

# Swiss Gardens Primary

## Inspection report

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<b>Unique Reference Number</b>	125914
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340868
<b>Inspection dates</b>	14–15 July 2010
<b>Reporting inspector</b>	Jon Carter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Lovegrove
<b>Headteacher</b>	Jackie Rawlings
<b>Date of previous school inspection</b>	12 December 2007
<b>School address</b>	Swiss Gardens Shoreham-by-Sea BN43 5WH
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and 12 teachers were seen. Meetings were held with pupils, a parent, representatives from the governing body and school leaders. Inspectors observed the school's work, and looked at school policies, planning documents, tracking information and data, minutes of the governing body and documents connected with arrangements for safeguarding children. Inspectors scrutinised 128 parental questionnaires as well as those from 110 pupils and 28 staff.

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

- how well teaching is ensuring that pupils make good progress through effective use of assessment, especially for boys in both reading and writing
- how effectively the school is reducing underachievement, especially for those with special educational needs and/or disabilities, through well-targeted provision and accurate tracking and monitoring
- how effectively the school is promoting good personal, social and emotional development in the Early Years Foundation Stage through a range of stimulating activities indoors and out.

## Information about the school

Swiss Gardens is a growing primary school. Since the last inspection, when it was known as Shoreham First School, the local authority has changed the age of transfer, and the school currently takes pupils up to age 10. It will have its first Year 6 pupils from next September. Pupils come to the school from a wide area and most are of White British heritage, with only a few pupils from other ethnic backgrounds. A lower than average number of pupils are eligible for free school meals. An average number of pupils have special educational needs and/or disabilities and most of these have speech, language and communication needs. The school holds the Activemark.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Swiss Gardens Primary is a satisfactory school. Pupils are well cared for, and good arrangements are made to keep them safe and help them feel secure, for example at times of transition into the school or between classes. Many parents commented positively on this aspect of the school's work, including one who noted: 'The school's strength is that it provides a happy environment for the children.'

Pupils make satisfactory progress overall during their time at Swiss Gardens and leave the school with average attainment. Lessons often ensure that pupils are actively involved in their learning, although there are inconsistencies in the quality of teaching. In some of the teaching, progress slows because there are not enough opportunities for independent learning, the pace of learning is not sufficiently challenging and assessment information is not used effectively enough to ensure that tasks set are fully matched to individual needs. Where teaching is good, learning activities are planned well to effectively meet the range of needs of pupils, and they make better progress. For pupils in these classes, there are indications that their attainment is improving.

A strong curriculum has been developed, in consultation with pupils, in response to the school's changing status from First to Primary. Broad themes allow effective links between subjects to be made and promote strong engagement and enjoyment for both boys and girls. Older pupils are encouraged to explore and investigate, for example when making vehicles in design and technology, which supports the development of the basic skills and confidence required to become independent learners and equip them well for their future.

Children in the Early Years Foundation Stage make satisfactory progress and benefit from well-resourced and good quality activities which effectively support all areas of learning. Children have satisfactory opportunities to develop their skills of independence but staff are not always effective in focusing them on learning because they do not always have a shared understanding of the purpose of some of the activities. Procedures for assessing children's development do not routinely use records of first-hand observations and consequently systems for evaluating progress are not sufficiently rigorous.

Self evaluation is broadly accurate. The school's leaders and managers have ensured that comprehensive tracking systems exist to record the progress of individual pupils. However, tracking data is not always sufficiently thoroughly analysed by senior staff and consequently, although self-evaluation procedures are satisfactory, they do not always provide a sharp enough focus on the detail of required improvements. This in turn means that governors do not always have sufficiently detailed information to enable

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them to make a full contribution to self-evaluation. The school's capacity for sustained improvement is therefore satisfactory.

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

- Accelerate the rate of pupils' progress through ensuring that all teaching is consistently of at least good quality by:
  - ensuring independent learning forms a significant part of lessons
  - closely matching the learning tasks set for pupils to their abilities
  - maintaining good pace of learning throughout lessons.
- Ensure leaders and managers at all levels, including the school's governing body, are accountable for pupils' improved progress by:
  - establishing a clear understanding of what represents good progress for all groups of pupils
  - regularly and comprehensively analysing information about pupils' progress, and sharing the outcomes with governors
  - rigorously evaluating actions taken to support groups of pupils, identified through this monitoring, who are at risk of underachievement.
- Improve the quality of learning in the Early Years Foundation Stage by:
  - making regular and frequent use of first-hand records of observations of children's learning to gather reliable assessment information
  - ensuring staff use assessment information carefully to make children's learning purposeful at all times.

**Outcomes for individuals and groups of pupils****3**

In lessons, pupils usually make at least satisfactory progress. In some lessons, pupils make good progress because learning is well organised and pupils' understanding is frequently checked. Progress is often better in English than mathematics because marking is more specific and pupils' responses help them improve their knowledge and understanding. Achievement is satisfactory and pupils generally enjoy their learning. Both pupils and parents describe lessons as 'fun'. Pupils with special educational needs and/or disabilities, including those with speech, language and communication needs, also make satisfactory progress overall because learning needs are identified early and appropriate interventions are put in place. Over time, pupils make better progress in reading than in writing and mathematics. Specific interventions, informed by accurate assessment, have improved boys' reading and writing. Overall, girls and boys achieve equally well in both.

Pupils develop good levels of personal skills at Swiss Gardens. Their behaviour around the school and in lessons is usually good and, at times, can be better than this. They feel safe because they know staff will listen to their concerns and help them if necessary. Pupils tend to eat healthily while at school as they have been given sound

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advice. They take part enthusiastically in physical activities, including PE and clubs, as well as making the most of the nearby grassed area which the school has recently obtained exclusive use of during the school day'. Pupils' attendance is broadly average and the rate of persistent absence is below national figures.

Pupils demonstrate good levels of spiritual, moral, social and cultural development through their knowledge and understanding of the expectations placed upon them by the school. They explore imaginatively and revel in the discoveries they make, for example while performing an 'excavation' as part of a history and literacy lesson. This kind of work, together with art and music, has also enabled a good level of cultural understanding to be secured.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils receive good quality care and most say that they enjoy school. One pupil illustrated this well by describing the school as their 'second home'. Staff have worked hard to ensure that the school remains a welcoming learning environment during the building works which were necessary following a change in the age of transfer in recent

<sup>1</sup> 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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years. Arrangements to support smooth transition into and through the school are particularly strong, especially the early preparation of Year 5 for secondary school. The school works effectively with external agencies to make sure that vulnerable children receive the support they need.

In lessons where pupils make good progress, teaching is characterised by good planning which effectively takes account of pupils' starting points. Learning intentions are made clear to pupils and teachers build well upon pupils' responses, for example in a Year 2 lesson where one boy's explanation of how to calculate the change from forty pence was written out by the teacher to reinforce the connections he made.

However, too many lessons are only satisfactory because teaching lacks pace and misses opportunities to promote independent work early on or explore and build upon what pupils know already. Marking does not take sufficient account of pupils' use of self-assessment, as shown by an example in a mathematics book where the pupil had used a number of red 'traffic lights' to show a lack of understanding of the topic, but no feedback was evident from the teacher to demonstrate what needed to be done. Consequently, in these lessons, pupils do not make the progress of which they are capable.

Curriculum plans are good and reflect the school's recognition of the need to develop a coherent primary curriculum which gives broad and balanced coverage. Information and communication technology is widely used by pupils to support their learning and to develop skills they will need through their school years and into working life. Subjects such as history and geography are well linked to basic skills of numeracy and literacy, while the school recognises that further development is still required in some subjects, such as design and technology, and religious education. Extra-curricular clubs are varied and mostly well attended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school's senior leaders' monitoring of the quality of teaching is accurate and there are sufficiently high expectations to bring about satisfactory learning across the school. Plans for school improvement are sound and suitably focused, reflecting the senior team's communication of its ambition for the school. In some areas, particularly in classes for older pupils, staff clearly demonstrate high expectations of themselves and of their pupils, but this is not seen consistently across the school.

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Since the last inspection, effective and secure systems for tracking the progress of individual pupils have been introduced. This ensures that pupils with special educational needs and/or disabilities are identified quickly and have appropriate interventions planned to meet their learning needs, where necessary with the successful involvement of outside agencies. School leaders do not, however, routinely collate and analyse this tracking information to ensure that they have an overview of the progress that different groups of pupils are making. This means that there has not been a comprehensive and verifiable evaluation of the impact of interventions for all pupils and this limits the effectiveness with which the school promotes equality of opportunity and eliminates discrimination.

Governors discharge their statutory duties, including those related to safeguarding pupils, effectively and provide useful support to the school. However, their contribution to self-evaluation and school development is restricted by the quality of information provided by the school's leaders. The quality of arrangements made for safeguarding pupils' welfare is good because of comprehensive policies which underpin robust checking procedures and good partnerships with outside agencies to support children and families who might be vulnerable.

The school has a good understanding of its context and recognises that the area it draws its pupils from does not reflect the diversity of the country as a whole. While plans are in place to develop provision to give pupils a wider experience of this diversity, the impact is currently limited and so the effectiveness with which the school promotes community cohesion is only satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills which are broadly in line with age-related expectations and make satisfactory progress overall. They make better progress in their development of knowledge and understanding of the world, but are not making as much progress in writing as they are in the other areas of learning. In lessons, children generally make satisfactory progress because relationships with staff are positive, there is an appropriate balance of activities chosen by the children or directed by the adults and there are opportunities for learning both indoors and out. Particularly successful activities, such as making a junk-model boat, allow a wide range of skills to be demonstrated. For example, one child who was fully engaged with this task was able to explain: 'I've already tested it and it floats... because it's polystyrene.' Conversely, children sometimes miss out on learning opportunities because staff do not guide them well through effective interaction and dialogue when they are participating in particular activities and do not always show sufficient flexibility in responding to children's needs and interests.

Children's personal, social and emotional development is satisfactory. They work co-operatively together and have strong relationships with adults and other children but staff do not always encourage a positive understanding of the need for appropriate behaviour through their dialogue with children. Opportunities are sometimes missed to further develop skills of independence through, for example, self-registration. In groups, most children maintain attention well. However, at times, classes are kept on the carpet for too long and this affects concentration and engagement so learning does not progress as quickly. Arrangements for safeguarding the children mirror the good quality seen in the school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Although some parents and carers have mixed views about the school, a large majority are positive. Parents were particularly pleased about the caring staff and the fact that their child was happy in school. However, some mentioned a need for more information about what their children were learning in school and how well they were progressing. A very small minority of parents raised concerns about the leadership and management of

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the school and the management of behaviour. While inspectors concur that there are aspects of leadership and management which could be improved, they judge that the school's inclusive approach to pupils with behavioural needs is positive and that teachers manage behaviour well where necessary. The areas that parents raised, both positive and negative, have been discussed with the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swiss Gardens 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 310 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	63	45	35	2	2	0	0
The school keeps my child safe	88	69	39	30	1	1	0	0
The school informs me about my child's progress	48	38	59	46	18	14	0	0
My child is making enough progress at this school	49	38	64	50	11	9	4	3
The teaching is good at this school	59	46	61	48	5	4	0	0
The school helps me to support my child's learning	47	37	61	48	16	13	4	3
The school helps my child to have a healthy lifestyle	50	39	40	55	6	5	2	2
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)	46	36	71	55	7	5	1	1
The school meets my child's particular needs	47	37	64	50	11	9	2	2
The school deals effectively with unacceptable behaviour	47	37	62	48	14	11	2	2
The school takes account of my suggestions and concerns	41	32	64	50	16	13	2	2
The school is led and managed effectively	52	41	54	42	17	13	1	1
Overall, I am happy with my child's experience at this school	76	59	43	34	5	4	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 July 2010

Dear Pupils

Inspection of Swiss Gardens Primary School, Shoreham-by-Sea BN43 5WH

Thank you for being so polite and considerate to us when we visited your school recently.

We think that Swiss Gardens is a satisfactory school. Everyone at your school cares for you and looks after you well. You have told us that you normally enjoy the lessons that your teachers plan for you because they are a mix of different subjects. You also told us that you would like to know more about how well you are doing in lessons. We think that the school helps you make satisfactory progress but we would like that to be even better. For example, your lessons can sometimes go too slowly and this means you do not always get enough time to show what you can do without your teachers' help. We also think that the teachers and governors who run your school need to have a more detailed understanding of how well different groups are making progress. We also think that children in the Reception classes can make faster progress.

To make your school better, we have asked your teachers to:

- help you make faster progress by teaching good quality lessons all the time
- make sure all the staff and governors know how well different groups of pupils are doing
- improve how well children do in the Reception classes.

You can help by making sure you ask your teachers how your work can be improved and following their advice.

Yours sincerely

Jon Carter

Lead inspector

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