

# Georgian Gardens Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	125959
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359973
<b>Inspection dates</b>	10–11 January 2011
<b>Reporting inspector</b>	Peter Thrusell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rosemary Cornish
<b>Headteacher</b>	William Molloy
<b>Date of previous school inspection</b>	11 January 2011
<b>School address</b>	Guildford Road Rustington Littlehampton BN16 3JJ
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<b>Email address</b>	office@georgiangardens.w-sussex.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. Fifteen different teachers were observed, teaching 21 lessons. The inspectors held informal discussions with pupils and their parents and carers, and also held meetings with the headteacher, assistant headteacher, governors, staff and a group of pupils. They observed the school's work and looked at documents including the school development plan, data on pupils' progress, policies and procedures relating to safeguarding, and the results of questionnaires returned by staff, pupils and 244 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the measures taken to improve the quality and consistency of teaching and learning on raising attainment and progress.
  - How well assessment is used to identify and support underachievement, to plan the next steps in pupils' learning, especially that of the less and more able, and to involve pupils in their learning.
  - The effectiveness of care, guidance and support, particularly for those who have special educational needs and/or disabilities, including those who are potentially vulnerable.
- ◆ The progress made by children in the Early Years Foundation Stage in the different areas of learning, and its impact on performance at Key Stage 1.

## Information about the school

This is a large, two-form-entry primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds. The proportion of pupils identified with special educational needs and/or disabilities is average. Two Reception classes cater for children in the Early Years Foundation Stage. The school has a number of awards including Healthy School, Activemark, Artsmark Gold, Early Childhood Quality and Eco-schools green flag awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

Georgian Gardens is a good school and parents and carers fully appreciate the hard work of the dedicated headteacher and staff. Staff are proud to work here and share a common goal for school improvement, ensuring that pupils make good progress in their learning and personal development, with excellent spiritual, moral, social and cultural development being a contributory factor. This is against a background of the outstanding care, guidance and support provided, with pupils feeling extremely safe and secure in their school surroundings. Excellent links with parents and carers and a very wide range of partnerships beyond the school also effectively support pupils' learning and personal development. The very high level of respect that staff show to pupils fully ensures equal opportunities for all and results in their good behaviour and very positive attitudes. Pupils' enjoyment of school is greatly enhanced by the many enrichment opportunities offered within the curriculum.

Pupils make good progress throughout the school. They get off to a good start in Reception, moving forward well in all of the areas of learning. By the end of Year 2, attainment is just below average in reading, writing and mathematics. Attainment by Year 6 in recent years has been broadly average. The school responded well to a fall in attainment in mathematics in 2009. Greater emphasis on applying skills to problem solving has raised progress in this subject, so that the proportion of Year 6 pupils reaching average and above-average levels in 2010 considerably exceeded national averages. A focus on drama and role play, guided reading and the systematic teaching of sounds and letters has helped to improve progress in reading and writing, shown both in pupils' recent work and assessments.

Learning and progress have improved since the last inspection as a result of improvements in the quality of teaching. Teachers have become increasingly confident in their assessment of pupils' learning and progress, and their understanding of the different levels at which pupils are working. While teachers use this assessment information effectively to identify ability groups in their classes, the use of this information to plan the next steps in pupils' learning and the matching of work more precisely to their different needs and aptitudes are less secure. As a result, occasionally pupils are not sufficiently challenged or supported and progress slows.

Pupils are proud of the outstanding contribution they make to the school and wider community, and the responsibility this gives them as, for example, peer mediators in the playground or as eco-warriors 'looking out for the planet'. The responsibility they have for their own learning, however, is not as strong. Lessons generally have clear learning objectives, but these are not always shared fully enough through questioning and discussion, to enable pupils to work independently and to evaluate how well they are doing. Although older pupils, especially, refer to their individual targets to gauge their

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progress, this practice is inconsistent. Likewise, marking is not fully responded to by pupils, nor does it always show them how to improve their work.

◆ The recently appointed assistant headteacher has helped to improve the well-established systems for tracking pupils' progress and for identifying underachievement. This has resulted in speedier interventions to help pupils make up lost ground in their learning, and also to support those with particular learning needs. These are already helping to accelerate progress, but have yet to be closely monitored and evaluated for their full effect. Good self-evaluation has helped the school to identify appropriate areas for improvement that have generally been tackled effectively, showing the school's good capacity for further improvement. Nevertheless, the actions set out in the school improvement plan do not show clearly enough how they are to be monitored and evaluated in relation to raising attainment and progress, in order to ensure their fullest effectiveness.

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

- Raise attainment and progress in English and mathematics by improving the consistency of good or better teaching, ensuring that:
  - assessment is fully used to plan the next steps in pupils' learning
  - pupils have opportunities to discuss what they are learning so that they can work independently and evaluate how well they are doing
  - marking and pupil targets are used to show pupils how to improve their work.
- Keep a careful check on how effectively the school is bringing about improvements by monitoring and evaluating intervention programmes and the school's planned actions for improvement and their impact on raising attainment and progress.

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

**2**

Achievement overall is good for all groups of learners, with good progress being made from generally low starting points in Reception, especially in aspects of communication, language and literacy, mathematical calculation and personal and social development. Those with special educational needs and/or disabilities also achieve well because of the well-planned support they receive. The quality of learning observed in lessons is good overall. In Year 6, pupils receive additional focused support and work in three ability sets for English and mathematics, so that learning is more readily targeted to individual needs and progress accelerated. In the middle-ability set, adult support was used well. Discussion in small groups and well-prepared resources challenged pupils in their learning so that they made good progress in understanding and ordering decimals. A few pupils working independently, however, lacked the confidence and drive to make the most of the task they were set. In a Year 3 English lesson, pupils made good progress in producing information texts. Tasks were well matched to ability and, where necessary, reshaped in the light of effective questioning and discussion, involving pupils fully in an evaluation of what they were learning. Pupils were encouraged to take risks, whereas in a few other lessons observed pupils liked to 'play safe', relying too much on the support and guidance of teachers and teaching assistants, rather than getting on independently and effectively

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managing their own learning and behaviour. Consequently, behaviour overall is good rather than outstanding.

◆ Pupils have an excellent understanding of what constitutes a healthy lifestyle, recognised in national awards. They are keen to eat healthily and take full advantage of the wide range of sports and physical activities on offer, which draw on a flourishing sports partnership. They grow produce in the well-laid-out courtyard area, which also provides an area for quiet reflection. Pupils thrive on the responsibilities they are given in school. The school council is active in suggesting and helping to follow through school improvements, often working to a budget. Pupils are actively involved in the local museum and the village carnival, and helped in the planting of a memorial garden. Attendance is average, but has recently started to improve. Given pupils' good progress in acquiring core skills and their excellent aspects of personal development, they are well prepared for their future life and learning.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Excellent relationships generally ensure pupils' full attention in lessons. Lessons are well prepared with resources that often stimulate pupils' ideas and thoughts. In Year 2 English lessons, the arrival of a dragon's egg by post created much excitement and urged pupils to think of instructions for looking after the egg. Good use is made of interactive

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whiteboards to enliven introductions, demonstrate learning and check pupils' understanding. In a few lessons, pupils' access to learning and activities relies more on adult support than on work that is more carefully matched to their different abilities and aptitudes. This restricts pupils' progress in developing greater independence and confidence. Teachers use ongoing assessments to provide pupils with individual targets that show them how to improve their work. These are particularly effective for older pupils, as they guide them towards the challenging levels they are eager to reach at the end of Year 6.

The school provides an exciting curriculum that is adapted to meet the needs of different pupils. The arts are very well catered for, recognised in the Artsmark Gold award and demonstrated in the stunning displays of pupils' creative work in and around the school. Links are increasingly being made between subjects to make learning more interesting and purposeful. The provision for information and communication technology (ICT) is being improved to provide more opportunities for pupils to draw on their ICT skills to support their learning in different subjects. Samples of work seen show that pupils readily draw on their literacy skills when pursuing different topics. An extensive range of extra-curricular activities, involving most pupils, draws on the school's excellent range of partnerships to provide activities beyond the school's own scope. These make a particularly strong contribution to pupils' personal and social development. Many visits and visitors provide invaluable first-hand learning experiences.

◆ All pupils are well known by staff who ensure their safety and well-being and very quickly pick up on any concerns they may have. The care and support that pupils show for each other are highly significant in the life of the school. The school goes out of its way to support any pupils who are potentially vulnerable, fully including them in the life of the school and drawing, where necessary, on the support of a family link worker and outside specialists. Closer contact with some families is starting to improve the rate of attendance. A recently formed breakfast club is targeting pupils who would benefit from this provision. There are very good transition arrangements for pupils moving on to secondary schools.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher, staff and governors are clear about the actions needed to drive school improvement. Subject leaders, as well as senior staff, have played a strong part in raising the level of learning and progress and improving the quality of teaching. Although lesson observations are regular and provide development points for teachers, these do not always focus sufficiently on how well teaching promotes the learning and progress of

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pupils with different abilities and aptitudes. The governing body supports the school well and ensures that safeguarding arrangements are fully in place and adhered to. The procedures for school trips and risk assessments are excellent. Although the governing body asks pertinent questions about the school's performance, to an extent its monitoring role is restricted by weaknesses in criteria by which actions in the school improvement plan can be monitored and evaluated. The school has excellent links with parents and carers, encouraging them to play a positive part in their children's learning. As well as regular newsletters and informative workshops, home-school computer links provide additional opportunities for them to support their children's learning. The school has carried out an audit of its promotion of pupils' understanding and respect for different communities and cultures, recognising that more needs to be done at a national level. It has close links with a Kenyan school, particular strong links with local communities, and very effectively promotes the cohesiveness of its own school community, with equal opportunities at the heart all of all that it does.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children enjoy their time in Reception and make good progress in the different areas of learning, providing them with the skills and knowledge to support their transition to Year 1 effectively. Good induction procedures, including home visits and taster sessions in Reception, ensure that children quickly settle. They help to promote excellent links with parents and carers, who are encouraged to record their children's achievements and interests at home. Effective management and good provision ensure that children quickly become active learners. They eagerly followed a trail of feathers and used different materials to create nests for baby owls. Children behave well and understand the rules set for their own safety. Relationships are positive and contribute to children's good attitudes



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to learning. Children willingly participate in all teacher-directed activities and cooperate well during child-initiated activities, helping each other and sharing. Staff work well together and are sensitive to children's needs and welfare. They generally engage well with children in their play and directed activities. They make careful observations of children's progress and development, but do not always use these well enough to identify potential weaknesses in the curriculum and to plan activities that fully meet the learning and developmental needs of individual children. Action plans show that this has been identified, along with developing further opportunities to promote children's speaking and listening.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 an above-average response from parents and carers to the inspection questionnaire. Almost all are happy with their child's experience of school, particularly that it keeps each one safe. There were many additional comments that added to their praise of the school, for example, 'The teachers at Georgian Gardens are superb. My child enjoys school and is very happy and well cared for. We have a fantastic head who always has time for you as parents.' Inspectors generally confirm these positive views. A few negative responses and comments were discussed anonymously with the school and did not constitute any significant trend of concern.

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

Ofsted invited all the registered parents and carers of pupils registered at Georgian Gardens Community 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 244 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	160	66	80	33	2	1	1	0
The school keeps my child safe	172	70	70	29	1	0	1	0
My school informs me about my child's progress	112	46	122	50	8	3	0	0
My child is making enough progress at this school	113	46	117	48	13	5	0	0
The teaching is good at this school	139	57	97	40	8	3	0	0
The school helps me to support my child's learning	122	50	103	42	15	6	0	0
The school helps my child to have a healthy lifestyle	103	53	105	43	6	2	2	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)	133	55	92	38	7	3	0	0
The school meets my child's particular needs	118	48	112	46	8	3	1	0
The school deals effectively with unacceptable behaviour	105	43	116	48	12	5	3	1
The school takes account of my suggestions and concerns	91	37	133	55	9	4	3	1
The school is led and managed effectively	151	62	86	35	4	2	2	1
Overall, I am happy with my child's experience at this school	163	67	76	31	5	2	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 January 2011

Dear Pupils

**Inspection of Georgian Gardens Community Primary School, Rustington BN16 3JP**

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and very polite and helpful. You spoke very enthusiastically about enjoying school and all the things you take part in. Georgian Gardens is a good school.

These are some of the things that the school does well.

- Children get off to a good start in Reception.
- You work hard in lessons.
- The school looks after you extremely well and ensures that you all have the same good opportunities to learn and develop.
- The school provides you with many exciting activities.
- You have an excellent understanding of how to keep safe, healthy and fit.
- You make an excellent contribution to the life of the school and the local community.
- The school encourages your parents and carers to support you in your learning.
- Your headteacher, staff and governors are doing a good job.

Some of you could do even better in English and mathematics. The following things will help.

- Teachers should use the information they have on how well you are doing to plan work that is just right for each one of you, neither too easy nor too hard. They should show you how to improve your work through their marking and the individual targets that you all have. Lessons should provide more time for you to discuss the work you are doing, so that you can work independently and check yourselves on the progress you are making.
- The school has plans to help you do better, but needs to check that these are working as well as possible.

Thank you again for your help. You can do your bit to help by continuing to work hard in lessons and checking for yourselves how well you are doing.

Yours sincerely

Peter Thrussell Lead inspector

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