

Rustington Community Primary School

Inspection report

Unique Reference Number	125851
Local Authority	West Sussex
Inspection number	381140
Inspection dates	21–22 September 2011
Reporting inspector	Diane Wilkinson

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	John Ceiriog-Hughes
Headteacher	Nick White
Date of previous school inspection	1–2 July 2009
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons and observed 12 teachers. They held meetings with members of the governing body, staff and pupils, and a small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 114 parents and carers and 21 staff.

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

- Whether the decline in attainment in Years 1 and 2 has been halted, and the sustainability of rising attainment and progress in Years 3 to 6.
- The accuracy and effectiveness of assessment and tracking procedures in helping to promote pupils' progress.
- Whether there is any significant variation in the achievement of different ability groups in Years 3 to 6.

Information about the school

Rustington Community is a large school with two classes in each year group. The vast majority of pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils' needs mainly relate to specific and moderate learning, behavioural, emotional and social needs and visual impairment. The proportion of pupils known to be eligible for free school meals is low. The school has Healthy School status and the Activemark award.

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

Rustington Community Primary is a good school. The effective curriculum and good teaching enthuse pupils. They enjoy school and have very good attitudes to learning working hard in lessons so that they achieve well. Effective induction procedures help reception children get off to a good start and good progress continues throughout the school. By the end of Year 6 attainment in English and mathematics is above average although in writing, pupils' work is not always well presented. Effective safeguarding arrangements help ensure that pupils are well cared for and they receive good support and guidance for their individual needs. Specific programmes to support pupils who have special educational needs and/or disabilities or who speak English as an additional language and those with specific gifts or talents are good. As a result, these pupils achieve as well as their classmates. Pupils' moral and social development is a strength and their behaviour is outstanding. Pupils are very friendly and helpful and contribute well to the school and community life. These attributes support learning exceptionally well.

The relatively new systems for assessing and tracking pupils' progress provide a very clear picture of how well pupils are doing and support their progress well. This also helps ensure that self-evaluation is rigorous and accurate so that the school is fully aware of where progress is weaker and the reasons for this. Development planning is well targeted to successfully address weaknesses. As a result, progress in Years 1 and 2 has improved and attainment is rising. In Years 3 to 6 rising attainment is being maintained and there is no significant difference in the achievement of different ability groups due to the good level of challenge and support. Governors are strongly committed to supporting the school and play a major role in helping to improve the way the school promotes community cohesion. However, their role in supporting the strategic direction of the school is underdeveloped. The headteacher is a very effective leader who has generated a strong commitment and enthusiasm among staff. They have worked well together to improve the school since its last inspection, with their success seen in the improved teaching and rising attainment. This gives the school a good capacity to improve further.

Partnerships with parents and carers and other schools and agencies are good and support pupils' education and welfare well. The curriculum is rich and interesting and provides many opportunities for clubs, visits and visitors. Careful thought has been given to providing activities for the range of pupils' needs although not all teachers consistently take sufficient account of emerging assessment information when planning lesson activities. Despite this, teaching is good and occasionally

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outstanding. Teachers' subject knowledge is very secure and they explain and demonstrate things clearly. However, in some lessons there is too much teacher talk and not enough time is spent on well-focused questioning of pupils. There is also some variation in the contribution made by teaching assistants, largely because of changes in the age groups they work with and insufficient direction on how to support learning throughout lessons.

What does the school need to do to improve further?

- Improve the quality of teaching and increase the proportion of outstanding lessons to 30% by July 2012 through:
 - consistently expecting pupils to present their work neatly and accurately, especially in English.
 - taking full account of tracking and assessment information when planning lesson activities
 - increasing the pace of learning by limiting the time that pupils spend listening to the teacher and ensuring that questioning encourages progress
 - ensuring teaching assistants are provided with training on the learning needs of the ages they work with and that they are well deployed to promote pupils' progress in all lessons
- Increase governors' contribution to the strategic direction of the school by ensuring that they play an effective role in monitoring all development priorities.

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

Skills and abilities on entry have varied over the past few years, but accurate assessment clearly indicates that reception children make good progress, with most reaching average levels on entry to Year 1. The enthusiasm for learning gained in Reception is apparent in all classes so there is very positive behaviour in lessons, even when the pace slows. After declining, mainly due to a higher proportion of pupils with special educational needs and/or disabilities, attainment in Year 2 is rising again. Most pupils accurately read unknown words through using their knowledge of sounds and, by Year 6 pupils read complex texts fluently. Year 2 pupils' writing is enlivened by good vocabulary, for example when describing life in a medieval castle and, by Year 6, the style and content of pupils' writing is very good. This was most notable in the poetry Year 5 pupils wrote about Hindu gods and Year 6 pupils' description of London in the Blitz. However, although pupils are well aware of how to write neatly, spell accurately and use the correct punctuation, teachers are not rigorous enough at expecting this in all written work, which limits achievement.

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Throughout the school, calculation is very good, largely due to the excellent programme put in place to help pupils who find mathematics difficult. By Year 2, pupils have a very secure understanding of place value and can multiply and divide tens and units accurately by two, three, five and ten. By Year 6, pupils are very skilled at working with much higher numbers, and with decimals, fractions and percentages. This helps them to solve a range of mathematical problems related to measurement or statistics well.

Pupils feel safe in school and are clear on how to live safe and healthy lifestyles. They have a good awareness of road and fire safety and 'stranger danger'. Pupils know which food is healthy for them and are very enthusiastic about taking part in physical activities such as karate. These attributes have led to the Healthy School and Activemark awards. Pupils are highly considerate and supportive of each other, working very well together in paired or group work. This, together with their great enjoyment of school, results in above average attendance. Pupils very much enjoy contributing to school life, for example in the Eco and Travel Plan groups, and taking part in business enterprise activities which help prepare them well for the future. However, pupils still rely on adult support to help generate new ideas and plans. Spiritual and cultural development, fostered through links with other groups such as a school in Sri Lanka, are good.

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	2
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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Activities are planned well through different themes to engage pupils and promote

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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their learning effectively. Very comprehensive and rigorous assessment and tracking data help ensure that well-thought-out schemes of work aid teachers in planning for the needs of different groups on most occasions. In outstanding lessons these are adapted exceptionally well to target the exact stage at which pupils are working and provide challenging tasks that help them make really good progress. However, in a small minority of lessons, although appropriate work is set for different ability groups, too little account is taken of recent assessment, which limits the quality of activities provided and the guidance given. Cross-curricular provision is good, supporting writing exceptionally well. A wide and interesting range of enrichment activities for example, gardening, cycling proficiency and visits by an African drummer and fire fighters, enhance provision well.

Due to strong support, inadequate teaching has been eradicated and a very positive learning ethos is present in all classrooms. Pupils are set challenging targets to inspire them to do well and their work is carefully and helpfully marked. There are some inconsistencies however, especially in the pace of lessons, the quality of questioning and the contribution made by teaching assistants, which limit the quality of learning.

Parents and carers agree that pupils are well cared for. Well-targeted support for vulnerable pupils and those with specific needs such as visual impairment helps promote their achievement. The family support worker helps to ensure pupils with social or emotional needs are supported well. The procedures for promoting good behaviour are very effective, and induction and transfer arrangements are good.

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	2

How effective are leadership and management?

The headteacher provides very supportive leadership so there is a strong commitment among all staff and the governing body to continue to refine and improve provision and a determination to succeed. The deputy headteacher and other senior leaders are very enthusiastic, sharing their vision effectively among all staff who continually reflect on their teaching and respond well to advice. Effective use is made of a range of rigorous and regular monitoring procedures such as lesson observations and moderation of pupils' work so that self-evaluation is good. Development planning is based well on accurate data, with strengths in provision being built on and weaknesses systematically and effectively tackled. The school ensures that discrimination in any form is not tolerated and promotes pupils' equality

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of opportunity well. Community cohesion is supported effectively so that pupils gain a good understanding of, and empathy for, diverse groups, both in this country and overseas.

The governing body is well organised and effectively fosters links with parents and carers and knows the school’s strengths and weaknesses well. Having achieved success in some areas, it is increasing the contribution made to strategic development. Most parents and carers are appreciative of the school. They are regularly consulted and informed, including through the school website which provides opportunities to support children’s work at home. However, some parents and carers are reluctant to use this as a form of communication and homework support. Partnerships with other schools and organisations enhance provision, especially with regard to sport, business enterprise and specialist guidance; for example, for hearing impaired pupils. Well-thought-out safeguarding policies and procedures, for example with regard to health and safety, child protection and staff vetting, are regularly monitored and updated. In this, both the premises officer and governing body provide strong support.

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	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

The positive relationships forged with parents and carers, and good induction procedures help children to settle quickly and develop a very good attitude to learning. When they start in Reception there are some weaknesses in early language and number skills. To address this staff promote these areas of learning well through a wide range of activities. For example, children in the ‘submarine’ role play area made good progress in developing their language, thinking and mark making as well as their health and safety skills. Opportunities, for example in construction and water

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play, also support children’s good progress in their mathematical skills. By the end of the year most children can read common words through using the letter sounds, write a simple sentence and calculate numbers which are one or two more or less than numbers to 20. Children’s curiosity in the world around them is fostered through exciting activities such as the weekend family outing to the beach for crabbing and building sandcastles. Personal and social development is supported effectively through the excellent relationships adults have with children and the role models they provide so that children quickly learn to work and play well together and exhibit very good behaviour.

There is an effective balance of activities where children work with an adult or independently. In the latter, teaching staff are excellent in monitoring learning and prompting children’s progress. Some teaching assistants and other supporting adults have not yet been fully trained in supporting children of this age and their contribution on these occasions is less effective. Comprehensive policies and procedures help keep children safe at all times. Assessment is very rigorous and used especially well to plan the next activities for individual children. Leadership and management are strongly focused on providing a positive and supportive learning ethos, taking full account of what assessment and other monitoring data are indicating about the effect of provision on children’s progress.

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

The proportion of parents and carers returning the questionnaire was slightly lower than the national average.

Almost all parents and carers are happy with their children’s experience at Rustington Community Primary School. Those who wrote or spoke to inspectors typically praised the staff team and the support offered to them and their children. The overwhelming majority of parents and carers agree that their children enjoy school, that their health and safety is promoted well and that the teaching and leadership and management are good. They also agree their children’s needs are met, are pleased about their progress and are appreciative of the way in which they are helped to support their children’s learning. Inspection evidence supports these views.

Of most concern to a few parents and carers is how well unacceptable behaviour is

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dealt with, the effectiveness of communication and how well the school takes account of their concerns. There are very effective procedures in place so that poor behaviour is rare and is dealt with swiftly and appropriately. There is a good range of ways in which the school communicates with parents including through the school website, but the school recognises that parents and carers do not always use this. Other parents and carers informed the inspection team that their concerns have been responded to well and evidence suggests this is the case for the very large majority.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rustington 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	58	44	39	2	2	2	2
The school keeps my child safe	64	56	47	41	3	3	0	0
The school informs me about my child’s progress	43	38	59	52	7	6	0	0
My child is making enough progress at this school	42	37	58	51	6	5	0	0
The teaching is good at this school	46	40	64	56	1	1	0	0
The school helps me to support my child’s learning	43	38	62	54	5	4	0	0
The school helps my child to have a healthy lifestyle	43	38	68	60	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	36	56	49	5	4	0	0
The school meets my child’s particular needs	39	34	64	56	4	4	0	0
The school deals effectively with unacceptable behaviour	27	24	63	55	9	8	3	3
The school takes account of my suggestions and concerns	26	23	66	58	11	10	1	1
The school is led and managed effectively	41	36	59	52	4	4	2	2
Overall, I am happy with my child’s experience at this school	53	46	58	51	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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 pupils' 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.



23 September 2011

Dear Pupils

**Inspection of Rustington Community Primary School, Rustington,
Littlehampton BN16 3PW**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is good and are pleased that you and your parents and carers agree with our judgement.

Here are some of the things we found out were especially good about the school.

- You are well taught, enjoy school very much and make good progress. Attainment is above average by the time you leave.
- You are well looked after and receive good advice and support.
- Your behaviour is excellent. You are friendly and helpful, get on well together, develop responsibility and do lots of things to help your school and local community.
- Staff plan interesting activities, and exciting themes and events which encourage you to learn.
- Your headteacher, staff and governors have helped your school to improve well since its last inspection and are working hard to continue doing so.

Here are some of the things we have asked the school to improve.

- We have asked staff to continue to improve your progress by making sure more lessons are outstanding. You can help by always trying your very best.
- We would like members of the governing body to contribute more to development planning and monitoring.

Yours sincerely

Diane Wilkinson
Lead inspector

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