

# Inspection of Swiss Gardens Primary School

Swiss Gardens, Shoreham-by-Sea, West Sussex BN43 5WH

---

Inspection dates: 16 and 17 May 2023

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

There is an exceptionally strong sense of community between the pupils, staff, parents and carers at Swiss Gardens Primary school. Staff know their pupils well, and pupils readily rise to meet the high expectations that staff have of them.

Behaviour is exceptionally calm and settled, including during social times, where pupils play happily together. Pupils move purposefully between lessons as they are keen to get going with their learning. They see behaviour as a shared responsibility, supporting one another to do the right thing. They embody the 'FREE' school values of friendship, respect, excellence and enjoyment.

This is a highly inclusive school. Pupils talk confidently about why it is important that everyone is valued and can offer their own contributions to making their school better. They value the range of opportunities they have to contribute to their school community, such as being eco, sports and kindness ambassadors.

Pupils feel safe in this school and bullying is rare. Pupils know how to report any concerns or worries that they have, and all can name staff they are confident to speak to if they need to, which is indicative of the warm and supportive relationships they have with staff.

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

Leaders have designed a curriculum across subjects that gives careful thought to what all pupils need to know, including those with special educational needs and/or disabilities (SEND). This builds effectively from the early years upwards, ensuring that strong foundations for learning are established early and then built on effectively as pupils progress through the school. In early reading and in mathematics, this sequence has carefully identified the small steps of knowledge that pupils need, leading to precise teaching in lessons. As a result, pupils achieve well. In some foundation subjects, however, these small steps have not yet been identified as closely. This means that, on occasion, lesson activities are not always as precisely linked to the intended learning as they could be.

In mathematics and early reading, teachers routinely assess what pupils know and can remember during their lessons. Teachers use this information to adapt what they teach to inform pupils' next steps, ensuring that any misunderstandings are resolved quickly. In other foundation subjects, while teachers do check pupils' understanding, this is not done as precisely as in reading and mathematics.

Early reading is taught effectively. Children benefit from targeted and specific sessions to support with any particular needs, helping them to develop the skills they need to become increasingly fluent and confident readers.

Leaders promote reading throughout the school. Pupils love the improved and enlarged library space and the reading corners in each classroom. Staff share a vibrant range of stories and books from the early years onwards, setting the foundations for a love of reading from the earliest stages.

Leaders have ensured that staff are well trained to identify and meet the needs of all pupils, including those with SEND. Lesson activities are well adapted to ensure that pupils' needs are met. Leaders have established a highly effective pastoral team whose members work together to ensure that all pupils, including those in need of additional emotional or behavioural support, are given the tools they need to thrive.

In the early years, like elsewhere in the school, there are warm and positive relationships between staff and children. Children engage happily in a range of different activities, which are well thought out to support their learning. Staff model strong communication and, as a result, children are increasingly confident at talking to one another and to visitors.

In lessons across the school, pupils are keen and enthusiastic learners. They engage with activities readily, and are keen to get involved and show what they can do.

Outside of the curriculum, leaders have constructed a broad offer of opportunities for pupils to develop their wider cultural experience. These include visits from artists, and opportunities to attend a national opera. Pupils also develop their leadership skills through the school council or being school captains. They are enthusiastic about the range of clubs on offer, such as football, French, karate and the samba band.

Leaders know their school well and carefully identify the actions they need to take to develop it. They work effectively with governors and school improvement partners from the local authority to evaluate the impact of their actions. This helps them to know that their actions are having the impact they want them to. Work on the curriculum over the last few years has resulted in improved opportunities for pupils to learn and develop. They reflect routinely on how to make things better still.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an effective culture of safeguarding at the school. Staff receive appropriate training which is regularly updated, meaning that they know how to identify and refer any pupils who might be at risk. They know their pupils well, and there are detailed records kept of any concerns. Concerns are acted on quickly, and leaders liaise well with external agencies as needed.

Leaders complete appropriate checks to ensure that adults are safe to work with children. Governors know their safeguarding responsibilities and hold leaders to account.

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

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

- Leaders have not yet identified precisely enough the small steps of component knowledge in the recently developed foundation curriculum. This means that in some lessons, activity choices are not always precisely matched to the intended learning, and teachers' assessment of what pupils have learned is not as precise as it could be. Leaders need to ensure that the specific elements of knowledge have been agreed in the foundation subjects, as is the case for mathematics and early reading. This will enable teachers to plan effective activities and assess what pupils have understood to support all pupils in achieving well.

## 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 information from Ofsted Parent View 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.

## 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>	125914
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10256365
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alastair Reid
<b>Headteacher</b>	Lawrence Caughlin
<b>Website</b>	<a href="http://www.swissgardens.w-sussex.sch.uk">www.swissgardens.w-sussex.sch.uk</a>
<b>Dates of previous inspection</b>	11 and 12 October 2012, under section 5 of the Education Act 2005.

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team held meetings with the headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors. The lead inspector also held a telephone conversation with a representative from the local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, history, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read to adults they knew.

- To inspect safeguarding, inspectors held meetings with safeguarding leaders, the governing body, teachers and pupils. They scrutinised the single central record and checked safeguarding records.
- The inspection team took account of a range of other information, including the school's development plans, school policies and governor minutes. They also considered external reports of the school from the local authority.
- The team spoke with pupils about their experience of the school. They took account of parents' and staff's views through conversations and responses to Ofsted's surveys.

### **Inspection team**

Marian Feeley, lead inspector

His Majesty's Inspector

Oliver Allen

Ofsted Inspector

Mark Rivers

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023