

Seymour Primary School

Inspection report

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|--------------------------------|----------------|
| Unique Reference Number | 125893 |
| Local Authority | West Sussex |
| Inspection number | 340865 |
| Inspection dates | 25–26 May 2010 |
| Reporting inspector | Linda Pickles |

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

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|--|-------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 456 |
| Appropriate authority | The governing body |
| Chair | Jenny Ward |
| Headteacher | Sarah Park |
| Date of previous school inspection | 4 July 2007 |
| School address | Seymour Road Crawley RH11 9ES |
| Telephone number | 01293 533198 |
| Fax number | 01293 538075 |
| Email address | head@seymour.w-sussex.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 23 lessons and observed all of the 15 class teachers at least once. They held meetings with governors, staff and groups of pupils. The inspection team did not meet with parents and carers. Inspectors looked at various papers, including development plans, the school's monitoring of provision, safeguarding documentation and 123 questionnaires completed by parents and carers. They also looked at questionnaires from 217 pupils in Years 3 to 6, and 41 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress, particularly for more able pupils and those with special educational needs and/or disabilities
- the quality of teaching at both key stages to determine whether teaching is sufficiently challenging
- the extent to which the curriculum and care, guidance and support meet the needs of all pupils, including those identified as vulnerable
- the impact of leaders and managers at all levels, including governors, in securing and sustaining improvement based on accurate self-evaluation.

Information about the school

The school is larger than most primary schools. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. A few are at the early stages of learning English. The largest groups of pupils are those from White British and Any Other Black backgrounds. The percentage of pupils who have special educational needs and/or disabilities is higher than that found nationally, and their needs predominantly relate to moderate learning difficulties. The proportion of pupils with a statement of special educational needs is lower than the national average. The proportion of pupils who enter and leave the school partway through their primary school education is well above that found nationally. The school has awards for promoting healthy living and sport.

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

Seymour Primary is a good school. Pupils from lots of different backgrounds work and play together well and this, together with their good behaviour, makes a significant contribution to their good achievement. This comment from a pupil is typical of many, 'We all help each other.' Parents and carers greatly appreciate the school's work, particularly the good care, guidance and support provided for pupils and their families. As one parent stated, 'The staff are very easy to talk to and find time to sort any problems out you may have.'

Children make satisfactory progress in the Early Years Foundation Stage. They enter the school with skills and understanding below those expected for their age and well below in language development. Children make no more than satisfactory progress during the Early Years Foundation Stage because their learning is not tracked sufficiently rigorously and the outdoor environment is not as well developed as that found indoors. Pupils make good progress from then on to reach average levels of attainment by the time they leave school. Pupils with special educational needs and/or disabilities make good progress because of the well-targeted support they receive both in and out of class. The school has been successful in improving attainment and accelerating pupils' progress since the last inspection, particularly in mathematics and writing, but this is not yet consistent across all year groups. Pupils make good progress in reading across the school. Opportunities for pupils to do extended pieces of writing across different subjects have had a positive impact and contributed to improving attainment and progress in writing. More able pupils achieve well because their progress is closely monitored by the school's rigorous assessment systems.

The overall quality of teaching and learning is good. Where teaching is only satisfactory, teachers do not make enough use of assessment information to plan activities that match pupils' different ability levels or check how well they are learning during lessons. Assessment of pupils' learning is good; however, the extent to which marking gives pupils clear guidance about how to improve their work further is not yet consistent across subjects. Pupils have a good understanding of their levels of attainment but are not always clear what they have to do to reach the targets they are set. Pupils greatly enjoy the good curriculum, which reflects the school's rich and culturally diverse community and contributes to the school's good promotion of community cohesion.

The headteacher's purposeful leadership and clear strategic planning, based on accurate evaluation, has enabled the school to address the issues arising from the last inspection and further consolidate good provision. Governors now provide good challenge in holding the school to account for its performance. Senior leaders and managers make good use of monitoring activities to identify development priorities and have an accurate

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view of the school's strengths and weaknesses. Actions to improve the Early Years Foundation Stage are starting to have a positive impact. Improvement plans are well timed against clear measures for success and underpin the school's good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics by improving the proportion of teaching that is good or better, by:
 - using assessment information more rigorously to plan activities that more accurately match pupils' different ability levels in lessons
 - checking pupils' progress during lessons by giving them more opportunities to show what they have learnt
 - ensuring marking gives pupils clear information about how they can improve their work further.
- Improve provision and progress in the Early Years Foundation Stage, by:
 - tracking more rigorously children's progress across each area of learning
 - ensuring that the outdoor learning environment reflects indoor activities so that children can learn equally well there.

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

The quality of learning observed in lessons during the inspection was good overall and attainment in the older classes was average. In all lessons observed, pupils showed positive attitudes towards their learning and worked enthusiastically together when given the opportunity to share their ideas. In an outstanding mathematics lesson in Year 4 pupils made excellent progress when using the array method to multiply. Pupils were engaged and motivated because activities built on their previous learning and they were all actively involved in the lesson. Pupils sustained high levels of concentration because the pace was brisk, their understanding was checked and misconceptions were discussed and clarified. Where progress was slower, activities were not accurately matched to pupils' ability levels. There is no significant variation in the outcomes for pupils from different groups and the school has been successful in addressing previous underachievement of White British pupils in English.

Pupils greatly enjoy school and they want to do well. They are kind and considerate towards each other and adults around school and in lessons and this is reflected in their good spiritual, moral, social and cultural development. They have a good understanding of how to keep themselves safe and are confident that if they have any worries an adult in school will help them. They speak confidently about the importance of diet and exercise in promoting a healthy lifestyle and actively participate in the many sporting activities available at lunchtime. Members of the school council are proud of the contribution they make, particularly the equipment they bought for pupils to use at playtimes on rainy days. Many eagerly take on responsibilities, such as Huff and Puff

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sports coaches, monitors and translators for pupils who are at the early stages of acquiring English. Pupils organise events to raise money for many charities and recognise the importance of helping others not as fortunate as themselves. Their collection for people suffering after the earthquake in Haiti raised significant amounts of money. The extent to which pupils develop workplace skills, together with their average attendance, prepares them adequately for the next stage of their education.

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 | 3 |
| 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 | 2 |
| 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 | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers and other adults manage pupils' behaviour well and relationships in lessons are positive. Teachers generally have good subject knowledge and plan activities which interest and engage pupils. In the best lessons, assessment information is used effectively to plan activities that are well matched to pupils' different abilities and their understanding is regularly checked through skilful questioning. Where the pace of learning is slower, work is not matched closely enough to different ability groups and pupils have limited opportunity to demonstrate their understanding. In some lessons too much teacher talk limits opportunities for pupils to be actively involved in the lesson and

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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as a result pupils make satisfactory rather than good progress. Pupils' work is regularly marked and comments are supportive and encouraging. Some marking provides pupils with clear guidance about how to improve their work further and provides opportunities for pupils to assess their own learning, but this is not yet consistent across all year groups.

Good levels of care and support and close collaboration between teachers and adults make a significant contribution to pupils' good achievement and emotional well-being. A good example of this is the afternoon Nurture group where certain pupils have extra help to develop their personal, social and emotional skills. The school has successfully reduced exclusions as a result of this intervention. The school works effectively with external agencies to ensure the welfare needs of all pupils and their families are met. Parents and carers speak enthusiastically about the workshops which have helped them develop their own skills, particularly parents who speak English as an additional language. Careful planning ensures pupils with special educational needs and/or disabilities are fully integrated into all aspects of school life and support from additional adults is well directed. Systems for monitoring attendance are well established and have been successful in reducing the proportion of pupils who are persistently absent.

The good curriculum is well planned and engages pupils because clear links are made between topics that reflect pupils' interests and backgrounds. A good example of this is a recent history topic where pupils interviewed a member of the local community who was a holocaust survivor. Cross-curricular planning that promotes pupils' acquisition of basic skills, including information and communication technology (ICT), are well established. Themed events which celebrate the school's cultural diversity, including British week and Mauritian day, make a significant contribution to the school's harmonious environment. Activities, including residential visits and trips, enrich pupils' experiences and promote their good levels of enjoyment. A wide range of clubs enhance the curricular provision, including African drumming, karate, and sporting activities with other schools, and uptake is high.

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, ably supported by senior leaders, has high expectations which are clearly communicated and understood by staff. There is a strong sense of team work in the school and a shared commitment to ongoing improvement. Senior leaders closely

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monitor all aspects of the school's provision, particularly the quality of teaching and its impact on pupils' progress. Phase and subject leaders monitor provision and outcomes for their areas of responsibility, and are developing their monitoring role to improve the quality of teaching. Governors provide good challenge and are influential in determining the direction of the school. Recent restructuring ensures governors have clear procedures for monitoring all aspects of the school's provision and are able to hold it to account for its performance. Assessment data are used rigorously to monitor pupils' progress to promptly identify any pupils in danger of falling behind. The school sets challenging targets and recognises that pupils need to sustain the good progress they are making in order to reach them.

The school's inclusive ethos is focused well on promoting equality of opportunity among all groups of pupils and tackling discrimination. The school has identified where further improvements can be made in the Early Years Foundation Stage to ensure children make good progress. The school has positive relationships with parents and carers, enhanced by regular communication between home and school. Workshops for parents and carers are regularly organised and well attended. Safeguarding procedures are good and staff are well trained to meet the health and safety needs of pupils. The school works closely with a range of external agencies, which makes a significant contribution to the good achievement and well-being of pupils, particularly the most vulnerable. The school's promotion of community cohesion is good. International links are being developed and the pupils' regular correspondence with a school in Surrey makes a positive contribution to the harmonious relationships that exist both within school and the wider community.

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 | 2 |
| 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 |

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Early Years Foundation Stage

Children make sound progress across Nursery and Reception from starting points that are below those expected for their age and well below in language development. Children make good progress in their social and emotional development because adults look after them well and manage children's behaviour skilfully. The school has good relationships with parents and carers so transition arrangements are smooth and children settle quickly. By the time they enter Year 1, children are still working at levels below those expected for their age and well below in some aspects of language and mathematical development. The school's actions to improve children's reading and writing skills are starting to have an impact because staff have made good use of support from the local authority and are closely tracking children's progress. Assessment data are used effectively to provide learning experiences that are matched to children's needs on a daily basis.

The indoor learning environments are well resourced and provide varied activities, which engage and excite children. The school makes effective use of the limited outside areas to develop children's knowledge and understanding of the world and physical development through well-planned and exciting activities. An example of this was the beach shop, where children greatly enjoyed making and giving ice creams to their friends. The outdoor environment, however, does not reflect the quality of that found indoors and there are few activities which promote children's writing and mathematical skills. Children play well together and understand the importance of sharing and taking turns. Teachers plan an appropriate balance of teacher- and child-led activities and provide good opportunities for children to develop their speaking skills. Children's safety and welfare are promoted through good levels of supervision and additional adults are deployed effectively. The Early Years Foundation Stage leader monitors provision and outcomes and plans for improvement are correctly focused on accelerating progress and improving children's basic skills. Systems for monitoring the progress that children make across all the areas of learning, however, are currently underdeveloped.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

From the returned questionnaires it is clear that the school enjoys the confidence and

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support of the very large majority of parents and carers and almost all agree that their child enjoys school. Most responses to questions were positive and most agree that the school keeps their child safe. A few noted concerns about how effectively the school deals with unacceptable behaviour and the extent to which the school meets their child's particular needs. These concerns were shared with the headteacher. During the inspection pupils behaved well and the inspectors found that the school provides good care, guidance and support for pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Seymour 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 123 completed questionnaires by the end of the on-site inspection. In total, there are 456 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 79 | 64 | 40 | 33 | 4 | 3 | 0 | 0 |
| The school keeps my child safe | 76 | 62 | 42 | 34 | 3 | 2 | 0 | 0 |
| The school informs me about my child's progress | 65 | 53 | 53 | 43 | 3 | 2 | 0 | 0 |
| My child is making enough progress at this school | 63 | 51 | 52 | 42 | 5 | 4 | 0 | 0 |
| The teaching is good at this school | 67 | 54 | 53 | 43 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 59 | 48 | 54 | 44 | 10 | 8 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 65 | 53 | 53 | 43 | 5 | 4 | 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) | 51 | 41 | 62 | 50 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 47 | 38 | 66 | 54 | 5 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 55 | 45 | 45 | 37 | 7 | 6 | 3 | 2 |
| The school takes account of my suggestions and concerns | 43 | 35 | 67 | 54 | 5 | 4 | 2 | 2 |
| The school is led and managed effectively | 51 | 41 | 62 | 50 | 4 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 73 | 59 | 46 | 37 | 3 | 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 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 | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



27 May 2010

Dear Pupils

Inspection of Seymour Primary School, Crawley, RH11 9ES

Thank you for making the inspection team feel so welcome when we visited your school recently. We really enjoyed talking to you and listening to your views about the school. You told us that you enjoy school, learn a lot in lessons and you feel well looked after by teachers and other adults. We judged Seymour Primary to be a good school.

These are the things we think are good about your school.

- You behave well and have a good understanding of how to lead a healthy lifestyle and keep yourself safe.
- Adults in school take good care of you and check that you are doing well in your learning so you make good progress.
- Your teachers and other adults work well with people outside school to help you with your learning and development.
- Children from lots of different backgrounds get on well with each other.
- The governors help the headteacher and staff make sure you do well.

To help the school become even better, these are some of the things we have asked the headteacher, teachers and governors to do.

- Make sure that work in lessons helps everybody to learn as much as they can.
- Give you opportunities to show what you have learnt in lessons.
- Make sure marking in your books tells you how you can improve your work.
- Make sure that the youngest children make as much progress as they can.

You can help by continuing to come to school every day and working hard in lessons.

We wish you all the very best for the future.

Yours sincerely

Linda Pickles

Lead Inspector

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