

# Edward Bryant Primary School

## Inspection report

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<b>Unique Reference Number</b>	125817
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	293363
<b>Inspection dates</b>	3–4 July 2007
<b>Reporting inspector</b>	Sheila Browning

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paddy Bradley
<b>Headteacher</b>	C Williams
<b>Date of previous school inspection</b>	11 June 2001
<b>School address</b>	London Road Bognor Regis PO21 1BG
<b>Telephone number</b>	01243 822454
<b>Fax number</b>	01243822475

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Edward Bryant is larger than most primary schools. It takes some pupils from areas of significant social and economic deprivation. Most children are from White British families although, increasingly, other ethnic groups are represented, particularly from Eastern Europe. A few are at early stages of learning English. Over a quarter of the pupils have learning difficulties and/or disabilities, but in some classes this is much higher. The level of attainment on entry to Reception has fallen over recent years. Currently many children join the school with much lower levels of skills than expected for their age. In recognition of its work the school has just received Dyslexia Friendly status.

## 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. Working together is at the heart of why this school is so successful. As one parent commented, 'There isn't anything better than knowing when your child goes to school, they are happy and enjoy themselves whilst learning.' Parents are strongly supportive and appreciative of the school and its work. Actively encouraged to be involved in their children's learning, many parents can be seen helping their children in classrooms at the start of the day. Links with parents and others beneficial to pupils' needs are excellent.

Pupils have very positive attitudes to their work because the good curriculum is well focused on developing their basic skills through creative and imaginative learning opportunities. Teaching and learning are good; sometimes teaching is outstanding and then pupils are motivated to do exceptionally well. Achievement is good. In Reception, children get off to a good start because learning activities are fun. Standards are broadly average by the end of Year 6, and pupils make good progress. Pupils achieve particularly well in English because the school successfully uses good quality texts and drama to enrich pupils' learning experiences. The variation between boys' and girls' achievement in mathematics has been successfully reduced. Nonetheless, some identified middle ability pupils do not always do as well as they should in mathematics because they are not challenged sufficiently.

The personal development and well-being of the pupils are good. They are keen to succeed and take pride in their work and their school. Pupils thoroughly enjoy school. As one parent commented, 'My children have informed me not to worry as it's only 46 days off over summer till they can return.' They appreciate the wide range of activities and experiences offered and develop good skills in art, music and sport. Care, support and guidance are good because the school understands and caters well for individual pupils' needs. Academic guidance is good and improving. Plans are in hand to ensure that marking of pupils' work helps them to understand how to improve.

Leadership and management are good. The headteacher has established an effective team, which is the driving force behind the thrust for improvement. The good evaluation and analysis of the school's performance is used well to plan for improvement in pupils' achievement and provision. Governors not only support the school effectively but they crucially challenge its performance.

### What the school should do to improve further

- Set work in mathematics that challenges the identified middle ability pupils to achieve their full potential.
- Ensure that marking of pupils' work consistently helps them to understand how to improve.

## Achievement and standards

### Grade: 2

Achievement is good, including for those who are learning English as an additional language. Pupils get off to a good start in Reception, so that their skills are just below expectations by the time they enter Year 1. Pupils continue to make good progress across Key Stage 1 and, by Year 2, standards are broadly average.

National data shows an improving trend in pupils' progress at Key Stage 2. The school's information also confirms that most pupils achieve well and some extremely well. As a result,

the broadly average standards of the current Year 6 represent good progress because they are a lower than usual attaining group. Pupils make particularly good progress in English, and writing skills have improved substantially as a result of a whole school focus. Pupils' achievement in mathematics, though improving for the majority because of a successful focus on pupils' practical and investigational skills, is not quite as good as it is in English and science. This is because some identified pupils of middle ability would benefit from greater challenge.

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

### **Grade: 2**

Pupils enjoy all aspects of school and have very positive attitudes. This is reflected in the school's ethos, which is based on respectful, trusting relationships. All pupils co-operate well and are caring and considerate towards each other.

Pupils' spiritual, moral, social and cultural development is good, as shown in their sensitivity to the needs of others and growing understanding of different faiths and cultures. Behaviour is good because lessons are interesting and relevant and reflect teachers' high expectations. Pupils enthusiastically take on responsibilities within the school and wider community. These help them to become confident, and prepare them well for the future. They are proud to hold special responsibilities for helping out other pupils at break times. Pupils feel safe from bullying and know there is always someone with whom they can share concerns. Opportunities are taken to reinforce educational facts about healthy living. Consequently, pupils have a clear understanding about healthy foods and how to lead healthy lifestyles. Most pupils attend regularly and punctually. The school works hard with the few families where attendance is less so. Pupils' personal development, literacy and information, communication and technology (ICT) skills are strong, which will help them in their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers are enthusiastic, have good relationships with their pupils and plan interesting learning activities, which effectively meet their needs. This is most apparent in lessons where the use of good texts and good opportunities for drama enthuse and motivate pupils. Teachers make good use of ICT, including interactive whiteboards, and explain things well so that pupils know what is expected of them. They assess pupils' knowledge and understanding through effective questioning and use of success criteria.

While teachers' marking usually provides helpful guidance for pupils, this is not consistent, particularly in mathematics. Some outstanding teaching offers exciting and dynamic experiences, and makes excellent cross-curricular connections. While in some lessons, pupils are challenged to extend their use of colourful vocabulary in speaking and writing, this approach is inconsistent. In mathematics, middle ability pupils are not always given work that stretches them enough. Support staff make a significant contribution to the progress made by pupils, particularly those who find learning difficult and those learning English as an additional language. Activities are well matched to their needs so that they make the same good progress as other pupils. Teaching in Reception is good and motivates children to learn.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is adapted carefully to meet pupils' needs. For example, a major impact on raising standards in writing has been achieved through the 'drama into writing' project. A modified curriculum, together with additional individual literacy sessions, has accelerated the progress of lower ability pupils. The same level of challenge and consistent support is not available to the same extent for middle ability pupils. A wide range of popular extra-curricular clubs, visitors and visits enriches learning. Year 6 pupils were 'fired up' to learn on their return from a residential trip to Devon. Experiences of this kind and the good personal, social, citizenship and health education programme support pupils' personal development well. Reception children experience a rich, creative curriculum that successfully develops their independent learning skills.

## **Care, guidance and support**

### **Grade: 2**

Staff know the pupils very well and relationships are good. Excellent links with parents and a range of outside agencies ensure high levels of care and support for all pupils, including those most at risk. Systems for monitoring and tracking pupils' academic and personal development are effective in identifying where additional support for behaviour or work may be needed. They receive good support from the learning mentors who work with them and their families. Child protection and safeguarding systems are robust. There are many opportunities for pupils to discuss their thoughts and feelings. These and assemblies support and promote pupils' personal and emotional development very well. Induction for pupils new to the school is thoughtfully planned and ensures that pupils settle quickly. The school creates a safe environment where pupils trust adults and can go to them for help should they need to. Pupils are involved in setting their own targets for learning and evaluate whether or not they are achieving them. However, pupils do not always receive consistent guidance on how to improve their work in mathematics.

## **Leadership and management**

### **Grade: 2**

The school is well led by the headteacher. She has set a clear direction for the school and has the full support of staff and governors in her resolve to provide quality education for all pupils. Throughout the school good relationships and a strong sense of staff teamwork contribute to pupils' good progress and well-being. The school's self-evaluation is good. Senior and subject leaders have an accurate view of the strengths and weaknesses of the school. Together they lead well established working groups that promote a range of initiatives to bring about school improvement. The right priorities for development are identified and action taken to address weaknesses has led to much improvement, particularly in English. Given this, the school has a good capacity to improve further. Teaching has improved because rigorous monitoring and evaluation has led to good support and training for staff. The school acknowledges that further improvement is needed in mathematics and is working hard to tackle this. It has already taken successful steps to improve teachers' marking.

Governors make an important contribution to school development by carefully monitoring its work. Governors make sure that resources are used effectively and funding is available to

support important improvements. Partnership with parents and others is outstanding and their views are sought and acted upon.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

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

4 July 2007

Dear Pupils

Inspection of Edward Bryant Primary School, Bognor Regis West Sussex PO21 1BG

Thank you for helping us when we visited your school recently. We very much enjoyed talking and listening to you and seeing your work. Your school is a good school and you are well taught.

These are some important things we found out about your school:

- Edward Bryant is a happy and safe school and you told us how proud you are of your school.
- You always try to do your best, work hard and make good progress, especially in English. You told us that you understood your learning targets.
- You are eager to learn and behave well.
- Children in Reception get off to a good start.
- You really enjoy school because your teachers and all the adults give you work and activities that are interesting and make your learning fun.
- The school is well led and it continues to improve.
- Adults in the school look after you really well.

This is what we have asked the school to do to make it even better:

- Make sure that those of you capable of doing better in mathematics are given work to stretch you even more.
- Make sure that when teachers mark your work it is always clear what you need to do to make it even better.

Yours faithfully

Sheila Browning Lead inspector