills.

- Improve the quality of teaching to bring all lessons up to the standard of the best, particularly to ensure that higher attaining pupils are always suitably challenged.
- Provide pupils with more opportunities to develop their awareness of multicultural issues within British society.

Achievement and standards

Grade: 3

The apparent dip in standards in 2006 was, in part, due to more rigorous assessment procedures and a year group with a higher than usual level of pupils with learning and behavioural difficulties. Nevertheless, this wake-up call for the school triggered detailed analysis of the situation to identify possible causes, and then plan for improvements. The inspection shows standards are being raised, but the effects of some initiatives have yet to show in results. Presently, standards are average. In English, there are strengths in reading, which is above average, and weaknesses in writing, where many pupils' use of vocabulary, spelling, sentence construction and handwriting are below expectations. In mathematics, number work and problem solving are broadly what is expected, but the subject has a lower profile compared with English and this has limited some pupils' progress.

Achievement throughout the school is satisfactory. Children make good progress in Reception, especially in social skills, and across the curriculum in Year 2. Pupils' books and school records show that progress in Year 1 is less marked. In some instances, this limits what is possible in Year 2 when there is a need to catch up before going forward. This is most obvious in the case of more able pupils whose achievement is sometimes restricted through not being consistently challenged. Pupils with learning difficulties achieve well and frequently reach, or nearly reach, average levels.

Personal development and well-being

Grade: 2

Personal development is still a strength of the school. Pupils' spiritual, moral, social and cultural development is good, with highlights in understanding of fair play and what is right and wrong. Throughout the school, pupils are polite, considerate and well behaved. They usually get on very well together and with their teachers. Whilst cultural development overall is satisfactory, pupils' awareness of the differences in lifestyles present in British society is underdeveloped.

Pupils clearly enjoy school. Their positive attitudes and willingness to learn are real strengths and reflect the school's very friendly, warm ethos. 'I like it here!' was one girl's comment and this summed up the overwhelming majority view. Pupils feel safe and secure in school and respond enthusiastically to playing a part in how it is run as monitors, school councillors and playground buddies. Pupils know how to stay safe and have a good understanding of how to eat healthily and keep fit. Their attendance is satisfactory. In the personal sense, pupils are well prepared for life in general. Their

economic well-being, which is heavily influenced by basic skills of literacy, numeracy and information and communication technology (ICT), is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Whilst pupils' work, school records and observations show that teaching is consistently good in Reception and frequently good in Year 2, the overall quality is satisfactory. This judgement takes into account some weaknesses in pace and challenge, especially for higher attaining pupils, which are more obvious in Year 1. A strength throughout the school is the excellent partnership between teachers and their assistants which successfully supports pupils' learning. Very strong relationships underpin pupils' confidence. Pupils are not afraid to make mistakes and learn from them.

How teachers assess pupils' work is being systematically improved and there are good records which track progress. A start has been made to develop the use of data to analyse trends and modify planning. Whilst there are some good examples, marking does not yet consistently show pupils how they can make improvements. There are positive moves to make pupils aware of what they are to learn in each lesson and how to understand their individual targets. However, targets are not regularly used in all classes, which restricts pupils' progress.

Curriculum and other activities

Grade: 3

Recent developments are ensuring that the curriculum, which is satisfactory overall, is being improved. Initiatives to broaden what is on offer in music, dance and ICT are developing creative opportunities. Good time management for these activities is providing staff with valuable time to further develop and share subject planning. For the most part, pupils are presented with an interesting range of activities, especially in Reception and Year 2. The heavy reliance on worksheets in some classes restricts creativity and has a negative effect on pupils' progress, especially on the occasions when pupils of different abilities are given the same work. Across the school, there is good planning and support for pupils' personal, social and health education. This is especially obvious in the breakfast and after school clubs and pays dividends in terms of pupils' attitudes and well-being.

Care, guidance and support

Grade: 3

'This is a very caring school,' was the comment of one parent echoed by virtually all who responded to inspectors. This is strongly rooted in the belief that the school's pastoral and physical care are of high quality. Inspectors find that such care is good, with some outstanding features. Health and safety, security and child protection

procedures are all highly effective, and high quality relationships very successfully support personal development.

Care, guidance and support are judged satisfactory overall because academic guidance is less well established. New, promising initiatives, to make use of the good tracking procedures to set targets and gauge progress, have not yet had a marked impact on standards and pupils' achievement.

Leadership and management

Grade: 3

The overall leadership and management of the school are satisfactory and improving. As a result of the good guidance and management of the headteacher, the school's self-evaluation has accurately identified strengths and areas for improvement. The newly established senior management team and the now clearly defined management roles of all staff are beginning to have positive effects on how progress is measured. However, these have not yet had a full impact on standards. There are strengths in the management of Reception, literacy, special needs, personal, social and health education and how the out of school provision is run. Together with creative use of finance to increase teaching assistants' time, this indicates that the school's track record of improvement since the last inspection has been good. Governors are supportive and make a satisfactory contribution to the way the school is run. They have done well, with the good support of the bursar, to control the budget and manage accommodation to produce a good learning environment.

Staff make a good team and, although responsibilities are not yet delegated enough, are being increasingly drawn into development planning. There is no doubt that with the initiatives already in hand the school's capacity to improve further is good.

Effectiveness of registered day care

Grade: 2

The registered day care, comprising a breakfast club and an after school club, is good. Both settings provide a high quality standard of care and meet the needs of all children well. Good organisation promotes children's well-being to a good standard. Staff keep comprehensive records regarding the children but these are not confidentially recorded. Children enjoy the out of school provision and achieve well because of the good quality care they receive. They are well looked after in a safe, clean and attractive learning environment. Arrangements for safeguarding children are well known and followed by staff. Both clubs promote good outcomes for enjoying and achieving, being healthy, staying safe, and making a positive contribution.

The registered day care meets the requirements of the National Standards well. Children are given good opportunities to develop their independence in after school club, for example, by spreading their own sandwiches and making pizzas. In the breakfast club, they decide whether to have pancakes, crumpets or toast and choose their own drinks from a wide selection. Most behaviour is good but occasionally some children can be

too boisterous at the after school club and staff do not consistently apply the school's behaviour management policy.

Partnership with parents in all the day care is good. The dedicated and well trained staff liaise closely with parents, and communication at the start and end of each day is effective. Every opportunity is taken to ensure that the out of school provision works closely with home so that the needs of the children are fully met.

Since October 2006, there have been no complaints about the registered day care that required Ofsted or the school to take action. Consequently, the day care continues to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

Recommendations or actions to improve the registered day care

- Ensure that the records shown to parents about their children are confidentially maintained.
- Ensure that the after school club staff apply behaviour management strategies that are consistent with the school's behaviour policy.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
The behaviour of learners	2
The attendance of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

The effectiveness of the registered day care

The quality and standards of the registered day care	2
How effective is the day care in helping children to be healthy?	2
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We really enjoyed our visit to your school. Parkland Infant is a happy place because you are very welcoming, friendly, polite, well behaved and helpful. The school councillors and those who looked after us at lunchtime showed how successfully the school is helping you to grow up as sensible, healthy, young people. We judged your school to be what adults would call 'satisfactory'. This shows that it is doing its job and helping you to learn. I am pleased to say that because of the way the school is run, it is getting better. It is building on the things it was always good at, like taking good care of you and making sure that you have a pleasant place to work in. We can see why those of you who go to the good breakfast and after school clubs enjoy the activities!

We could see that you enjoy coming to school and that you are proud to be a part of Parkland. Anyone who has heard you sing your school song would know that! Teachers and their assistants are working hard to make learning interesting. There are good plans which show the school is on the right lines and has a bright future. A target for the school to be even better is to give you more chances to find out about the many different ways people live in our country.

Work in your books shows that you make progress because teaching is satisfactory overall, and good in reception and Year 2. It is clear that you are reaching the standards that are expected by the time you leave the school and doing well in reading. You could still do better in writing and we have asked your teachers to give you extra help. We have also asked them to make sure that all of you, especially those in top groups, get work which is not too easy.

We can tell from talking to you and watching you at work that you will try hard. We wish you the very best for the future.