

# Parkland Infant School

## Inspection report

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<b>Unique Reference Number</b>	114465
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	338370
<b>Inspection dates</b>	14–15 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>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Smissen-Bell
<b>Headteacher</b>	Tim Mehmet
<b>Date of previous school inspection</b>	5 January 2007
<b>School address</b>	Brassey Avenue Eastbourne East Sussex BN22 9QJ
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## Introduction

This inspection was carried by three additional inspectors. They observed the school's work, spending about 80% of the time looking at pupils' learning. Thirteen lessons and seven different teachers were observed. Discussions were held with the headteacher, teaching and support staff, governors, parents and pupils. They looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified with special educational needs and minutes of governors' meetings. In addition, 48 parental questionnaires and 19 staff questionnaires were analysed.

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

- the standards, level of achievement and progress of the current pupils, especially in reading, writing and mathematics, and the effectiveness of the school's assessment procedures in supporting progress
- pupils' personal development and the effectiveness of the school's measures to enhance their social and emotional development
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils and to the development of community cohesion
- after the recent changes, the effectiveness of leaders and managers at all levels, including the governors, in enabling the necessary improvements.

## Information about the school

This is an average-sized infant school in an area that is a mix of owner-occupied and local authority housing. Nearly all pupils are of White British origin. There are three pupils whose first language is not English. The proportion of pupils with special educational needs and/or learning disabilities is above average. The majority of these pupils have early language or specific learning difficulties.

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

There is an independent, pre-school playgroup on the premises that was not 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?**

**3**

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

**3**

## Main findings

Parkland is a satisfactory school. The school's positive, happy and supportive learning environment reflects the school's statement of their strategic priorities that says that 'all children in Parkland make a contribution to their learning, enjoy their learning and make progress'. The school is well led and managed on a day-to-day basis. The headteacher and deputy head are developing an increasingly effective level of leadership and management. This ensures that their focus on pupils feeling valued and well supported is increasingly contributing to the school's good work with parents and carers. Features introduced by the senior leadership team, such as the before-and-after-school clubs and the courses for parents, are very effective. As one parent stated, 'I think that Parkland Infant School provides a great sense of community. There are great opportunities for courses to help parents support children in all aspects of their development.'

The headteacher and deputy headteacher have recently improved the rigour with which the school tracks and carefully analyses assessment data to monitor pupils' progress. This is helping staff and governors become more aware of pupils' achievements, and is contributing to rising attainment for all pupil groups. Throughout the school, pupils now make at least satisfactory progress, and in some classes and subjects, progress is good. Self-evaluation is satisfactory. The school knows its strengths and areas for improvement and staff are becoming increasingly involved in self-evaluation. Following improvements, procedures are better focused on the intended outcomes for groups of learners of different ability. While some of the necessary changes have taken time to implement, the zeal, patience and understanding of the whole staff have begun to be focused on the identified, and shared, priorities. The school has made satisfactory progress since the time of its previous inspection and continues to demonstrate that it has satisfactory capacity to improve.

Teachers know their pupils well and positive relationships contribute well to pupils' positive attitudes to learning and their good personal development and well-being. Pupils are enthusiastic and well-motivated and work well together. Teachers work hard to make learning fun and relevant to pupils' interests and needs. However, while there is much good practice in the school, pupils do not always progress as well as they could. This is because teachers' use of assessment to provide the right challenge for all pupils, while improving, is not fully consistent. The school has worked hard to develop a creative and stimulating curriculum, but this is not yet well enough embedded to ensure that teachers plan lessons that are always precisely matched to the needs of all pupils. Also, opportunities arise in lessons through pupils' good responses that are often not grasped to extend their interest and progress.

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The school does much to promote its place in the local community. The contribution of the parent/teacher and friends association, PTFA, is greatly appreciated by all involved. The audit of community cohesion, undertaken by the headteacher, shows that while these links with the local community are good, pupils' awareness of, and preparation for, living and working in a culturally diverse Great Britain are not developed sufficiently well.

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

- Improve the % age of good teaching by the end of the year, and raise pupils' level of achievement, and standards overall by focusing on:
  - strengthening the use of day-to-day assessment to ensure the right challenge for all pupils
  - ensuring opportunities afforded by curriculum planning are always taken.
- Enhance pupils' understanding of their place in a culturally diverse Britain and extend the provision for community cohesion by:
  - building on the findings of the recent analysis of community cohesion
  - implementing the plans for twinning with schools in other localities.

**Outcomes for individuals and groups of pupils****3**

Pupils generally join the school with attainment that is below expectations for their age. In 2009, by the end of Year 2, pupils, including those with special educational needs and/or learning difficulties, reached standards in reading, writing and mathematics that were below the national average. Observations of lessons showed that all pupils are now making at least sound progress. Pupils' achievement observed in the current Year 2 is in line with expectations for their age and higher than last year. Across the school, pupils' rates of progress have improved recently, particularly in writing, which has been a focus of school development. In most lessons observed, pupils were well motivated by the ideas and resources presented and were keen to please their teachers and other adults. This was evident in a good Year 2 lesson on poetry where the pupils enthusiastically rehearsed and acted out their poems. As in many lessons, the pupils could hardly wait to share what they had planned.

Although recent initiatives in assessing and tracking pupils' progress are leading to generally improved progress, there is some unevenness between subjects. Occasionally pupils do not achieve enough in lessons because the teachers' ongoing assessment is not used effectively to ensure lessons always challenge all pupils sufficiently. While pupils with special educational needs and/or disabilities make satisfactory progress overall, effective support from teaching assistants is increasingly making this good. This is also true of those few pupils with English as an additional language whose needs are met well through careful monitoring of their progress.

Pupils are proud of their school and are enthusiastic about many aspects of its life. They enjoy lessons and the extra-curricular activities, trips and visits that contribute well to

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their learning and social development. Behaviour is good in lessons and around the school ' even during very poor weather conditions. Attendance is satisfactory and improving because most pupils really want to come to school. Pupils' contribution to the local community is good, and the school council has been responsible for important initiatives, such as the promotion of recycling activities in the school. Their efforts to improve sporting activities, and the healthy schools initiative, have ensured that pupils have a clear understanding of healthy lifestyles. Pupils assert that the rare incidents of bullying or poor behaviour are dealt with very well and they feel very safe in school. They say that there is always someone who will listen to them. Standards are improving, as is pupils' ability to work in groups and teams. These aspects give pupils a sound preparation for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Observations of lessons during the inspection confirmed that throughout the school, pupils make sound progress regardless of their background or ability. In most lessons observed, pupils were well motivated by the ideas and resources presented and were

<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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keen to please their teachers and other adults. The school curriculum is planned in great detail to promote pupils' enjoyment of learning. It has been revised to encourage creativity and practical learning experiences. These approaches are continuing to be developed to increase cooperation, greater enthusiasm and support from the community.

In the most effective lessons, the careful planning is implemented with enthusiasm and care. This was clear in a good science lesson in Year 1. The pupils were enthusiastic and sensible as they discussed the texture and temperature of their 'ice balloons'. The teacher's good use of praise was a reflection of the way the school constantly encourages good behaviour, attentiveness and hard work. This attention to grasping these possibilities was missing in some of the lessons observed.

Throughout the school, positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is caring. As one parent said, 'The school has a real community feel. It is friendly and actively involves parents in all aspects of their children's education.' The impact of the school's good support, guidance and care is evident in the pupils' good standards of behaviour and social skills. As one parent observed, 'Having the Breakfast and After School clubs on site is wonderful and totally supports the working parent. Both clubs are well run and very much enjoyed by my child.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and deputy provide a clear educational direction for the school and work very closely with a wide range of other agencies and partners to achieve success and enhance provision. All staff are now making a good contribution to the necessary developments and are developing a shared vision for improvement. They are clearly excited by the many possibilities that the new curriculum affords and for which they have planned so well.

Senior leaders and managers, including governors, have a good understanding of the strengths and weaknesses of the school's work and have correctly identified priorities for development. While it is too early to measure the impact of the new initiatives on all aspects of provision, evidence of improving progress and better outcomes indicate that the school is moving in the right direction. The governing body has been reorganised and refocused recently and is now offering both good support and real challenge.

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The school takes its duty to promote equal opportunities seriously and is effective in this. It values the opinions of parents and pupils and acts upon these. Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. The contribution the school makes to community cohesion is satisfactory. An audit and plan promote pupils' understanding from a local perspective. Links with other schools and agencies are harnessed well. The need to expand its links to provide a national and global perspective is well understood by the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is satisfactory. Children settle happily into school because of good links with parents and carers, and good liaison with local playgroups. As one parent observed, summing up the comments of many, 'My child is very settled, and the structured way in which she started I believe helped this i.e. taster day, home visit and early parents' evening. Our, and our daughter's, experience so far has been extremely positive.'

Children play together well and are very well behaved. They enjoy their learning. Data show that children's attainment when they enter the Early Years Foundation Stage is usually below expectations for their age. Overall, children make satisfactory progress and at the end of Reception, their overall attainment is in line with national expectations. Many reach the levels expected for their age in aspects of their learning, and make particularly good progress in their social development. The focus on early letters and sounds (phonics) is appropriate as children often start with low levels of development in this area. These arrangements are becoming more effective, although



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this aspect of the children's development is still below expectations for their age when they enter Year 1.

The area is led and managed effectively, and the school has identified and begun to implement clear priorities for improvement. All staff are now involved in planning and in the assessment of children's learning. Staff provide well for children's welfare. The outdoor area is well laid out to promote children's physical development and children respond well to the opportunities it affords. Both inside and outside, children can access a varied and stimulating range of activities that support their personal development as well as their communication and language skills, creative development and knowledge and understanding of the world. Construction toys are used sensibly. Although adults generally support children well, there are occasional missed opportunities and children are not always encouraged to move from one activity to another at the most appropriate and effective times. As the school has acknowledged, they do not always monitor child-initiated activities carefully enough to ensure the best possible use of the child's time and resources.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

A very large majority of parents hold the school in high regard. They commented on the openness of staff, their children's enjoyment of learning, the calm start their children make in the Early Years Foundation Stage, the way that the school welcomes all children and the care shown by all staff. Many parents agreed with the sentiments of one who wrote, 'The school teachers and staff are very friendly and approachable. I have no concerns at all and am very happy and proud that my children attend this school.' Only a very small number of parents expressed misgivings about the school and there were no particular trends in these. These were shared with the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Parkland 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	13	13	27	0	0	0	0
The school keeps my child safe	30	62	18	38	0	0	0	0
The school informs me about my child's progress	30	54	22	46	0	0	0	0
My child is making enough progress at this school	30	62	17	35	0	0	1	2
The teaching is good at this school	30	62	18	38	0	0	0	0
The school helps me to support my child's learning	34	71	13	27	1	2	0	0
The school helps my child to have a healthy lifestyle	29	60	17	35	2	4	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)	21	44	19	40	1	2	0	0
The school meets my child's particular needs	21	44	23	48	1	2	0	0
The school deals effectively with unacceptable behaviour	23	48	21	44	1	2	1	2
The school takes account of my suggestions and concerns	20	42	22	46	1	2	1	2
The school is led and managed effectively	24	50	23	48	0	0	1	2
Overall, I am happy with my child's experience at this school	36	75	12	25	0	0	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.**



16 January 2010

Dear Pupils,

Inspection of Parkland Infant School, Eastbourne BN22 9QJ

I am writing to thank you for your help when we inspected your school and to let you know what we found out.

We spent time in some of your lessons and enjoyed our conversations with you. We also looked at the work of the school and talked to many of the staff and some of the school governors. We were interested in what your parents think of your school, and we particularly enjoyed listening to what you had to say. The work of the school is satisfactory; these are some of the things it does particularly well.

- The way the school works with parents is good.
- The way you behave is good and you work and play well together.
- You feel safe at school and you know how to be healthy.
- You help your school to be a happy and better place to play and learn.
- You have a good understanding of right and wrong and look after each other.
- You really enjoy going to the very good breakfast and after-school clubs.

We have agreed with your school that there are a number of things that will help it to become better. We have asked the headteacher to make sure that you are all given the best opportunities to learn no matter which class you are in. We have asked the staff to look at how they plan, carry out and link the subjects in your lessons to make sure you get all the chances to improve that you can. We have also asked your headteacher and staff to make sure you are given the chance to look at and understand how children and adults live in places that are different from where you live. You can help by continuing to listen carefully and take note of what they say.

Yours sincerely,

David Marshall

Lead Inspector

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