

Edward Bryant Primary School

Inspection report

Unique Reference Number	125817
Local Authority	West Sussex
Inspection number	340839
Inspection dates	7–8 July 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Sarah Daniel
Headteacher	Cathy Williams
Date of previous school inspection	3 July 2007
School address	London Road Bognor Regis PO21 1BG
Telephone number	01243 822454
Fax number	01243 841583
Email address	office@edwardbryant.w-sussex.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. Eighteen lessons and fifteen different teachers were observed. Discussions were held with the headteacher, teachers, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school improvement plans, the tracking of pupils' progress, records of staff meetings and the governing body meetings and safeguarding documentation. In addition, 114 questionnaires from parents and carers, 26 staff questionnaires and 168 pupil questionnaires were analysed.

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

- the level of achievement of the current pupils and the impact on raising attainment of modifications to the school's provision
- pupils' personal development and the effectiveness of the school's measures to enhance pupils' social and emotional development
- the effectiveness of the school's strategies for assessment in providing for pupils' individual needs and how well pupils are involved in assessing their own learning
- how well the curriculum and extra-curricular activities contribute to the overall outcomes for pupils
- how effectively leaders and managers at all levels, including the governing body, enable continuity and improvement.

Information about the school

Edward Bryant is much larger than the average primary school. It draws its pupils from all across the centre of Bognor Regis. The proportion of pupils claiming free school meals is above the national average. Most pupils are from White British families. A larger than average proportion of pupils has special educational needs and/or disabilities. The majority of these pupils have behavioural, early language or specific learning difficulties. Children start school in one of the two Early Years Foundation Stage Reception classes.

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

Edward Bryant provides an outstanding education for all of its pupils. Many parents remarked on the amazing grounds, how well they have been developed and how effectively they are used, but any visitor who goes inside the school will find it is also a beautifully maintained and welcoming environment. Pupils' work is everywhere to be seen. Staff take great pride in the displays around the school which praise and encourage pupils for their many achievements. Pupils in turn are proud of their school. They work very hard and progress outstandingly well. The overwhelming majority of parents are right in their judgement that this is an excellent school. One spoke on behalf of almost all by writing, 'A wonderful school □ teachers are completely focused on the children and their education. Caring and approachable. I think it would be a hard task to find such a dedicated staff at any other school. Bravo!'

The headteacher, senior leaders and governors provide highly effective leadership. The school's self-evaluation is accurate and thorough and the staff know the school's strengths very well and what needs to be refined further. The track record of consistently raising pupils' attainment so well through rigorous monitoring systems, and record of effective innovation, show that it has an excellent capacity to continue improving.

Pupils' personal development and their wider educational outcomes are excellent which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. Pupils enter the school with skills and understanding that vary but are below, and often well below, those expected for their age. Very effective organisation and careful assessments enable children to make excellent progress immediately in the Early Years Foundation Stage. This outstanding start is built upon well so that standards at the end of Year 2 are around the average for their age. By the time they leave the school, pupils' standards are consistently above those expected for their age because the teaching is never less than good, and often outstanding. Pupils with special educational needs and/or disabilities make similar progress. By ensuring an excellent quality of help from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make excellent progress.

Staff and governors do much to promote community cohesion. For example, the school's links with, and contribution to, their local community are outstanding. However, the staff are keen to lift the whole of this aspect of the school's work to become outstanding in the future. With this in mind, although there are already very good links with a school in another and different area, they have identified that pupils could be further prepared for living and working in the culturally diverse United Kingdom and leaders and staff are

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

looking forward to promoting this by further widening links with other schools.

What does the school need to do to improve further?

- Enhance pupils' understanding of their place in the culturally diverse United Kingdom and extend the school's provision for community cohesion by:
 - instigating the findings of the recent careful analysis
 - implementing the plans to link with schools in other localities.

Outcomes for individuals and groups of pupils

1

In all lessons observed, pupils made good progress. Often learning was excellent. As a result, after their outstanding start in the Reception classes, pupils make excellent progress in Years 1 to 6. Pupils are confident writers and know grammatical conventions well. In a Year 4 class, they spotted some deliberate punctuation mistakes in the teacher's example, and pupils in Year 5 knew how to use words developed from their drama to make their writing more descriptive and exciting. In mathematics, pupils' past work and work within lessons illustrated their growing confidence in basic and more advanced number calculations and problem solving. For example, in an outstanding mathematics lesson in Year 2, pupils delighted in working outside with fishing nets, using other pupils as 'fish' and squares on the playground to explore number patterns. When they went inside the classroom was filled with a buzz of purposeful conversation and the pupils were delighted to find the best possible ways to solve their problems. The pupils' enjoyment and thoughtful consideration of each others' opinions and outstanding attempts to record their ideas were typical and impressive.

The provision for pupils with special educational needs and/or learning difficulties leads to these pupils making excellent progress. Many pupils benefit from tailored individual or small group literacy sessions, which successfully help to plug the gaps in their writing skills. Another reason that they achieve so well is that pupils now attend regularly. The school successfully instils in the pupils a strong spiritual, social and moral understanding, which accounts for their excellent behaviour and positive attitudes to school. A striking feature is the caring way pupils look after each other. The school council was clear where its priorities lie and how privileged it is to have such responsibilities. Pupils know there is always someone they can turn to in moments of difficulty. They acquire an excellent understanding of healthy living and an excellent awareness of how to keep themselves and others safe.

Throughout the school, inspectors were impressed by the consistently high standards of behaviour and social skills of all pupils. Pupils' knowledge of how to keep safe is outstanding. Pupils are given an excellent grounding in good citizenship and in contributing to the community through, for example, appointments as peer mediators or as members of the school council.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	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
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	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Observations of teaching confirmed that, throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In almost all lessons observed, pupils were highly motivated by the ideas and resources presented through an exceptionally well-planned curriculum and were keen to please their teachers and other adults. This was evident in an excellent English lesson in Year 6. The focus on revising their writing to make it a newspaper report caught their imagination. The teacher's excellent use of praise and attention to using pupils' English targets was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise. In the most effective lessons, the careful planning is implemented with enthusiasm and teachers go to great lengths to capture pupils' imaginations. This was clear in an excellent history lesson in Year 2. The pupils were enthusiastic and focused as they looked at photos on the interactive whiteboard and thought of sensible questions to ask their 'visitor'. The teacher's appearance in a Victorian bathing costume was much appreciated. As in most lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas. Throughout the school, very 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 excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and social

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

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

skills. Links with the local secondary schools help give the oldest pupils a taste and good preparation for their next schools. The overwhelming majority of parents and carers are very positive about the efforts the school takes to make school life as trouble free as possible for pupils who are more vulnerable or who find behaving well more difficult.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
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 outstanding leadership, drive and ambition to sustain an excellent capacity to improve. This, in partnership with the very effective deputy headteacher and assistant headteachers, ensures that complacency is not tolerated. Teamwork is excellent and everyone, including the administrative team and caretaking staff, are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. As one staff member wrote, reflecting the views of all, 'Teachers are highly valued; appreciation is always shown. Team teaching and coaching enhance the goal of working as a team and sharing skills.'

The school knows itself very well and sets the right targets to become even better. 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. It holds 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. There are, for example, excellent procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. 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 effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. The contribution the school makes to community cohesion is good. A plan and clear actions are in place to promote pupils' understanding from a local and global perspective. The school is implementing its plans for greater national links in order to raise this aspect of community cohesion to the outstanding level of the rest of its provision.

These are the grades for leadership and management

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

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
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	1

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 the class teachers and all the staff is evident in the way that all children settle into the school so well, and immediately begin to learn. Induction meetings, and home visits whenever necessary, enable the staff, children and their families to get to know each other and help make sure that starting school is a happy event. As one parent said, 'My child loves school and is really thriving here ☐ we are very pleased to have such a lovely school.'

Staff know the children very well and they ensure that the least able and most vulnerable progress well. All children are given a real sense of determining their own way forward, which guarantees their full involvement in all activities. The way one child was using a camera outside to film the story that four other children were performing so they could all talk about it later, was inspiring.

Children make rapid progress and achieve exceptionally well, especially in their language, social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times the class teacher engages and stimulates the children's interests. The enjoyment and concentration of the children in their seaside role-play area as they took their turn on the 'beach' was particularly impressive. One decided to go into 'the water' and said to a classmate, 'C . . . , why don't you go for a swim? You'll have to take your flip-flops off though.' The classroom is stimulating and resources are used exceptionally well as children move from one activity to another. The outstanding outside area provides the same exciting level of challenge and stimulation, especially for the more capable children.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

Just over a quarter of parents or carers returned the questionnaire. The overwhelming majority, and those 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 overwhelming majority strongly agree or agree that their children make good progress. Parents and carers were particularly impressed with the pastoral support their children receive. The majority also felt that the school dealt very well with any disruptive behaviour. Inspectors fully endorse these views. There were a very small number of parental concerns, particularly about the school's organisation in the next school year. These were shared and discussed with the headteacher and governors. Inspection evidence shows that these misgivings, whilst understandable, are unnecessary, and are fully understood by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edward Bryant Primary 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	72	30	26	1	1	0	0
The school keeps my child safe	86	75	25	22	2	2	0	0
The school informs me about my child's progress	61	54	47	41	6	5	0	0
My child is making enough progress at this school	65	57	44	39	5	4	0	0
The teaching is good at this school	76	67	35	31	3	3	0	0
The school helps me to support my child's learning	61	54	48	42	3	3	0	0
The school helps my child to have a healthy lifestyle	61	54	49	43	3	3	1	1
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)	55	48	50	44	1	1	0	0
The school meets my child's particular needs	60	53	49	43	4	4	0	0
The school deals effectively with unacceptable behaviour	47	41	57	50	4	4	1	1
The school takes account of my suggestions and concerns	48	42	58	51	4	4	0	0
The school is led and managed effectively	82	72	29	25	2	2	0	0
Overall, I am happy with my child's experience at this school	87	76	27	24	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



8 July 2010

Dear Pupils

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

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what you told us Edward Bryant is an excellent school. These are the main reasons why we thought the school was so good.

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- We saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council does an excellent job.
- You behave exceptionally well and listen carefully to your teachers all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Even in outstanding schools, there are things to improve. We agree with the governors and staff of your school that there are ways in which they could help you to find out even more about how other people live in the United Kingdom. You can help by continuing to listen carefully and take note of what your teachers say.

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.