

West Rise Community Infant School

Inspection report

Unique Reference Number	114466
Local Authority	East Sussex
Inspection number	338371
Inspection dates	22–23 September 2009
Reporting inspector	Eileen Chadwick

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	0–7
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Cathy Abbey
Headteacher	Lynne Weir
Date of previous school inspection	1 November 2006
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Age group	0–7
Inspection dates	22–23 September 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at its improvement plans, assessment records, pupils' work, curriculum plans, safeguarding and welfare procedures.

The 35 parent questionnaires returned to the inspection team were also examined.

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

- the progress pupils make in Nursery and Reception and systems for promoting continuity of learning across these years
- the progress of pupils in Key Stage 1, including boys in writing
- the impact of leadership and management at all levels on raising achievement

Information about the school

This school serves a mixed area that includes the local community and further afield. Most pupils are of White British heritage, a few are from minority ethnic groups and a very small number are learning to speak English as an additional language. The proportion known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is also above average and these pupils mainly have speech, language and behavioural learning difficulties. The school has provided nursery education since January 2008 and this is located in purpose-built accommodation in the separately managed Children's Centre on the same site. The school provides a Nursery lunch club and breakfast and after-school clubs for Nursery to Year 2. The children in the Early Years Foundation Stage are in either Nursery or Reception classes. Nursery children comprise three groups: babies (0 to 2 years olds); toddlers (2 to 3 year olds) and preschool (3 to 4 year olds).

The school has gained a number of awards including Healthy School, Active Mark and Eco Schools awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is improving and has some outstanding aspects to its work. The excellent care, support and guidance provided from the time pupils enter to the time they leave, and an exciting curriculum, stimulate their love of learning and extremely good behaviour. Excellent partnerships with parents support pupils' rising achievement and parents think highly of the school. One summed up the views of many by reporting, 'I feel this school is improving every year and my child is doing very well.'

Academically, progress has improved well since the last inspection. By the time they leave in Year 2, pupils' overall standards are average and a little above average in reading. The school has addressed well the issues raised in the last inspection and been particularly effective in lifting reading standards. All groups of pupils, including those with special educational needs and/or disabilities, make good progress. However, a minority of boys who began school with below average skills make only satisfactory progress in writing compared with their good progress in reading and mathematics. These pupils leave the school with lower standards in writing than in reading and mathematics because teaching is not having as much impact on raising their attainment in writing.

Early Years Foundation Stage children get off to a good start, making good progress overall from a well below average starting point on entry. This is due to consistently good teaching, with excellent attention to developing children's personal skills.

Overall leadership and management are good. The highly successful leadership of the headteacher is central to ensuring that the focus on accelerating progress is always a priority and shared by all staff. She has earned the respect of teachers and parents and been instrumental in raising standards and promoting all round school improvement. Methodical self-evaluation has led to teaching and learning that are consistently good and occasionally outstanding. Teachers' skills in planning and delivering lessons are carefully evaluated by the senior team and teachers are given strong support for keeping up to date and improving their teaching. Middle leaders play an important part in supporting colleagues, but there are not yet enough opportunities for them to observe lessons and monitor pupils' assessments. This prevents them playing a full part in evaluating the impact of teaching on the progress of different groups and raising attainment. Governors are a real asset and provide both strong support and challenge. Good teamwork by all concerned with the school is a major reason why it is improving so well. With improving achievement and progress levels, better quality teaching and embedded ambition for further development, the school has a good capacity to continue to improve.

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Assessment of pupils' individual performance is rigorous and there are thorough tracking systems across Key Stage 1. As the Early Years Foundation Stage has grown, the school has rightly identified the need to implement uniform assessment tracking routines across Nursery and Reception. This will allow it to measure the impact of its work more accurately on children's progress across these years. Outdoor play space and learning opportunities are rich in Nursery, but Reception outdoor play space is small and this limits outdoor play to some extent. The school has already identified this as an area for improvement.

What does the school need to do to improve further?

- Raise boys' attainment in writing by rigorously evaluating the impact of teaching on raising their attainment and taking steps to ensure all groups make consistently good progress.
- Improve systems to enable middle leaders to have a greater impact on raising standards by increasing opportunities for them to observe lessons and check assessments so they can identify the impact of teaching on different groups' progress.
- Increase continuity across Nursery and Reception by:
 - implementing similar tracking procedures for checking children's progress across Early Years Foundation Stage
 - develop the outdoor play area for Reception children so it builds on the rich outdoor play provided in Nursery.

Outcomes for individuals and groups of pupils**2**

Teachers cultivate pupils' love of learning through excellent relationships with them and by providing lessons which they thoroughly enjoy. For example, in a Year 1 phonics lesson, the teacher engaged pupils from the beginning by using resources very imaginatively, such as a puppet and whiteboard technology. Pupils also learned rapidly because of the way in which the teacher questioned them to ensure they all played an active role and their work was very closely matched to their needs. From the earliest days in the Nursery children are helped to develop their curiosity, interests and independent learning skills. Pupils develop a keenness to do well and become enthusiastic learners with confidence in their own abilities. Many are overcoming significant barriers to learning. Pupils make good progress in enhancing their speaking and thinking skills and by Year 2 are able to talk about their learning confidently in small and larger groups.

Standards in reading are improving faster than in writing, particularly for boys. The proportion reaching higher levels in reading is now higher than in most schools, although average in writing. Assessments show that writing progress is still only satisfactory for lower attaining boys in Years 1 and 2. Standards in mathematics are showing signs of improvement with a rise in the proportion of pupils reaching higher levels in the unvalidated 2009 assessments in Year 2.

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Pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, make good progress from their well below average starting points. They achieve well in information and communication technology (ICT) and this helps to equip them with life skills. They develop basic skills well.

Pupils make an excellent contribution to the smooth running of the school and look after their beautiful school environment. Encouraged by their eco-school work the pupils, through recycling and composting, demonstrate care for the planet. They contribute well to decision making through the school council and form an excellent understanding of the different needs of people in their local community and abroad through their charity work and curriculum projects. Pupils learn to think about how their actions impact on others. Older pupils become excellent role models for younger ones. Pupils say they feel very safe and are very sure any concerns will be dealt with by staff. The excellent work completed as part of the national awards helps ensure that pupils take great pride in eating healthily and are very enthusiastic about sport and keeping fit. From the earliest age, pupils develop a strong sense of wonder in the world around them and a deep understanding of right from wrong and learn to consider the consequence of their actions. They gain good understanding of cultural diversity and enjoy learning about different cultures and faiths.

These are the grades for pupils' outcomes

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

¹ 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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How effective is the provision?

Teaching is consistently good and occasionally outstanding. Lessons are thoughtfully planned and interesting. Teachers have good subject knowledge and plan lessons so pupils learn through discussion and solving problems as well as listening and watching. Basic skills are carefully taught and practical tasks and role play bring academic learning alive. For example, practical work in art or drama for the 'Castles' project provide real experiences for pupils before they are given more abstract academic tasks. The teaching of phonics in ability groups helps teachers to match pupils' learning to the wide range of attainment and promotes good learning. Occasionally, assessment is not used as effectively and work is a little hard for lower attaining pupils or easy for the more capable pupils. Pupils usually know their learning targets and what they need to do to improve.

The curriculum is broad, exciting and enriched by an outstanding range of after-school clubs and visits that widen pupils' experiences. A whole-school project, The Island Project, promoted pupils' creativity and understanding of the wider world very well. Classrooms were turned into imaginary parts of 'The Island', for example 'The land of the treetops' where pupils learned about rainforests. Excellent art and design work underpinned imaginative writing in this project.

Pastoral support, guidance and care are outstanding with the well-being of every child being paramount. Adults provide excellent support for pupils' social and emotional development and for pupils with challenging behaviour. The school has excellent partnerships with parents and other agencies to ensure pupils' welfare needs are well met. It works extensively with them to help them support their children's learning and to promote regular attendance. Breakfast and after-school clubs provide an excellent start and end to the school day and pupils enjoy a range of worthwhile activities.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides a very clear direction and has communicated her vision for improvement very well to her staff. She is well supported by her deputy. Senior leaders have worked successfully together to create an ethos where all staff have high expectations for all pupils to do well. The school sets high but realistic targets and, in most cases, meets or exceeds these. Rigorous analysis of data by the headteacher

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ensures that provision is inclusive and often adjusted to meet the needs of individual pupils. This has led to much improved standards. Self-evaluation is good and the school has identified the right priorities for moving the school forward. This includes the development of the role of middle managers in monitoring and evaluation . Middle leaders have improved their own expertise and now play an important part in supporting colleagues, for example through examining planning and pupils' work and sharing their expertise. Governors are very well led by a knowledgeable chair. They support the school very well, fulfil all statutory duties and ask challenging questions. They evaluate assessment data, although they are aware of the need to probe the progress of different groups more rigorously. The school makes an excellent impact on promoting community cohesion in the local community and pupils of all backgrounds get on extremely well together. Global links are also well established and the school has clear plans to widen pupils' understanding of the different communities in Britain today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The registered childcare for children aged between 0-3 years old fully complies with registration requirements. Staff are well trained and qualified and they cater well for children's individual learning needs. From the start there is a strong focus on developing children's curiosity, observation and speaking skills through practical enquiry. An excellent range of toys, equipment and play resources awaken children's interests. Children are very happy and making good progress in their learning and development. There is a high emphasis on care and safeguarding which are outstanding. The close

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links with the Children's Centre is having a good impact on developing staffing expertise. Children settle quickly into the Early Years Foundation Stage because of the excellent induction processes. Parents really appreciate this. Just over a half of the children entering Reception have not attended the Nursery, although most have had some other preschool education. Children's overall skills, knowledge and understanding on entry are well below the expected levels because of weaknesses in their speaking and listening skills and personal development. Children make good progress throughout Nursery and Reception as a result of good teaching and learning. By the end of Reception most children reach the expected levels for their age with excellent gains in their personal development, although reading and writing standards are still a little below average. The promotion of children's welfare and safety is outstanding.

There is a strong focus on improving language, literacy and numeracy skills through the provision of a broad, practical and interesting curriculum. Adults plan a wide range of worthwhile and stimulating learning activities indoors and outside, striking a good balance between more formal, adult-led activities and those children select for themselves. Whilst there is an excellent external area for Nursery, the small outside area in Reception restricts outdoor learning to some extent. The adults make good use of the available space and extend imaginative learning well by providing role play in the covered area.

Children in the breakfast, nursery and after-school clubs are very well cared for. They have very worthwhile activities and enjoy healthy breakfasts and snacks.

Leadership and management of the Early Years Foundation Stage are good. The assessment of individual attainment and progress is very thorough. However, the lack of a uniform tracking system for both Nursery and Reception is limiting continuity in experiences and more robust self-evaluation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all the parents' questionnaires were very positive. Parents commented how well the school was improving, how much their children enjoyed school, and how well they were learning and cared for. Several parents said they could not yet answer all the questions as their children had just begun school in Nursery or Reception

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Rise Community 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 12 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	83	6	17	0	0	0	0
The school keeps my child safe	30	86	5	14	0	0	0	0
The school informs me about my child's progress	21	60	13	37	0	0	0	0
My child is making enough progress at this school	21	60	11	31	1	3	0	0
The teaching is good at this school	25	71	10	29	0	0	0	0
The school helps me to support my child's learning	25	71	10	29	0	0	0	0
The school helps my child to have a healthy lifestyle	29	83	6	17	0	0	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	60	10	29	0	0	0	0
The school meets my child's particular needs	23	66	10	29	1	3	0	0
The school deals effectively with unacceptable behaviour	23	66	11	31	1	3	0	0
The school takes account of my suggestions and concerns	22	63	12	34	1	3	0	0
The school is led and managed effectively	26	74	9	26	0	0	0	0
Overall, I am happy with my child's experience at this school	29	83	6	17	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Dear Children

Inspection of West Rise Community Infant School, Eastbourne BN23 7SL

Thank you very much for the friendly welcome you gave us when we visited your school. We really enjoyed finding out about the interesting things you do.

Firstly, you need to know your school is good one where you make good progress. Here are some of the many things your school does well:

- You do well in reading, writing and mathematics.
- Those of you in Reception get off to a good start.
- You help to make your school such a special place because you are helpful, work hard, and behave extremely well.
- You understand how very important it is to keep fit and healthy and enjoy lots of sport. You know you should not eat too many sweets and cakes.
- You have many exciting learning opportunities and some great opportunities for ICT and art.
- Your headteacher leads you all extremely well and all the staff and governors think very carefully about what is best for you.
- Staff take very good care of you. You get extra help if you need it so you can learn new things as quickly as possible.

This is what we are asking the school to improve:

- Give more help to some boys who find writing difficult.
- Help teachers who lead subjects to be more involved in checking up on how well you are learning.
- In Nursery and Reception help teachers and managers to use similar ways to check your progress more easily and provide a better outdoor learning area in Reception.

We hope you will continue to enjoy school and continue to work hard in all you do.

Yours faithfully

Eileen Chadwick Lead inspector

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