

Rustington Community Primary School

Inspection report

Unique Reference Number	125851
Local Authority	West Sussex
Inspection number	328410
Inspection dates	1–2 July 2009
Reporting inspector	Michael Barron

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	416
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	John Cieriog-Hughes
Headteacher	Nick White
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	North Lane Rustington Littlehampton BN16 3PW

Age group	4–11
Inspection dates	1–2 July 2009
Inspection number	328410

Telephone number
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average-sized school. Nearly all pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities is below the national average, as is the percentage of pupils eligible for free school meals. There is Early Years Foundation Stage provision in the school's two Reception classes. The school has gained several awards including the Healthy Schools Award. The current headteacher took up his appointment in 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has an inclusive and caring ethos and prepares pupils soundly for the next stage of their education.

The quality of leadership and management is satisfactory. The headteacher has worked well since his appointment to ensure that staff and governors share his clear vision for improving achievement. While some of the initiatives he has introduced have already led to improvements since the last inspection, for example improving communication with parents, there are still several areas in need of development and these include improving the achievement of the more able pupils, especially in Year 3 to Year 6. The school has already implemented several initiatives focused on improving teaching and learning in these year groups but they have not yet had an impact on pupils' achievement.

Children enter the school's Early Years Foundation Stage with the expected levels in learning for their age. They achieve well during their first year and continue to make good progress in both Year 1 and Year 2 because good quality teaching caters effectively for their needs. However, the quality of teaching varies throughout the rest of the school and this is reflected in the satisfactory progress of pupils from Year 3 to Year 6. Standards in Year 6 are presently comparable to the national average and this represents satisfactory progress for this group of pupils, who are on course to meet the challenging targets set for them in the national tests. However, while pupils with learning difficulties and/or disabilities receive an effective level of support, the more able pupils do not always do as well as they could because the work they are given does not always provide them with enough challenge.

Personal development and well-being are good and this is reflected in pupils' good behaviour and positive attitudes to learning. Even the youngest have a good understanding of the need to adopt safe practices and healthy lifestyles. Pupils say they enjoy school and their above average rates of attendance reflect this. Their satisfactory progress in developing skills in numeracy, information and communication technology (ICT) and literacy means they are prepared soundly for the next stage of their education. However, pupils have only a limited understanding of the multicultural nature of modern British society and this affects one aspect of their appreciation of the importance of community cohesion.

The curriculum is good. It is broad and balanced and has been designed to make learning interesting for pupils. The quality of pastoral care and support for pupils is good and contributes effectively to their sense of well-being. However, although the school has developed systems to track and monitor the progress of individual pupils, teachers do not use this information consistently when planning further work. The quality of teachers' marking varies and does not always provide pupils with effective guidance about how to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. Parents value the quality of education provided for their children and comment that they are 'very happy with the care and education' children receive. Good leadership and management have ensured that classrooms are stimulating and colourful and provide children with safe and secure learning environments. The curriculum provides children with a good range of interesting activities and ensures there are good opportunities for them to develop their early numeracy and literacy skills. Teachers work well

with effective teaching assistants to ensure lessons blend opportunities for children to work both independently and with adult direction. Children requiring extra help with learning are provided with the support they need to make good progress. However, the school's systems to monitor the progress of Reception class children are complicated and difficult to interpret and not used to best effect by teachers when planning future learning. Progress in personal, social and emotional development is good. Children are happy to share and take turns, while joining in lesson activities with enthusiasm. The school's practical approach to learning makes good use of the large and well equipped Early Years Foundation Stage outdoor area and this helps to build up children's creative skills and knowledge of the world. A further range of interesting activities ensures that, by the time they enter Year 1, most children meet, and often exceed, expectations in nearly all areas of learning.

What the school should do to improve further

- Ensure pupils are provided with work that matches their different abilities and enables them to attain their full potential in all year groups, especially the more able pupils in Year 3 to Year 6.
- Ensure that teachers' marking consistently provides pupils with effective guidance about how to improve their work.
- Improve pupils' appreciation of the value of cultural diversity in modern British society.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils make inconsistent progress, particularly in Years 3 to 6, because of variations in the quality of teaching. While standards in Year 2 are presently above average, standards in Year 6 are similar to the national average. However, this represents satisfactory achievement for this particular group of pupils who attained average standards when they were in Year 2. Pupils with learning difficulties and/or disabilities make similar progress to other pupils in all year groups.

The more able pupils in Year 3 to Year 6 make satisfactory progress. However, they do not always work to their full potential as not all teachers make full use of the school's available tracking and assessment data when planning further work. As a result, the tasks the more able pupils are given to complete do not always offer them sufficient challenge.

Personal development and well-being

Grade: 2

Pupils are keen and eager to learn. They are friendly and polite and play happily together at break times. They say they feel part of a wider community and believe the school council gives them an effective voice in school affairs. Pupils talk enthusiastically about how they raise money for people both in this country and abroad who are less well off than themselves. Their spiritual, moral, social and cultural development is good and aspects, such as pupils' moral and social development, are quite strong. This is reflected in pupils' good behaviour and their regard for the welfare of others. However, pupils' appreciation of the multicultural nature of modern British society is not as well developed as other aspects of their cultural understanding.

Quality of provision

Teaching and learning

Grade: 3

While the quality of teaching is satisfactory, some is good and occasionally outstanding. When teaching is at its best, lessons are well structured and teachers use a variety of approaches to make learning interesting. Relationships between staff and pupils are very positive and this ensures pupils have good attitudes towards learning. Teaching assistants and teachers work effectively together to ensure pupils needing help with their learning are provided with the support they need to make similar progress to all other pupils.

However, teaching is inconsistent throughout the school, especially in Year 3 to Year 6, and, on the occasions when teaching is less successful, lessons lack pace and the more able pupils are not provided with work which matches their abilities. As a result, there are times when pupils in this group lose interest. When this happens, they do not make the progress they are capable of and this has an effect on their achievement.

Curriculum and other activities

Grade: 2

The school has developed an enjoyable and interesting curriculum which links subjects together well and provides pupils with opportunities to develop their literacy and numeracy skills in other subjects. A wide range of interesting visitors to the school and visits to places of interest enrich pupils' experiences and increase their understanding of the world around them. Provision for personal, social and health education is good and ensures pupils are aware of the importance of keeping fit and healthy. The school provides a very diverse programme of enrichment activities for pupils, including popular after school clubs. However, pupils are not provided with regular opportunities to develop their understanding and appreciation of the diversity of cultures within modern British society.

Care, guidance and support

Grade: 2

The school provides a good level of pastoral care and support for pupils and this is the basis for their good personal development. Parents are confident there is always someone for their child to approach if he or she has a problem and they comment about the 'happy, family environment' the school provides. Good induction and transfer arrangements help pupils settle quickly into new routines. Child protection procedures meet current government requirements and health and safety routines and risk assessments are fully in place. However, while the school has developed procedures to assess and track pupils' progress, these are not used effectively to set targets for improvement which offer pupils, especially the more able, an appropriate level of challenge. In addition, there is no consistent approach to marking throughout the school. As a result, marking does not always provide pupils with clear ideas about how to improve their work and this can affect their progress.

Leadership and management

Grade: 3

The headteacher has a good understanding of the school's strengths and weaknesses. He has worked well with the senior management team and governors to ensure the school has regularly evaluated its effectiveness in order to develop a clear idea of what it needs to do to improve. The initiatives he has put into place are now beginning to raise pupils' achievement in some year groups. However, it is too early to assess the impact of these initiatives in all year groups but the signs are promising and reflect the school's satisfactory capacity to improve in the future. The governing body offers the school a satisfactory level of support and challenge. While longer serving governors have a good idea of the school's strengths and areas needing improvement, many governors are still learning their roles.

Resources are satisfactory and good links with external agencies help to support pupils well. The school's work in promoting community cohesion is satisfactory. The school has built up effective links with the local community, which it uses well to develop pupils' understanding of the values they share with different types of people. However, pupils' appreciation of the diversity of cultures and beliefs in the wider national community is not as well developed as their understanding of the range of cultures and beliefs in other countries.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

3 July 2009

Dear Pupils

Inspection of Rustington Community Primary School, Littlehampton, West Sussex BN16 3PW

Thank you for making me and the other inspectors feel so welcome when we visited your school. We enjoyed talking to you about what you like the most about your school and we were impressed by the way you all worked well in lessons even though the weather was so hot.

Here are some of the things we found out about your school

- Your school gives you a satisfactory start to your education and makes sure you make satisfactory progress in learning.
- Children in the school's two Reception classes and in Year 1 and Year 2 make good progress.
- Your personal development is good and you all behave well and enjoy school.
- The quality of care and support you receive from the school is good.

Your headteacher, teachers and school governors are working together to make your school better and we have asked them to:

- try always to make sure that when you are given work to do it is not too easy, especially for more able pupils in Year 3 to Year 6
- make sure that when your teachers mark your work, they always give you ideas about how you can improve
- help you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds to your own.

We hope you all work hard and continue to make progress in the future.

I wish you the very best for the future.

Yours faithfully

Michael Barron

Lead inspector