

Lyminster Infant School

Inspection report

Unique Reference Number	125927
Local Authority	
Inspection number	340870
Inspection dates	3–4 February 2010
Reporting inspector	Beryl Richmond

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	John Henville
Headteacher	Helen Jane Taylor
Date of previous school inspection	5 April 2007
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Introduction

inspection was carried out by two additional inspectors. The inspectors visited four lessons, taught by three different teachers, and held meetings with the Chair of Governors, some members of staff and a group of pupils. They observed the school's work, and looked at a range of evidence including systems for assessing and monitoring pupils' progress, pupils' work in books, the quality of teachers' marking and the 58 questionnaires completed by parents and carers. Analysis was made of the school's development plans and safeguarding information was scrutinised. The lead inspector spoke to parents and carers in the playground.

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

- the effectiveness of leaders and managers at all levels in monitoring and evaluating the school's provision and bringing about sustained improvement in outcomes
- the effectiveness of actions taken by the school to improve achievement in reading
- the effectiveness of actions taken by the school to improve pupils' speaking and listening skills.

Information about the school

Lyminster Infant is a small school. It is oversubscribed in Reception and Year 1 but the number of pupils on roll has fallen since the last inspection by about 15%. This is because the school has been through a period of uncertainty about its future and the number of pupils it is allowed to admit each year has been lowered. The school's future has now been decided with it developing into a primary school in 2011. The vast majority of pupils are of White British heritage. The proportion of pupils known to be entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is just above average. The main need relates to speech and language difficulties.

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

Lyminster Infant School has maintained its good effectiveness reported at its last inspection during a period of uncertainty about its future. This is because the school has experienced knowledgeable leaders and managers who are not complacent. They constantly strive to make the school better by rigorously evaluating its effectiveness on a regular basis. The strong leadership of the headteacher has gelled the staff into a cohesive team, with responsibility for school improvement widely shared. Widespread consultation about changes at the school means that parents and carers have been kept fully informed about all the issues. Care, guidance and support are excellent and pupils are known and provided for individually. Because of all these factors, capacity for further improvement is good. Parents and carers are very positive about the school. A typical comment is, 'Nice friendly school, approachable teachers and headteacher always in the playground'.

Children's starting points are below those expected for their ages, especially in their knowledge of sounds and letters, reading and calculation. They achieve well so that by the end of Year 2 their attainment is in line with the national average.

Pupils benefit from consistently good teaching and an exciting curriculum with many enrichment opportunities. The school has been successful in raising attainment at the end of the Reception Year so that it is now broadly in line with the national average but reading attainment remains below average. In order to address the situation, the school library has been improved to include more books that appeal to boys and a system of 'Dragon Rewards' is in place for reading. Reading skills are now taught more systematically and rapidly. The full impact of this work is yet to be seen as children move through to the end of Year 2. Other work on improving pupils' speaking and listening skills since the last inspection has been effective in giving pupils the confidence to participate more fully in lessons and assemblies. A strong focus on learning new vocabulary is a key feature of lessons.

What does the school need to do to improve further?

- Raise attainment, particularly in reading, so that it is above average by the end of Year 2 by July 2011 by teaching reading skills more systematically and rapidly.

Outcomes for individuals and groups of pupils

2

Happy and extremely well-behaved pupils enjoy their time in school and achieve well. This is because staff have high expectations and know pupils well. School records show

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that attainment is rising in Key Stage 1. In 2009, there was a greater proportion of pupils with special educational needs and/or disabilities in Year 2, together with almost half of the pupils being summer born, which had a detrimental impact on attainment in that year. Pupils with special educational needs and/or disabilities achieve well because they are effectively supported and find learning tasks meaningful and motivating. Pupils say that they particularly enjoy learning when lessons are practical. For example, Year 2 pupils thoroughly enjoyed role-playing the story of 'Rainbow Bear' and were able to suggest a wide range of vocabulary to describe emotions.

Most pupils attend school regularly, with illness being the main reason for absence. Pupils know a great deal about how to stay safe. They all know an adult they can talk to if they are worried about anything, have an excellent understanding of fire drill and know how to handle equipment safely. They lead active lives through excellent opportunities to participate in sport, including swimming. They know what constitutes a healthy diet.

Pupil's spiritual, moral, social and cultural development is excellent. Assemblies play an important role in developing pupils' spiritual development. The school's 'Dragon's Dream' 'Never Give Up' was exemplified for the pupils extremely well through a Bible story in which they could participate actively themselves. Pupils show thoughtfulness about the world around them. They learn very well about different cultures through topics like 'Jewels of the East' where they learn about customs, food and religion. Pupils enjoy being school council members and by having a strong input into the curriculum.

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	2

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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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

How effective is the provision?

Teaching is good because teachers plan well to meet each pupil's needs. Relationships are excellent and so children learn in a harmonious environment. Teachers question very well to challenge pupils to explain and justify their ideas. However, on occasions, there are missed opportunities for partner work so that all pupils are involved in speaking and listening activities rather than individual pupils answering questions. Pupils say that they find teachers' marking and feedback helpful so that they understand how to improve their work well. The curriculum is good with some outstanding elements. 'Dragon Time', when pupils have opportunities to develop their own interests and work independently, is an important feature of the curriculum throughout the school. Visitors and visits enrich the curriculum extremely well. The school recognises that improvements were necessary to ensure that pupils' acquisition of reading skills is accelerated. Pupils do well in gaining writing and mathematical skills by the time they start in Year 1.

Pastoral care is excellent. The school has excellent transition arrangements in place, with individual care plans for pupils with particular needs. Parents commented positively on how well their children settle in and how well they are prepared for the next stage in their learning. Effective individual programmes are set up for children who find it hard to settle. Attendance is checked on a regular basis and excellent systems are in place. Support for pupils with special educational needs and/or disabilities is tailored carefully for them and is excellent. For example, the school participates in local initiatives that ensure that pupils benefit from best practice in teaching pupils with speech and language difficulties.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Widely shared responsibility for leadership and management ensures consistency in the

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quality of provision throughout the school. Self-evaluation is accurate and leads to well-focused development planning. The ethos is very well understood by everyone and is evident everywhere. Teaching is rigorously and regularly monitored and responsibility for this is shared. Membership of the governing body has recently changed, including the chair. Experienced members are providing good continuity during a time of change. The governing body is working to ensure that its in-school monitoring is focused well on school objectives rather than being subject-based as it was in the past. Safeguarding is good because all statutory requirements are fully in place and staff are caring.

The school has excellent links with parents, who are fully involved in their children's development. For example, ongoing dialogue, opportunities to discuss children's progress and reporting arrangements give parents a very clear picture of their children. The school has exceptionally strong links with other schools, specialist agencies and businesses. It led a 'Values Project' in another locality in the local authority based on the effective work it had been undertaking in school.

Community cohesion is promoted well. The school itself is a cohesive community with excellent links locally, good international links and developing links in the United Kingdom. Discrimination is not tolerated and all pupils are given the best opportunity to develop as well as possible.

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	1
The effectiveness of safeguarding procedures	2
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

Parents and carers are very positive about the school's arrangements for the admission of their children. This means that children are very well settled and routines are quickly

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established. The school explains to parents and carers how their children will learn through play, and oral and practical activities. Children benefit from a good-sized classroom and outdoor learning. Teaching is of good quality and children engage well with their learning and make good progress. Staff are skilled in providing a wide range of activities that help children make choices and gain the confidence to investigate for themselves. Improvements have been made to the teaching of letters and sounds and the impact of this work can be seen in some aspects of literacy in terms of better progress and attainment. The school is working hard to improve standards in reading but the full impact of this work is yet to be realised. Staff interact very effectively with the children with a good emphasis on encouraging them to speak in sentences.

Knowledgeable leadership has set the tone for improvement. Teamwork is very well developed. Assessment is good and children's records are kept diligently, using a range of evidence, including photographs. These are used well to plan the next stages of learning. Parents are invited into school to take part in building a full picture of what a child knows and can do and reporting systems are excellent. Welfare provision is good with all statutory requirements met.

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

There was a high questionnaire response by parents and carers, the vast majority of whom are very positive about the school's work, particularly in terms of the quality of teaching, their children's enjoyment of school, the care of their children and the quality of leadership and management. There are no significantly negative areas.

The inspection team agrees with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyminster 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	69	15	26	2	3	1	2
The school keeps my child safe	49	85	7	12	0	0	1	2
The school informs me about my child's progress	32	55	21	36	3	5	1	2
My child is making enough progress at this school	38	66	18	31	0	0	2	3
The teaching is good at this school	46	79	10	17	1	2	1	2
The school helps me to support my child's learning	37	64	18	31	0	0	2	3
The school helps my child to have a healthy lifestyle	38	66	16	28	2	3	1	2
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)	25	43	20	35	2	3	1	2
The school meets my child's particular needs	38	66	16	28	0	0	2	3
The school deals effectively with unacceptable behaviour	29	50	24	41	1	2	1	2
The school takes account of my suggestions and concerns	30	52	23	40	1	2	1	2
The school is led and managed effectively	42	72	13	22	0	0	2	3
Overall, I am happy with my child's experience at this school	48	83	8	14	0	0	2	3

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.



8 February 2010

Dear Children

Inspection of Lyminster Infant School, Littlehampton, BN17 7JZ

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking with you.

You go to a good school. Here are some of the things which are good about your school:

- You do well in learning new things.
- Your headteacher and the other teachers have good plans to improve your school.
- You have an excellent understanding of how to stay safe. You know who to talk to if you are worried about anything.
- You behave very well and are developing very good personal skills.
- You know how to stay healthy and enjoy a wide range of physical activities.
- You enjoy a stimulating and interesting curriculum. You enjoy the good range of after-school clubs that your school provides.
- The teachers and other adults talk to your parents and carers about how well you are getting on and they make sure that they have links with others to help you to learn well.
- Adults in your school care for you extremely well.

We have asked your teachers to help you to reach higher standards in your work by the end of Year 2 in July 2011. We would like you to learn to read more quickly. You can help by reading regularly at home.

I would like to send you my best wishes so that you continue to enjoy school and to do your best.

Yours sincerely

Beryl Richmond

Lead inspector

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