

# Inspection of a good school: Rustington Community Primary School

North Lane, Rustington, Littlehampton, West Sussex BN16 3PW

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Inspection dates: 11–12 September 2019

## Outcome

Rustington Community Primary School continues to be a good school.

## What is it like to attend this school?

Pupils in this school are happy and confident. They respect each other and the adults who help them to learn. Pupils have very positive relationships with teachers and staff and enjoy coming to school. Several spoke to the inspector about their teachers always being there for them.

Pupils enjoy learning and listen well in the classroom. They work well together and are very proud of their school. They have many opportunities to show each other and their teachers how well they learn in the subjects they study.

Pupils feel safe at school. They know that there are adults to talk to if they need to. Pupils say that adults help them if they have any concerns. Adults understand the individual needs of children well. Pupils appreciate this and feel very well cared for.

Pupils' behaviour is good. The lunchtime hall is an active hub of children happily talking with their friends. In the playground and across the school, pupils follow instructions promptly. As such, learning time is not wasted in this school.

## What does the school do well and what does it need to do better?

Pupils study a wide range of subjects. They receive a good quality of education.

Leaders have introduced a new way of teaching phonics (letters and the sounds they represent), which pupils enjoy. Teachers check that pupils know the sounds they are learning before adding new sounds. Most pupils have a good understanding of the sounds and words they need to communicate better.

Pupils enjoy reading. Teachers plan activities to check pupils' understanding of the books they read. Pupils have many opportunities to read interesting fiction and non-fiction books. Most read well for their age. A few pupils do not. Leaders have identified appropriate support for these pupils and, as a result, their reading is beginning to improve.

Pupils learn to play and compete in many sports, including gymnastics and 'High 5' netball. Teachers know the skills and knowledge pupils need to become better at sports. Many pupils are very successful in local and county-wide competitions. Teachers plan interesting physical education activities. For example, Year 6 pupils learn gymnastics sequences involving complex turns and tumbles. Pupils of all abilities take part in the different sports offered by the school, such as the Paralympic sport boccia.

Pupils learn and remember mathematical knowledge and skills very well. From the very start of school, children begin to learn numbers and shapes. Teachers use information they collect about pupils' mathematical understanding wisely. They plan learning that helps pupils accurately use their mathematics skills and knowledge. Pupils rarely fall behind in their mathematics learning. They told the inspector about the 'star challenges' they attempt in lessons. They are keen to take on these extra difficult questions. Teachers are very well trained and supported to teach mathematics.

In science, geography and other subjects, leaders have recently planned better learning sequences for pupils. Leaders have systems in place to check that these plans work as they should.

Pupils learn about how to live well in modern Britain. Pupils from all years share their views through 'debate circles', led by Year 6 pupils. Pupils learn about different cultures, for example by taking part in an African drumming work shop and a Bollywood dance class.

Trustees fulfil their legal responsibilities well. They provide suitable support and challenge to school leaders. Trustees have the knowledge and skills to support the school's continued improvement.

Staff at the school feel well supported by leaders. They feel that they can complete their work within appropriate time frames.

Pupils say that if bullying occurs, it is dealt with. Most parents and carers who completed the Ofsted Parent View survey agreed.

Pupils know how to behave well in class and around school. Pupils' learning is very rarely disturbed by other pupils misbehaving.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Appropriately personalised plans help pupils to make the steps they need to learn more.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where pupils' safety is everyone's responsibility. All staff are well trained and knowledgeable about their safeguarding duties. Staff know when and how to report concerns to the appropriate person. They know that matters will be dealt with promptly. Leaders work well with external agencies. Leaders follow things up and do

not let things go. Vulnerable pupils and their families are very well supported. Leaders consider the mental health and well-being of pupils. They have adapted the school's services effectively to support pupils with any such concerns.

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

### **(Information for the school and appropriate authority)**

- Not all pupils read well. Therefore, leaders need to ensure that the support for the few pupils struggling to read well helps them read better and catch up quickly.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Rustington Community Primary School, to be good on 21 September 2011.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139478
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10111331
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	564
<b>Appropriate authority</b>	Board of trustees
<b>Chair/Chair of trust/Chair of governing body</b>	Mrs Susan Hawthorn
<b>Headteacher</b>	Mrs Marie Smailes
<b>Website</b>	<a href="http://www.rustington.w-sussex.sch.uk/">www.rustington.w-sussex.sch.uk/</a>
<b>Date of previous inspection</b>	March 2016

## Information about this school

- The headteacher took up their post after the previous inspection, in April 2018.
- The school has been part of Schoolsworks Academy Trust since 2013.
- An on-site before- and after-school club is run by an independent company called Rustington Funstars.

## Information about this inspection

- The inspector met with senior leaders, curriculum leaders, subject teachers and pupils.
- The inspector met with the chief executive officer and the director of teaching and learning of Schoolsworks Academy Trust. The inspector held an additional telephone call with a trustee.
- The inspector reviewed the school website, publicly available pupil performance information, the multi-academy trust's scheme of delegation and other applicable school and trust documentation.
- Forty-six responses to Ofsted's Parent View and 23 staff survey responses were considered as part of the inspection. The inspector met with parents at the start of the school day on one day of the inspection.

- The inspector reviewed safeguarding procedures in place at the school, including the single central record and child protection and safeguarding policies. He met with the designated leaders of safeguarding.
- The inspector met with a group of non-teaching staff.
- The inspector held a telephone conversation with a local authority representative.
- The inspector observed pupils' behaviour at playtime and lunchtime.
- Reading, mathematics and physical education were considered as part of the inspection.

### **Inspection team**

Dylan Davies, lead inspector

Her Majesty's Inspector

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