

# Hangleton Infant School

## Inspection report

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<b>Unique Reference Number</b>	114399
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	338351
<b>Inspection dates</b>	27–28 January 2010
<b>Reporting inspector</b>	David Marshall

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amor Jones
<b>Headteacher</b>	Emma Lake
<b>Date of previous school inspection</b>	4 January 2007
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## Introduction

This inspection was carried out by three additional inspectors. They observed the school's work, spending about 80% of the time looking at pupils' learning. Sixteen lessons and eleven different teachers were observed. Discussions were held with the headteacher, teaching, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school development plans, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 135 questionnaires from parents and carers and 32 staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the modifications the school has made to their provision to raise the achievement of girls and pupils with special educational needs and/or disabilities
- the impact of the school's provision for pupils' personal development
- how the curriculum promotes outcomes for pupils, particularly in developing their awareness of others from contrasting backgrounds
- the effectiveness of leadership and management at all levels, including governors.

## Information about the school

Hangleton is a larger-than-average school situated on the western side of the city of Brighton and Hove. The proportion of pupils with special educational needs and/or disabilities is above average. This figure has steadily risen over the past three years. The wide range of needs includes academic, behavioural, language and emotional difficulties. The number of pupils with English as an additional language has also steadily risen, but remains below the national average. These children speak a range of languages. Children start school in the Early Years Foundation Stage in Reception classes. Almost all attend pre-school placements before starting in the Reception classes. The school takes from around 30 different pre-school providers. Extended services are provided through the breakfast and after-school club facilities, which were evaluated as part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

The outstanding nature of Hangleton Infant School was summed up by one parent, reflecting the views of almost all, who said, 'I am extremely happy with Hangleton Infant School and very impressed that not only does the school look after children with special needs, but that they also recognise gifted and talented children. The work that the head and her team does with the children has impressed me tremendously.' The highly effective staff team, led by the outstanding headteacher, is responsible for the school's consistent success in providing high quality education.

When children start school, their skills and understanding are below the levels expected for their age. By the time they enter Year 1, they have made excellent progress and achieved very well, and attainment is consistently in line with that expected for children of their age. For the last four years, national test results for pupils in Year 2 show them to be achieving significantly above levels expected for their age. Behind the impressive results are the outstanding care and guidance that enable pupils of all abilities and backgrounds to make substantial gains in their learning. The school's provision for those pupils who have special educational needs and/or disabilities is exceptional and, as a result, they make excellent progress.

Pupils develop excellent spiritual, moral, social and cultural qualities. They respond with great enthusiasm to the outstanding curriculum the school offers and are attentive and hard working. Even the youngest children have a strong awareness of the part they play in the school. The pupils' well-above-average skills in all subjects, excellent relationships and enjoyment in working together prepare them extremely well for the next stage of their education.

The staff's full and shared commitment to meeting the needs of all is at the heart of the school's success. All staff work exceptionally well in partnership with each other and all respond eagerly to new initiatives and responsibility. The overall quality of teaching is good. However, this disguises the fact that there are many outstanding teachers and teaching assistants on the staff who ensure that pupils make excellent progress and achieve exceptionally well by the time they leave the school. As the inspection showed, in most lessons, teachers provide appropriately challenging activities, move the lesson along at a brisk pace to keep pupils interested and have high expectations of all their pupils. Progress made by pupils in these lessons is often outstanding. However, as the school knows, this is not yet consistent throughout the school and very occasionally opportunities are missed and work is not sufficiently challenging.

The school provides a very high level of care for its pupils. Safeguarding procedures, including child protection, are excellent. The outstanding governing body is fully involved

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in the school, challenging decisions and requesting explanations where necessary. The school knows itself very well. All staff are clear about the school's strengths and areas for development because of rigorous self-evaluation. Priorities are sharply focused, and these thorough systems illustrate the school's excellent capacity to continue improving and to raise standards even further. All those involved with the school have a determination not to rest on their laurels.

The school promotes community cohesion extremely effectively and works exceptionally well with the attached junior school, the many local nurseries and playgroups, and local businesses. The contribution of the parent/teacher and friends association is greatly appreciated by all involved. Links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are also very well developed. As one of the governors wrote, pupils are enabled to 'look beyond the social-cultural economic group dominant in the school'.

### **What does the school need to do to improve further?**

- Ensure, during this coming year, that all teaching is as good as the best by:
  - ensuring the use of day-to-day assessment offers the right challenge for pupils in all lessons
  - making sure all teachers consistently implement the detailed plans and so take all learning opportunities.

### **Outcomes for individuals and groups of pupils**

**1**

It was impressive to observe, in all lessons, impeccable behaviour and the excellent skills pupils have acquired in working either independently or with their classmates. This helped to create the high-quality climate for learning that was evident in all classes. Throughout the school, pupils achieve extremely well and are inquisitive learners. All groups of pupils, including the most able and those most vulnerable, make outstanding progress. The school's emphasis on raising the attainment of girls through working with groups on their carefully identified needs has been very successful.

Extremely effective organisation and very careful assessments enable pupils to make excellent progress immediately they start school. As a result, standards at the end of Year 2 are high, and significantly above the levels expected for their age group. Very occasionally, pupils do not achieve all they could in lessons because the teachers' ongoing assessment is not used effectively enough to ensure lessons always pick up learning opportunities and challenge all pupils sufficiently. However, pupils with special educational needs and/or disabilities make outstanding progress overall, through the effective support from teaching assistants. This is also true of those pupils with English as an additional language, whose needs are met exceptionally well through careful monitoring of their progress.

Pupils' personal development and well-being are outstanding. Pupils say that they feel safe and happy, and they have a good awareness of how to eat and live healthily. They

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are eager participants in all of the school's physical activities. Behaviour from the vast majority of pupils is exemplary and the pupils say that if they have a problem they feel that the adults working with them will sort it out. Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. As a result, the atmosphere for learning created by the whole staff is supportive and caring. The outstanding care, which begins in the Reception classes, gives the children a real determination to succeed, and guarantees their full involvement in all activities. The pupils' very high level of enjoyment in their learning is reflected in their above-average rates of attendance and outstanding punctuality.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Observations of lessons during the inspection confirmed that throughout the school, pupils make excellent progress. In all year groups seen, teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves, and work together to meet the aims of the lessons they usually understand well.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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In most lessons observed, pupils were well motivated by the ideas and resources presented and were keen to please their teachers and other adults. Academic monitoring and guidance is very effective and has improved significantly since the last inspection. Marking is carried out with the pupils and usually gives clear and immediate pointers about what they need to do to improve their work. In the most effective lessons, the very careful planning is implemented with enthusiasm and care. This was evident in an outstanding mathematics lesson in Year 2, where no opportunity to explore pupils' previous learning was missed and very good links were made with other subjects. The way the teacher constantly monitored the pupils' responses as they identified the hidden objects in a bag and provided further, exciting challenges ensured excellent progress. In other lessons, the imaginative use of resources, such as the interactive whiteboards, inspired pupils to try their hardest. The school recognises these outstanding aspects to learning and is determined they should be present in all lessons. At the moment, there are inconsistencies across the school.

The excellent curriculum is enhanced by a good variety of after-school clubs and the School Council encourage classmates to raise money for those less fortunate than themselves, and to study environmental issues and take them seriously. Parents value the provision of the breakfast and after-school clubs, which are extremely effective and well run. An example of the school's care and commitment is the provision for those pupils whose significant problems affect their learning. They are given specific help in many different groups such as that observed in the group room, known as the little star room. Individuality is celebrated and all pupils are enabled to communicate at their own level within a friendly and calm environment. This mirrors the learning ethos of the rest of the school. The outstanding teaching assistants, who work with pupils with special educational needs, work very closely with parents and carers, who are overwhelmingly appreciative of their work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher provides inspirational leadership and in partnership with the very effective deputy headteacher, ensures that complacency is not tolerated. Teamwork is excellent and the administrative team and support staff are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work extremely well together. The school knows itself very

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well and sets the right targets to become even better. All subject leaders and governors are closely involved in monitoring the school's work, which they do rigorously and with tremendous enthusiasm. Documentation is impressive and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. They hold the school to account in a challenging but supportive manner.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The senior managers, supported well by all staff, are also effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. This is demonstrated by their action to reduce any gender differences in attainment.

The contribution the school makes to community cohesion is outstanding. A plan and clear actions are in place for promoting pupils' understanding from local, national and global perspectives. Links with other schools and agencies are harnessed exceptionally well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children make an excellent start to their education in the Reception classes. The huge level of commitment and care shown by all Early Years Foundation Stage staff is evident



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in the way that, although the children come into the school from so many different settings, they all settle into the school so well and immediately begin to learn. As one parent wrote, 'The settling in process of new Reception children is excellent, ensuring children feel safe and secure and allowing them to move forward at their own pace.'

Staff work especially hard to give the children a real sense of determining their own way forward, which guarantees their full involvement in all activities. Children make rapid progress and achieve exceptionally well, especially in their language and social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enthusiasm and enjoyment of the children as they used their homemade binoculars and went on their 'bear hunt' was spellbinding. The classrooms are all stimulating and resources are used exceptionally well as children move from one to another. The outstanding outside areas provide the same exciting level of challenge and stimulation, especially for the more capable children. Staff get to know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle and learn well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The overwhelming majority of parents or carers who returned questionnaires or who spoke to the inspection team were very happy with the school. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the pastoral support their children receive. The majority also felt that the school dealt well with any disruptive behaviour. Inspectors fully endorse these views. The small number of constructive parental criticisms were shared and discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hangleton Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	66	43	32	1	1	0	0
The school keeps my child safe	96	72	32	26	0	0	0	0
The school informs me about my child's progress	51	38	80	60	2	1	0	0
My child is making enough progress at this school	62	46	67	50	2	1	0	0
The teaching is good at this school	77	57	55	41	1	1	0	0
The school helps me to support my child's learning	76	57	55	41	2	1	0	0
The school helps my child to have a healthy lifestyle	76	57	55	41	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	46	56	42	3	2	0	0
The school meets my child's particular needs	67	50	61	46	3	2	0	0
The school deals effectively with unacceptable behaviour	50	37	68	51	6	4	1	1
The school takes account of my suggestions and concerns	56	42	67	50	4	3	0	0
The school is led and managed effectively	86	64	45	34	2	1	0	0
Overall, I am happy with my child's experience at this school	90	67	41	31	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 January 2010

Dear Pupils,

Inspection of Hangleton Infant School, Hove BN3 8LF

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us ' it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you very carefully and you all achieve extremely well by the time you leave the school.
- You behave excellently, get along with each other and feel safe in school.
- You all have very good ideas about how to make things better and the teachers always listen to what you want.
- You have a good understanding of how to live healthily.
- You find lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school extremely well.

Even in excellent schools, some things can be made better. I have asked the teachers to make sure that:

- no matter which class you are in, the teachers make sure you are all given work that will help you make, at all times, the best progress you can, and all opportunities for you to improve are taken.

You must continue to listen carefully and take note of what your teachers say. Then you will all make excellent progress in your learning.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely,

David Marshall

Lead Inspector

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