

# CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

## Agenda Item 18

Brighton & Hove City Council

<b>Subject:</b>	<b>Summary of Ofsted Reports</b>		
<b>Date of Meeting:</b>	<b>16<sup>th</sup> September 2009</b>		
<b>Report of:</b>	<b>Director of Children's Services</b>		
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<b>Wards Affected:</b>	All		

## FOR GENERAL RELEASE

### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 To note the report on the outcome of the Ofsted inspections at the beginning of Spring term 2009 and Summer term 2009.

### 2. RECOMMENDATIONS:

- 2.1 To note the report on the outcome of the school Ofsted inspections.

### 3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The former Education Overview and Scrutiny Panel agreed (June 2000) that they would receive copies of all Ofsted and denominational reports that had taken place in the preceding period.
- 3.2 In September 2005 the current framework for the inspection of schools was brought into force. This framework reflects the requirement in the Children Act 2004 for Ofsted to develop a framework for the integrated inspection of children's services. This means that schools with childcare provision on site which is overseen by the school's governors will have both the childcare and educational provision inspected at the same time.
- 3.3 All schools and Early Years settings are inspected at least once every three years, usually giving about two days' notice. However, if Her Majesty's Chief

Inspector (HMCI) is concerned about the safety or well-being of pupils in a school, HMCI will exercise the right to inspect a school without notice:

- Schools are required to notify parents of the inspection, and to include details of how they can pass their views to inspectors. Parents can ask to speak to inspectors during the inspection and these requests will be accommodated as far as practical
- The inspections last no longer than two days, and the team consists of from one to five inspectors depending on the size of the school. They look at the school's self-evaluation, consider the school's performance results, and examine the previous inspection report to prepare before the visit. The self-evaluation form is used as the basis for discussion between the lead inspector, the senior team of the school and, where possible, the governors
- Once they are in the school, the inspectors sit in on lessons and examine the way lessons are planned, among other things. At the end of the inspection they report the school's overall effectiveness, taking into account the **outcomes**:
  - progress pupils make whilst they are in the school
  - attainment of pupils (usually decided by tests or exams)
  - personal development of the pupils

and the quality of **provision**:

- teaching and learning
- delivery of the curriculum and other activities
- care, guidance, and support given
- leadership and management
- the extent to which it enables learners to be healthy
- the extent to which it ensures that learners stay safe
- how well learners enjoy their education
- the extent to which learners make a positive contribution to the school
- how well learners develop workplace and other skills that will contribute to their future economic well-being

These inspections will also evaluate the 'Every Child Matters' five outcomes  
For children:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

Each aspect above is judged on a four point scale. Outstanding (well above average or much better than usually seen); Good (above average and better

than usually seen); satisfactory or adequate (average); Unsatisfactory or inadequate.

Under the new framework, the reporting process also includes a letter to pupils at the school which gives them information about the results of the inspection.

- 3.4 If several aspects of the school are inadequate, the inspectors can say that the school requires some intervention from the Local Authority. There are two categories of schools causing concern, those deemed to require special measures and those requiring a notice to improve.
- 3.5 This report includes an update on progress at Portslade Community College together with reports from the inspection of Downs View and Downs Park Special Schools who were inspected in the Summer term. In March 2009 Ofsted carried out a one day 'themed' inspection at Cardinal Newman and Blatchington Mill. A further 'themed' inspection took at Longhill in July 2009. *[A 'themed' inspection is the inspection of a single subject or aspect of a school. The information gained informs Her Majesty's Chief Inspectors annual report and are seen to be helpful by the schools as they contain detailed analysis of an area not available in full inspections]*
- 3.6 Stanford Junior was inspected in the Spring term 2009 and St Mary Magdalen RC Primary, Bevendean Primary, Hertford Junior and Whitehawk Primary were inspected in the Summer Term 2009. The reports for these schools are attached.
- 3.7 We are also sending you summaries of Ofsted Inspection reports for Early Years Provision. The judgements in these reports are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for the Under 8's Day Care and Childminding and the Curriculum Guidance for the Foundation Stage.
- 3.8 Coral Pre-school, Pepperpot Nursery, Brighton Day Nursery, Pumpkin Patch Nursery, The Ark Pre-school, Daisy Chain, Hopscotch, Early Years Childcare, Torah Academy Nursery, St. Georges Neighbourhood Nursery, Jump Start Nursery, Sussex University Creche, Brighton Unemployed Centre Families Project Playroom, Butterfly Nursery and Brighton Day Nursery inspections took place in the Spring and Summer terms 2009. The reports for these Early Years settings are attached.
- 3.9 From September 2009, Ofsted inspections of all schools in the maintained sector will be conducted under the new Framework for inspection launched in June 2009.

## 4. REPORTS

### 4.1 Coral Pre-school

Orchard Road, Hove

Geographical area: West

Number of Pupils: 40

This inspection was carried out by Ofsted on 26<sup>th</sup> January 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

#### **Overall judgement was: Satisfactory**

Positive aspects identified:

- The setting encourages positive relationships with parents, and organised key person working promotes inclusive practice within the setting
- The staff plan and prepare an organised range of activities to ensure children have positive learning experiences and enjoy their time at the setting
- The observation and assessment of children's learning progress is appropriately organised and staff key persons are able to plan the next steps for individual children
- The setting's provision to support children's welfare is appropriately organised and children have a safe and suitably prepared learning environment

What the setting should do to improve further:

- To further improve the Early Years provision the registered person should:
  - Improve staff knowledge of the six learning goals
  - Improve the organisation of the written complaints procedure and written record of complaints
  - Develop self-evaluation to support reflective practice and continuous improvement
- To fully meet the specific requirements of the EYFS, the registered person must:
  - Ensure risk assessment includes all aspects of the play and learning environment and is reviewed regularly (welfare requirement, suitable premises, environment and equipment)

#### **4.2 Pepperpot Nursery Ltd**

St. Wilfrid's Church Hall, Whippingham Road, BN2 3PF

Geographical Area: Central

Number of Pupils: 90

This inspection was carried out by Ofsted on 4<sup>th</sup> February 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

#### **Overall judgement was: Good**

Positive aspects identified:

- Children enjoy a wide range of challenging activities within a well-prepared environment, and staff ensure children's care and welfare needs are effectively supported
- The setting works consistently to build positive partnerships with parents and the effective use of key person working demonstrates good inclusive practice
- The setting's early learning programme is well planned and guided by trained teachers, who work closely with the staff to continually evaluate and develop the effectiveness of the setting's childcare provision

What the setting should do to improve further:

- Develop staff confidence in the use and application of the six learning goals
- Improve the assessment arrangements to ensure individual children's next steps in children's learning are known and developed

#### **4.3 Brighton Day Nursery**

C/o David Lloyd Leisure Club, Brighton Marina Village, BN2 5UF

Geographical area: East

Number of Pupils: 52

This inspection was carried out by Ofsted on 9<sup>th</sup> February 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

#### **Overall judgement was: Good**

Positive aspects identified:

- The nursery places a strong focus on supporting individual children's welfare and learning, and an experienced and effectively managed staff

team ensures children's healthy growth and development is successfully promoted

- The nursery staff work in close partnership with parents and carers, and a well-established key person system ensures the nursery's inclusive practice is effectively organised
- The presentation and delivery of the nursery's early learning programme is a strong feature of the organisation, and children make good learning progress

What the setting should do to improve further:

- Widen the range of outdoor learning opportunities for children, by providing more creative and problem solving activities
- Develop the presentation of books and visual story material within the learning environment, to encourage children's creative development and literacy

#### **4.4 Butterfly Nursery**

Hove Polyclinic Site, Nevill Avenue, BN3 7HY

Geographical Area: West

Number of Pupils: 78

This inspection was carried out by Ofsted on 24<sup>th</sup> February 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered Early Years provision.

**Overall judgement was: Good**

Positive aspects identified:

- All children are valued as individuals and the setting's positive attitude to inclusion means that children are developing a strong sense of personal identity
- Children make good progress towards in their learning as they engage enthusiastically in well planned activities that reflect all areas of the curriculum
- The partnership with parents, carers and other agencies is highly effective and results in children's needs being very well met
- Management and staff are committed to maintaining continuous improvement

What the setting should do to improve further:

To further improve the Early Years provision the registered person should:

- Explore ways to promote children's choice and independence at meal and snack time

To fully meet the specific requirements of the EYFS, the registered person must:

- Seek written permission from parents to the seeking of any necessary medical advice or treatment in the future (Safeguarding and Welfare)

#### **4.5 Brighton Unemployed Centre Families Project Playroom**

Prior House, 6, Tilbury Place, BN2 0GY

Geographical Area: Central

Number of Pupils: 130

This inspection was carried out by Ofsted on 25<sup>th</sup> February 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was: Good**

Positive aspects identified:

- Staff have created a safe and welcoming environment for children and their families
- Promotion of equality and inclusion is a key strength within the crèche and underlies everything they do
- Children's physical and emotional security is well catered for allowing them to play and learn in a relaxed environment
- The setting has a high capacity to maintain continuous improvement as they regularly evaluate and make positive improvements to the care that children receive

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- Continue to develop the observational skills of staff and volunteers to ensure planning is as responsive to children's needs as possible

#### **4.6 Sussex University Creche**

University of Sussex, Norwich House, Falmer

Geographical Area: East

Number of Pupils: 62

This inspection was carried out by Ofsted on 2<sup>nd</sup> March 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered Early Years provision.

**Overall judgement was: Outstanding**

Positive aspects identified:

- Children enjoy an excellent and varied range of play and learning activities, and their welfare needs are successfully supported, within the well organised and highly motivating play areas provided
- The staff team take much good care to build close partnerships with parents and other carers, with a highly effective key persons system in place, and detailed information on children's progress shared and successfully used to support inclusive practice
- The planning and presentation of the setting's early learning programme is exemplary, with all children's achievements well observed and their next steps successfully promoted

What the setting should do to improve further:

To further improve the high quality Early Years provision the registered person should consider:

- Developing the organisation of the daily care and learning information provided for parents of the younger children attending.

#### **4.17 Jump Start Nursery**

Moulsecomb CC, Hodshrove Lane, BN2 4SE

Geographical Area: East

Number of Pupils: 29

This inspection was carried out by Ofsted on 23<sup>rd</sup> April 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was: Good**

Positive aspects identified:

- The nursery is a well organised and well-managed child care provision
- The nursery has a well organised learning and development programme
- The observation and assessment of children is also effectively organised
- The nursery provides much good quality support for children's welfare
- Staff successfully promote children's healthy growth and development
- The nursery maintains good and effective links with parents and carers

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- continue to develop self evaluation systems and reflective practice within the setting



#### **4.8 St. George's Neighbourhood Nursery**

Kemp Town, Crypt Community Centre, St. Georges Church, BN2 1ED

Geographical Area: East

Number of Pupils: 45

This inspection was carried out by Ofsted on 10 March 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered Early Years provision.

#### **Overall judgement was: Good**

Positive aspects identified:

- The nursery is well organised and staff use their knowledge and understanding of individual children effectively, to promote children's welfare and learning
- Well organised safety procedures and staff supervision, ensures children are kept from harm and are able to enjoy a wide range of play activities to support their healthy development
- Close links with parents are made
- Children are successfully encouraged to learn and make progress, and staff work consistently to evaluate the activities and develop the effectiveness of the play programme

What the setting should do to improve further:

To further improve the Early Years provision the registered person should:

- Develop more regular and detailed assessments of children's learning progress
- Improve the range of learning opportunities in the outdoor play areas

#### **4.9 Torah Academy Nursery**

31, New Church Road, Hove, BN3 4AD

Geographical Area: East

Type of care: Childcare on non-domestic premises [independent nursery school]

Number of Pupils: 26

This inspection was carried out by Ofsted on 7<sup>th</sup> May 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered Early Years provision.

#### **Overall judgement was: Good**

Positive aspects identified:

- The nursery provides a very happy, welcoming and inclusive environment where children are extremely well cared for and motivated
- A good range of stimulating activities are provided, based on children's interests and individual levels of attainment
- Individual needs are successfully met as staff work with parents and other professionals to support children with any additional requirements
- Systems to assess children's progress are extremely effective and emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning

What the setting should do to improve further:

To further improve the Early Years provision the registered person should:

- link the indoor and outdoor environments, where possible, so that children can move freely between them.

#### **4.10 Early Years Childcare**

44-46 Harrington Road, BN1 6RF

Geographical Area: Central

Number of Pupils: 125

Type of care: Childcare on non-domestic premises (privately owned playgroup)

This inspection was carried out by Ofsted on 25<sup>th</sup> May 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

#### **Overall judgement was: Outstanding**

Positive aspects identified:

- The setting provides highly organised welfare and learning for children, and staff fully recognise the importance of promoting children's interests
- Children enjoy an excellent and varied range of activities, and all their care and development needs are effectively supported, within a well-organised and highly motivating play environment
- The staff establish close partnerships with parents and other carers, and a highly effective key person system is in place, that supports inclusive practice
- The planning and presentation of the setting's early learning programme is excellent and highly organised, with children's next learning steps successfully assessed and promoted

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- continue to widen the range of learning opportunities in the outdoor play area

#### **4.11 Hopscotch**

9, Nizells avenue, Hove, BN3 1PL

Geographical Area: Central

Number of Pupils: 118

Type of care: Childcare on non-domestic premises [privately owned playgroup]

This inspection was carried out by Ofsted on 1<sup>st</sup> June 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

#### **Overall judgement was: Outstanding**

Positive aspects identified:

- Staff are extremely effective in raising children's self esteem and igniting their enthusiasm for learning
- They have established exceptional working relationships with parents, as staff take time to work with parents to find out about the particular needs of their child, to give them the appropriate care
- The staff work extremely well to foster positive relationships with children and ensure that they are valued as unique individuals, promoting inclusion
- There is an excellent balance of adult led and child – initiated opportunities to keep children fully stimulated
- The setting uses very effective planning to ensure that children develop in all areas of learning and their progress is tracked as they progress towards the early learning goals
- Children's health and well-being is promoted exceptionally well

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- Continuing to develop outside activities to fully promote all areas of learning

#### **4.12 Daisy Chain**

Falmer School, Lewes, Brighton, BN1 9PW

Geographical area: East

No. of children on roll: 33

Date of inspection: 21/04/2009

Type of setting : Childcare on non-domestic premises

This setting is not in receipt of the free entitlement.

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was: Satisfactory**

Positive aspects identified:

- Children are cared for by an established team of staff who are deployed well to ensure that the needs of the children are met
- Staff ensure that children and their families are made to feel welcome and included in the safe environment
- There are clear systems in place for parents and carers to be enabled to take an active part in their child's development and become equal partners in their learning
- Children are supported in their learning through the provision of a range of interesting resources and planned activities
- Through their observations of the children and liaison with parents and outside agencies, staff know the children well

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- Continue to develop the outdoor area and book corner to include all areas of learning
- Ensure that the incident records are fully completed
- Ensure that young children wash their hands before meals and do not use communal bowls
- Ensure that explanations are given to children as to why their behaviour is unacceptable

**4.13 The Ark Pre-school**

c/o Citycoast Church, North Street, Portslade, Brighton, BN411DG

Geographical area: West

No. of children on roll: 54

Date of inspection: 22/04/2009

Type of setting: Childcare on non-domestic premises

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was: Good**

Positive aspects identified:

- Children make good progress in their learning
- Partnership with parents, carers and other professionals is an established part of the setting. This ensures that children's welfare and learning needs are well met
- Extensive evaluation systems are in place, and as a consequence, the children make good progress in their learning and development
- Staff have a good understanding of the Early Years foundation stage learning and development requirements in relation to the early learning goals

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- Revise the systems in place regarding recording any child protection concerns and ensure these are only accessible to those who have a right or a professional need to see them, to maintain confidentiality
- Ensure the staff are consistent in promoting writing for a purpose and the use of worksheets in children's learning environment

To fully meet the specific requirements of the Early Years Foundation Stage (EYFS), the registered person must:

- Ensure risk assessments are fully completed in relation to any potential hazards and set time scales for their review (by 6/5/2009)

#### **4.14 Pumpkin Patch Nursery**

37, Preston Drove, BN1 6LA

Geographical Area: Central

Number of Pupils: 125

Type of care: Childcare on non-domestic premises

This inspection was carried out by Ofsted on 14<sup>th</sup> May 2009 under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision.

**Overall judgement was: Good**

Positive aspects identified:

- The nursery successfully supports children's welfare and learning and is safely organised to provide childcare over a range of ages
- Staff key persons have an effective knowledge of individual children's learning stages, and maintain a sound approach to inclusive practice

- A good range of activities are provided to effectively support children's learning, and the nursery staff and management have a positive approach to improvement
- A strong aspect of the nursery's care provision is the successful delivery of a stimulating learning programme, with the observation and assessment of children's learning progress particularly well organised and established

What the setting should do to improve further:

To further improve the early years provision the registered person should:

- Develop the planning of the educational programme to include more of the children's interests and opportunities for child-initiated learning

#### **4.15 Bevendean Primary School**

Heath Hill Avenue, Brighton, BN2 4JP

Geographical area: East

Number of Pupils: 358

The inspection took place on 11<sup>th</sup> – 12<sup>th</sup> May 2009 and was carried out by 3 additional inspectors.

#### **The overall judgement: Satisfactory**

Signs of improvement, especially in academic performance and these developments are welcomed by both pupils and their parents.

Standards are now improving and the increases in progress mean that from previously low levels, standards are now broadly average at the end of Key Stages 1 and 2.

Positive aspects identified:

- Attainment on entry is well below average and progress in the Early Years Foundation Stage (EYFS) is satisfactory because leadership and management are both satisfactory
- The focus on improving reading throughout the school is having a positive impact
- Progress in Year 6 was judged to be good
- Children's personal development and well-being was judged to be good
- The work of the learning mentors is highly valued by pupils and parents
- The quality of teaching is satisfactory and challenging activities in maths and science were praised
- The children's attitude to learning is good
- The children make good use of the wide range of enrichment activities
- The ways in which the children from the hearing unit are included in all aspects of school life is exemplary

What the school should do to improve:

- Accelerate pupils' progress so that it is consistently good in all subjects and all classes, including the provision of appropriate guidance to pupils on how to improve
- Ensure pupils are always challenged to do their best, are given greater opportunities to work independently and that activities are consistently matched to meet the needs of those with different capabilities
- Ensure governors play their requires role in challenging school leaders to raise standards and achievement and the quality of provision

#### 4.16 Hertford Junior School

Lychet Close, Brighton, BN1 7FP

Geographical area: Central

Number of Pupils: 128

The inspection took place on 14<sup>th</sup> May 2009 and was carried out by 2 Additional Inspectors.

**The overall judgement: Good** with some outstanding features such as behaviour and the extent to which the children feel safe in school due to excellent pastoral care.

There has been an acting headteacher since January 2009 who quickly grasped the issues of the school and has led in an appropriate way to gain the support of the staff and governors to continue to raise standards in the school.

Positive aspects identified:

- Good quality of teaching throughout the school
- Achievement is good overall, particularly when looking at the trends over the last three years
- Behaviour and pastoral care were judged to be outstanding
- Good broad and balanced linked curriculum
- 'Wonderful outdoor environment'
- Varied and plentiful range of after-school activities
- Children with learning difficulties and/or disabilities are particularly well supported by teachers, assistants and outside agencies
- Personal development and well-being has a strong focus and the children 'love' coming to school
- Parents are very supportive of the school
- Parents appreciate the strong community spirit and this has enhanced the school's reputation

What the school should do to improve:

- Raise standards and pupils' achievement in mathematics across the school
- Make more rigorous use of the information about what pupils know to identify areas of underachievement

#### 4.17 St Mary Magdalene RC Primary School

Spring Street, Brighton, BN1 3EF

Geographical area: Central

Number of Pupils: 213

The inspection took place on 28<sup>th</sup> – 29<sup>th</sup> April 2009 and was carried out by 2 Additional Inspectors.

**The overall judgement: Good** where there are tremendous achievements in very challenging circumstances.

The children achieve standards that are broadly in line with national averages because the school works very hard to provide a stimulating environment and an engaging curriculum that truly reflects the cultural diversity of the community.

Positive aspects identified:

- The high quality leadership and management of the headteacher and her senior team are central to the school's success
- There is a dedicated and committed staff that enables the children to thrive in an environment that is very conducive to learning
- Behaviour and spiritual, moral, social and cultural development were judged to be **outstanding**
- The nurturing Catholic environment means that the children have a very good attitude to learning and they make good progress personally and academically
- Excellent relationships between all those involved with the school form a strong backbone for all that is good about the school
- Speech and language difficulties are overcome with well-targeted interventions which ensure the children make accelerated progress
- The rapid progress made by the increasing number of recent arrivals was acknowledged as particularly impressive
- There is very good capacity to improve the school still further and make excellent use of the exciting new outdoor area

What the school should do to improve:

- Use assessment information more effectively to set targets for all pupils, particularly the most able, and to involve the children in establishing what they need to do to improve



- Develop the strategic role of the subject leaders, particularly in the analysis of pupil progress data, in order to improve the effectiveness of action planning and evaluation

#### **4.18 Stanford Junior School**

Stanford Road, BN1 5PR  
Geographical Area: Central  
Number of Pupils: 364

The inspection took place on the 26<sup>th</sup> February 2009 and was carried out by one of her Majesty's Inspectors.

#### **The overall judgement: Good**

The school which has improved well since the last inspection. 10 out of 27 sections were judged to be outstanding, including all four sections of the Achievement and Standards element.

Positive aspects identified:

- The pupils now make excellent academic progress because of the highly effective teaching they receive
- The progress made by pupils in English, mathematics and science has accelerated consistently over the last three years and is now outstanding
- There is a notable improvement in the performance of more able pupils
- The school is highly effective in supporting pupils' social and moral development
- Pupils make a good contribution to the life of the school
- The curriculum places a strong focus on basic skills in English, mathematics and science, with dividends in pupils' achievement
- Good steps have been taken to make links between subjects and tailor the themes covered so as to engage pupils' interest
- The pupils' spiritual and cultural development is good
- The school promotes community cohesion well
- The older pupils are thoroughly involved in deciding how to improve their work
- Good leadership and management are built on a foundation of high expectations and challenge provided by the headteacher

What the school should do to improve:

- Ensure the curriculum gives increased emphasis to areas other than the core subjects and that links between subjects in all years are systematically planned to develop pupils' learning in the subjects involved
- Ensure that agreed approaches to the care of pupils are consistently applied throughout the school so that all pupils feel well-supported in meeting challenging academic goals

#### **4.19 Whitehawk Primary School**

Whitehawk Road, Whitehawk, Brighton, BN2 5FL

Geographical area: East

Number of Pupils: 309

The Ofsted Monitoring Inspection took place on 19<sup>th</sup> May 2009 and was carried out by one of Her Majesty's Inspectors. This inspection judges whether the school is making improvements since last full inspection which judged the school to be satisfactory.

#### **The overall judgement: Satisfactory progress**

Since the last inspection the school has experienced some staff changes and following the retirement of the headteacher, Daniel Weiner (formally headteacher at Hertford Junior School) is headteacher designate.

Positive aspects identified:

- Teaching has improved recently and more lessons are meeting the needs of the children
- There is improved use of questioning, interactive whiteboards, working outside and the modified curriculum in Year 6
- Behaviour was judged to be good because of improvements in the children's attitude and motivation
- The vast range of robust strategies is having a positive impact on attendance and lateness because of the improvements in communications with the pupils and their parents
- Leadership and management have improved because there is now a stronger emphasis on strategic planning which has a narrower focus on the school's priorities for improvement
- Improved capacity for improvement

What the school should do to improve:

- Continue to raise standards of attainment in all the core subjects
- Accelerate the progress of the children with learning difficulties and/or disabilities
- Improve the use of the outdoor learning environment
- Use more child-initiated activities in Reception classes

#### **4.20 Cardinal Newman**

The Upper Drive, Hove, BN3 6ND

Geographical Area: West

Number of Pupils: 2061

##### **Themed OfSTED inspection outcome**

In March 2009 Ofsted carried out a themed one-day inspection of the school's promoting of equalities

##### **The overall judgement was outstanding.**

In its last full inspection of the school in October 2007, Ofsted judged Cardinal Newman "outstanding". This visit provided Ofsted with information which will contribute to their national evaluation and reporting on equalities.

Positive aspects identified in the report included:

- The school's mission statement of 'Caritas' and caring for each other is clearly evident in the visual displays and mottos around the school, is modeled by staff in their work with students, is evident in the procedures and practices of the school, and this is recognised by pupils and parents
- The systems and procedures underpinning the area of equalities and the support of vulnerable pupils are exemplary
- Data is very effectively analysed and used to inform and evaluate the impact and efficacy of support and intervention programmes
- Early identification of needs, close liaison with the EMAS service and use of multilingual teaching staff leads to speedy development of English language skills for students with English as an Additional Language (EAL) which facilitates access to the broader curriculum
- The range of group pastoral programmes is excellent. They motivate pupils and re-engage them in learning and developing their social and emotional skills
- The school works very appropriately with external agencies to meet the needs of the most severely vulnerable pupils.

Priorities recommended for further improvement were:

- Continue to develop attendance and work with vulnerable pupils as identified in the School Improvement Plan

#### **4.21 Blatchington Mill**

Nevill Avenue, Hove, BN3 6ND

Geographical Area: West

Number of Pupils: 1691

### **Themed OfSTED inspection outcome**

In March 2009 Ofsted carried out a themed one-day inspection of the provision for History education. In its last full inspection of the school in May 2007, Ofsted judged Blatchington Mill to be a good school.

#### **The overall judgement of the effectiveness of history was satisfactory.**

The visit had a particular focus on information and communication technology (ICT) in history and provision for gifted history pupils.

The inspectors found:

- Achievement in Key Stages 3 and 4 to be satisfactory with standards above average but in the sixth form whilst achievement was satisfactory standards are below average
- Quality of teaching and learning is good
- The curriculum provision for history is good
- Leadership and management of history are satisfactory
- The use of ICT in history is good and the provision for gifted history students is satisfactory

Priorities recommended for further improvement were:

- Raising standards and using performance data more effectively

#### **4.22 Longhill**

Falmer Road, Rottingdean, BN2 7FR

Geographical Area: East

Number of Pupils: 1178

### **Themed OfSTED inspection outcome**

In its last full inspection of the school in October 2007, Ofsted judged Longhill to be a satisfactory school. In July 2009 Ofsted carried out a themed one-day inspection of the quality of e-safety with a specific focus on the extent to which the school teaches learners to adopt safe and responsible practices in using new technologies and e-safety training for staff.

#### **The overall judgement of this aspect was good.**

Positive aspects identified in the report included:

- Outcomes for students are good, for example students feel safe and well-protected and display responsible attitudes and user policy sets out explicit expectations regarding acceptable practice

- The quality of provision is satisfactory. Examples are the high quality personal, social and health education programme which enables students to develop their personal safety and stay safe, and the the inclusion of e-safety in information and technology
- Leadership and management of e-safety is good and the quality of training for staff is satisfactory

Priorities recommended for further improvement were:

- Develop an age-related and progressive e-safety curriculum to ensure consistency
- Enhance links with parents and other stakeholders to improve their understanding and contribution to e-safety
- Ensure e-safety permeates all staff training

#### **4.23 Downs View Special School**

Warren Road, Brighton, BN2 6BB

Geographical area: East

No. of children on roll: 87

Date of inspection: 18<sup>th</sup> & 19<sup>th</sup> May 2009

#### **Overall judgement was: Outstanding**

Downs View is very effective in meeting the complex and diverse needs of its pupils. Parents are overwhelmingly positive in their views of the school. Pupils progress extremely well at the school, demonstrating considerable improvements in their communication skills, improving their mobility and, for those for whom it is appropriate, showing considerable improvement in their challenging behavior. Children in the Reception Year get off to an excellent start and make similarly outstanding progress. Similarly pupils in the 6<sup>th</sup> Form receive an outstanding education.

Relationships between adults and pupils are excellent and reflect staff sensitivity to the dignity of the pupils. Where pupils require specific medical support, this is provided for extremely well.

The outstanding curriculum supports pupils in continuing to develop their life skills, partly as a result of the extensive range of opportunities provided through off-site visits and visitors to the school.

As a result of this outstanding provision, students' personal development and well-being are exemplary.

What the school should do to improve further

- Further develop the use of a range of assessment procedures so that the full extent of pupils' progress across a variety of complex needs is made more explicit.
-

#### **4.23 Downs Park Special School**

Foredown Road, Portslade, Brighton, BN41 2FU

Geographical area: West

No. of children on roll: 114

Date of inspection: 28<sup>th</sup> April 2009

#### **Overall judgement was: Satisfactory**

Many parents appreciate what the school offers, although nearly a quarter of respondents to the Ofsted questionnaire expressed negative views. Downs Park School maintains an effective partnership with other schools and services, including providing a successful 'outreach' service to other schools.

Although in its previous inspection, all aspects were good, by 2007 to 2008 - during long-term staff absences including some senior staff - the school's development slowed and pupils' progress was inadequate. Since September 2008, the situation has improved.

The leadership and management of the school are satisfactory. Leaders and managers are committed to maintaining stability and making further progress. Governors provide satisfactory support and challenge but the school has previously not always provided them with entirely reliable data on pupils' progress. This too is improving. Staff continue to work as a team and are committed to doing better.

Overall, effective steps have been taken to bring about improvements and the school has a satisfactory capacity to make the further improvements now necessary. The school recognises the importance of ensuring the robustness of plans to minimise the negative impact of any further staff absences on pupils' progress.

What the school should do to improve further:

- Improve teaching and learning, especially in English and mathematics, ensuring work is more challenging and that assessment information is used to the full to improve progress.
- Develop activities in the curriculum which are more practical and related to real life.
- Work with the local authority to implement robust plans to minimise the impact of any staff absences

#### 4.24 Update on progress at Portslade Community College

Portslade Community College was given a Notice to Improve by Ofsted in January 2009. The achievement and progress of students was found to be inadequate. However, the capacity to improve was judged satisfactory. The school has had an Executive headteacher since 1<sup>st</sup> January supported by an acting head of school. The school has had much support from CYPT consultants and from a National Challenge Adviser. The Executive headteacher and chair of governors have attended six weekly meetings with Assistant Director Learning, Schools and Skills branch, with managers from Human Resources, Finance, and Area Team Manager.

The school has identified the following priorities:

**Including English and Maths** – Enhance student level interventions to ensure that at least 70%, or 61 of the 87 learners predicted to gain 5+ A\*-C in 2009, also gain an A\*-C pass in English and Maths.

**At Least One Qualification** – Improve the quality of student support to guarantee that at least 99%, or 178 of the 180 learners completing year 11 in 2009, achieve at least 1 entry level qualification.

**Assessment For Learning** – Establish consistent teaching and assessment arrangements in all departments, capable of providing expert guidance to individual learners alongside the regular production of reliable whole school attainment data.

**Leadership For Learning** – Develop leadership capacity across the College that supports robust and informed accountability at all levels, in conjunction with the implementation of a range of targeted improvement strategies.

**Culture For Learning** – Formulate a clear set of values and beliefs to ensure that the College's curriculum reflects a commitment to students' social, emotional and spiritual growth, supports their emerging independence and contributes to a deeper and more profound educational experience.

**Performance Management** – Embed a culture of performance review and continuous professional development for all staff that links personal objectives directly to school improvement (Raising Attainment Plan) priorities and activities.

There are clear action plans for each of these priorities and the senior team good focus on pupil attainment.

#### 5. FINANCIAL & OTHER IMPLICATIONS:

##### Financial Implications:

5.1 Schools are funded via a formula and any resource implications from the Ofsted inspections would have to be met from their formula allocation.

We are working with schools in producing three year budget plans, to ensure they can live within their budget in the long term. Some of the schools will

have to make difficult decisions in the short to medium term in order to achieve their educational targets as well as living within their budgets.

Support may be available from LA funds to aid the action plan of any school, however any support given will be from within existing budgets.

For those Early Years settings any implications would have to be met from their own resources, although they may well take advice from the council's Early Years team.

Finance Officer consulted: Andy Moore, Schools Principal Accountant, CYPT Finance

Date: 9<sup>th</sup> August 2009

Legal Implications:

5.2 There are no legal implications arising from this report.

Lawyer consulted: Serena Kynasten, Lawyer, CYPT

Date: 9<sup>th</sup> August 2009

Equalities Implications:

5.3 Support to ensure all schools are good will produce equality for all young people.

Sustainability Implications:

5.4 Sustaining school improvement requires continued employment of appropriate advisers to support and challenge schools.

Crime & Disorder Implications:

5.5 Effective schools engage young people in their communities and provide a moral framework.

Risk and Opportunity Management Implications:

5.6 No formal risk assessment has been made.

Corporate / Citywide Implications:

5.7 The quality of education provision is a major indicator in the overall assessment of corporate performance.



## **SUPPORTING DOCUMENTATION**

### **Appendices:**

None

### **Documents in Members' Rooms**

None

### **Background Documents**

1. *Full inspection reports available from Overview and Scrutiny Support Officers*

