

# West Hove Infant School

## Inspection report

---

<b>Unique Reference Number</b>	114428
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	311597
<b>Inspection date</b>	6 February 2008
<b>Reporting inspector</b>	David Collard

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	356
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Whippey
<b>Headteacher</b>	Wendy Harkness
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Portland Road Hove BN3 5JA
<b>Telephone number</b>	01273 733386
<b>Fax number</b>	01273 733386

---

<b>Age group</b>	4-7
<b>Inspection date</b>	6 February 2008
<b>Inspection number</b>	311597

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether the achievement of pupils is good throughout the school and across subjects; establishing whether the personal development of pupils is as strong as the provision suggests in the school's self-evaluation; and establishing whether the right actions are being taken at all levels of leadership to ensure the continuing success of the school. Evidence was gathered from lesson observations, interviews with the headteacher, senior leadership team and chair of governors, and discussions with pupils and staff. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's own self-assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a popular, larger-than-average urban infant school sharing the same site as a junior school. Space is at a premium but a new Children's Centre and canteen are due to open on the site in the next few months. After the old buildings are demolished it will enable the school to increase the size of the outside playground area significantly. The majority of children start school in the Reception classes with standards in line with those 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: 1

This is an outstanding school providing its pupils with an exceptional preparation for their future education. The headteacher, appointed soon after the last inspection, has built upon the many good features that were evident then. This excellent provision enables pupils to reach high standards by the time they leave in Year 2. The extensive systems to check each pupil's progress and the very clear prioritising of improvements have significantly enhanced the quality of teaching, provision and achievement of pupils. One parent summed up the feelings of almost all others when saying, 'This is a wonderful school. It is vibrant, interesting and child-centred. I feel very lucky to have had my children educated here.'

Pupils are extremely proud of their school. One of the youngest pupils delightfully insisted on writing on his parent's questionnaire response that 'I liek school bicos I liek lurning![sic]' Comments such as this show that pupils thoroughly enjoy all that the school offers. When some pupils were asked in a discussion about what they could improve, they could think of nothing to criticise. Behaviour is exemplary, even from the youngest children, who play exceptionally well together. This is because all teaching is highly focused on giving pupils challenging but exciting work that will stimulate their interest and motivate them to find out more. The atmosphere during lessons is one of concentrated effort from both pupils and the adults. In one information and communication technology (ICT) lesson it was possible to hear a pin drop as the pupils worked on writing their names and completing pictures. This all without any prompting from the teacher.

Pupils are listened to and their views taken seriously when changes are planned. For instance, the school council has taken on a number of responsibilities such as asking for funding to develop the perimeter fencing and for more after-school clubs. For their age, pupils have a great understanding about what constitutes a healthy lifestyle. For example, at lunchtime, one girl went straight to the side of her yoghurt to see what it contained. Even though she could not read the ingredients, she was able to talk about what she needed to be careful of eating. Equally, pupils fully understand what it means to stay safe. One pupil checked that a visitor had their label on because she had to be 'careful of strangers'. Their involvement within the community is wide ranging, from raising money for worthwhile causes to participation in local events. While this is good, more is being introduced to raise pupils' awareness of the diverse nature of both their own school and the wider society.

Pupils achieve at the highest level. Through the Reception classes, the extensive and accurate assessments indicate that pupils make more than the expected level of progress through all the areas of learning and start Year 1 with standards at least in line with other pupils of the same age, and very often better than this. Through Years 1 and 2, progress is equally strong. Consequently, by the end of Year 2, pupils have consistently gained high results in the national tests for reading, writing and mathematics for the last five years, but this is only part of the story. The school has evolved extremely accurate assessment procedures, which show that almost all pupils also reach the expected levels in all other subjects. Notably, there are approximately a third of each class reaching standards above the age-expected levels in every subject. In addition, the school has started to determine how best to cater for the needs of those who show they have particular gifts and talents. This register not only recognises subject expertise, such as in art or physical education, but also notes any pupils who have more holistic potential such as in leadership. This is still at an early stage but already teachers are focused

on providing a greater degree of challenge for these pupils through extension activities of different sorts.

Teaching is very well developed. Planning for lessons centres on linking and combining both different subjects and experiences and is often altered in light of what has gone before. For instance, one mathematics lesson on division changed since the class needed more practice to help them understand 'grouping and sharing'. Activities are wide and varied, with teachers trying to develop practical experiences as far as possible. This might include visits from grandparents to give their perspective about the toys they had or the school's involvement in a local authority initiative on 'Creative Thinking Lessons'. All adults make sure that pastoral care is of the highest quality. Safeguarding procedures are extremely robust and parents particularly note how helpful the administrative staff are in dealing with any potential issues. All this helps pupils feel extremely safe and secure.

The leadership qualities of the headteacher are exceptional and her high aspirations are fully recognised and shared by all the staff. The very effective senior leadership team, along with the highly knowledgeable governing body and other middle managers, have produced an extensive development plan for the future. This is not only based on improving the provision but also on measuring how this has impacted on pupils. It has been at the core of development. As the headteacher commented, 'I knew this had to be done to raise this from a good school to one that is excellent.' The recent major building developments have been handled well but not at the expense of the pupils' schooling. Nevertheless, some parents are rightly concerned about the present lack of outdoor space. This will be fully resolved in the near future when the playground is extended by the removal of older buildings.

The raising of pupils' personal and academic achievement, the extensive analysis and excellent self-evaluation along with developments for the future fully support the school's undoubted capacity to continue improving. As one parent put it so eloquently, 'My son gets up each day with a smile on his face and eager to go... that says it all really!'

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The provision in the Foundation Stage is very highly effective, ensuring all children fulfil their potential in all areas of the early learning goals. This is due to there being excellent leadership and teaching. Recently, there have been substantial improvements, particularly to the outdoor facilities, which are recognised more widely as examples of exemplary practice. Learning is both purposeful and great fun. Planning and assessment are very highly focused on providing everyone with opportunities to play and learn in a stimulating and exciting environment without losing the chance to be children. For example, it was noticed that boys' writing was in need of improvement. To develop this, innovative resources were introduced. For example, clipboards were provided so that the boys discovered how useful these were to help them remember a long list of groceries. In other activities, there are opportunities to hunt out different articles such as ten different shapes or bones in the sand, while indoors children can learn their letters or draw skeletons on the interactive whiteboard.

## **What the school should do to improve further**

The school improvement plan fully outlines the main developments for the future. Inspection evidence supports these as the right priorities. In particular, they are directly focused on: refining the provision for the gifted and talented pupils; finding more ways to develop pupils'

understanding of cultural diversity; and making productive use of the increased outdoor space as the building works are completed.

**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](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Dear Children

Inspection of West Hove Infant School, Hove BN3 5JA

Thank you for making me so welcome during my recent visit. I really enjoyed meeting so many of you and seeing what you were getting up to. I am sure you will not be surprised to know that I have agreed with what you said about your school. I think it is outstanding! The things I have said in my report are written below.

- You said that you thought your teachers were great and I agree. You are taught exceptionally well and make excellent progress. By Year 2, nearly all of you are doing as well as you should be and many of you are reaching really high standards. I have asked your teachers to carry on trying to find out what you are really good at and give you things to do that will help you to improve even more.
- I have also said that I think you are looked after extremely well. You told me that you know who to go to if there are problems and there are very good systems in place to check up on how well you are doing in your lessons.
- You certainly have lots of exciting and different things to do. I enjoyed watching some of you being hunters and collecting things out of the sand.
- I think that you really concentrate well. In fact, I have said that I could hear a pin drop when some of you were working on the computers.
- Your behaviour is excellent. You are a real credit to your parents and the school. You look after each other during playtimes, help each other in class and try and sensibly sort out any problems.
- I have also asked your teachers to try and find ways of making sure you understand about different ways we all live.
- Your excellent headteacher has lots of good things planned for the future. As one of you said, 'I think this school is the best!'
- You have been very good at making sure you stay safe while the new building work has been going on. You should have even more space outside when the old dining hall is knocked down in a few months' time. Your teachers are going to be asking you to help decide what should be put there so you will need to think about that.

Finally, I hope you all continue to work hard and do your best. That will make sure that your school is still 'one of the best'.

Best wishes

David Collard Lead Inspector

7 February 2008

Dear Children



**Inspection of West Hove Infant School, Hove BN3 5JA**

Thank you for making me so welcome during my recent visit. I really enjoyed meeting so many of you and seeing what you were getting up to. I am sure you will not be surprised to know that I have agreed with what you said about your school. I think it is outstanding! The things I have said in my report are written below.

- You said that you thought your teachers were great and I agree. You are taught exceptionally well and make excellent progress. By Year 2, nearly all of you are doing as well as you should be and many of you are reaching really high standards. I have asked your teachers to carry on trying to find out what you are really good at and give you things to do that will help you to improve even more.
- I have also said that I think you are looked after extremely well. You told me that you know who to go to if there are problems and there are very good systems in place to check up on how well you are doing in your lessons.
- You certainly have lots of exciting and different things to do. I enjoyed watching some of you being hunters and collecting things out of the sand.
- I think that you really concentrate well. In fact, I have said that I could hear a pin drop when some of you were working on the computers.
- Your behaviour is excellent. You are a real credit to your parents and the school. You look after each other during playtimes, help each other in class and try and sensibly sort out any problems.
- I have also asked your teachers to try and find ways of making sure you understand about different ways we all live.
- Your excellent headteacher has lots of good things planned for the future. As one of you said, 'I think this school is the best!'
- You have been very good at making sure you stay safe while the new building work has been going on. You should have even more space outside when the old dining hall is knocked down in a few months' time. Your teachers are going to be asking you to help decide what should be put there so you will need to think about that.

Finally, I hope you all continue to work hard and do your best. That will make sure that your school is still 'one of the best'.

Best wishes

David Collard  
Lead Inspector