

# Summerlea Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	131518
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	341154
<b>Inspection dates</b>	17–18 March 2010
<b>Reporting inspector</b>	Andrew Saunders

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Tubby
<b>Headteacher</b>	Brian Ball
<b>Date of previous school inspection</b>	18 March 2010
<b>School address</b>	Windsor Drive Littlehampton BN16 3SW
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 15 teachers and saw 17 lessons, as well as sessions with small groups. Inspectors met with senior leaders, staff and pupils, and spoke informally to parents and pupils. They observed the school's work, and looked at the school's analysis of data about pupils' attainment and progress, policies and procedures, curriculum planning, work done by pupils, records of meetings and monitoring of teaching. They also analysed the questionnaires received from 223 parents, as well as responses from staff and pupils.

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

- whether the school has maintained attainment at levels which are above average
- the progress made by pupils, particularly boys and those who are more able
- how effectively the teachers use assessment to adapt tasks for pupils, and whether senior leaders have ensured teachers are supported to do so
- the outcomes for children in the Early Years Foundation Stage.

## Information about the school

This is a larger than average school in an urban area, where there has been recent development of new housing. The proportion of pupils eligible for free school meals is lower than average. Most pupils are from a White British background; there are a very few who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average; these pupils include those with moderate learning difficulties, behavioural, emotional and social difficulties and speech, language and communication difficulties. A very few have physical difficulties. The Early Years Foundation Stage comprises two Reception classes. The school runs an after-school club. The school has a number of awards including Healthy Schools and 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?**

**2**

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

**2**

## Main findings

Summerlea has continued to ensure pupils are well looked after and have every opportunity to succeed. It is a good school where leaders and managers ensure that teaching is of a good quality and that pupils are provided with interesting opportunities to learn, so that most pupils reach standards which are above average. The Early Years Foundation Stage is exceptional; it provides the younger children with outstanding experiences and nurtures their development so that they develop the skills and knowledge they need to be independent, enthusiastic learners.

Many parents expressed highly positive views of the school. One expressed a common view:

'I am extremely happy with this excellent school. My child is excelling in every subject and the teachers are all wonderful, helpful and personable. I couldn't wish for a better school.'

The interests of the pupils are given great consideration and have a significant influence on the way the curriculum is planned. As a result, pupils are well engaged during lessons. However, the work planned for some of the most able pupils does not always challenge them enough. In the best examples seen, marking in books gives pupils a good indication of what they need to do to improve, but they are not given enough opportunities to respond to these comments. Teachers accurately identify where pupils need additional support and put in place appropriate arrangements to provide this. For example, pupils at the early stages of learning English, or with particular physical needs, receive expert support because of good partnerships with outside specialists. As a result, they make similar, good progress to other pupils.

The excellent relationships between pupils and adults give pupils a tremendous sense of security; they know there is always someone they can turn to if they are worried. They play and work well together and help each other to maintain outstanding behaviour, including outside of formal lesson times. They enjoy being very active during break times; along with many sports clubs and physical education lessons, this helped the school to achieve the Activemark. Pupils are proud of their school and make a great contribution to improving their environment and the lives of others, through fund raising and their care for the environment. For example, they are actively involved in developing and evolving the school travel plan. They demonstrate good awareness of the beliefs and cultures of others, which they enjoy sharing and celebrating. For example, pupils enjoyed trying foods from around the world at the special Easter breakfast; they were also impressed by the Diwali presentation. A pupil said, 'It was awesome, it was like walking into such a special place.' The accurate evaluation of the

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school by senior leaders means that they have a clear picture of the areas which need to be developed further. Along with their determination to provide the highest quality of learning experiences, this means that they have good capacity to bring about further improvements.

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

- Raise attainment further by ensuring all teaching is good or better, within a year, by:
  - providing all the more able pupils with more challenging work
  - giving all pupils opportunities to respond to marking.

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

Attainment at the end of Year 2 has remained above average, particularly in writing and mathematics. Inspectors observed the new programme introduced to improve reading and writing further and this is having an impact in lessons, so that attainment in reading is also rising further. At the end of Year 6, recent results in national tests have not been as high as previously, but remain above average. Work in lessons and the school's tracking data show that the level of attainment is rising again and most pupils make good progress. For example, Year 6 pupils produced impressive arguments for and against a range of ideas, communicating these through formal language. While data suggest that in some cohorts girls do better than the boys, this was not borne out by observations, where boys were enthusiastic participants and made at least as much progress as the girls. Pupils with moderate learning difficulties and those with speech, language and communication difficulties are helped by well-informed teaching assistants and make good progress. Targets are increasingly well used to help pupils know what they need to do next and in the best lessons, pupils evaluate their own work against clear criteria

Many pupils told inspectors how much they enjoyed learning at school and as a result, their attendance is good. They like the broad range of activities and opportunities the school provides for them, such as working cooperatively in teams. They have a particularly impressive grasp of moral issues, and often ask questions which demonstrate thoughtful insight. Many opportunities for reflection are provided and pupils make excellent use of these to demonstrate their respect for each other and the world around them. The pupil governors are elected to their posts and take these roles very seriously. They are sensitively supported so that they can be effective in expressing their views, discuss issues raised by the class councils and come up with viable solutions, which are often implemented by the school. For example, the way the playground buddies operate has been reviewed to ensure they are more available; rules to ensure harmony on the playground were adapted to suit new sports being played. Pupils know what they can do to stay healthy and actively participate in making good choices towards this, which helped the school to achieve the Healthy Schools award.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The school goes to great lengths to ensure each creative topic gets off to a good start, by providing excellent opportunities for active learning, such as the Egyptian archaeology and the Roman and Victorian experiences. This includes good links between different parts of the curriculum the pupils cover. Teachers provide appropriate tasks during lessons which are planned to develop the learning of most pupils. However, some of the most able pupils are expected to complete work that is not particularly challenging for them before doing more complex tasks.

During lessons, teachers give pupils opportunities to respond to questions and develop their views, and regularly check that work has been understood by using 'thumbs up' or a traffic-light system. Marking in books includes helpful comments, and in the best examples includes pupil, peer and teacher evaluation. However, pupils are not often enough given the chance to respond to marking and so miss out on these opportunities to reinforce their progress. Helpful partnerships ensure there is particularly strong provision in physical education and art. Visits also enhance the curriculum, such as the Years 5 and 6 residential trips, and the trip to parliament at Westminster.

<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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At different stages of their education, pupils are provided with careful support to help them make a smooth transition to the next stage of their learning journey. This care typifies the great lengths adults go to in order to make sure pupils are well cared for and that learning is fun. They also go out of their way to listen to pupils, which develops the strong sense of security the pupils feel. The after-school club provides a calm, relaxed environment for pupils who need to stay on, and the pupils say they enjoy being there. However, there are missed opportunities to engage pupils through more stimulating activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 dedicated leadership of the headteacher and senior leaders has ensured that issues are quickly and accurately identified and strategies put in place to tackle them effectively. As a result, the school has addressed the decline in attainment from the previously high levels in 2007. They have worked hard to ensure that the impact of staff changes over the past couple of years have been minimised and that the standard of teaching remains good. As a result of the involvement of a wide range of adults in developing the vision for the school, there is a strong sense of unity and purpose. Governors have been rigorous in providing the school with the support they need, and are not afraid to ask searching questions. They ensure that all statutory requirements are met, although they recognise that more could be done to audit and evaluate the impact of some of the policies and strategies introduced. Together with the school, they act effectively to ensure that the safeguarding of pupils is given the highest priority; at the time of the inspection all requirements were in place and effective.

Pupils with wide ranging learning and physical needs are given every opportunity to thrive and the school goes to great lengths to provide additional support where it is needed. The school ensures that pupils from different minority ethnic groups or cultures, or different abilities, are valued and free from discrimination. Equality of opportunity and understanding between pupils is promoted effectively. As part of this, the school helps to develop community cohesion, locally, nationally and globally, through a range of helpful partnerships, such as with a school in Wembley. It has begun to consider the impact of these strategies and aim to refine these further. Along with middle managers, senior leaders are reflective about what happens in the school and well focused on providing the best possible opportunities for the pupils. Consequently, the school is well

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placed to bring about further improvements and there is considerable determination to do so.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The strong and knowledgeable leadership in the Early Years Foundation Stage ensures that all the adults are very well focused on providing an exceptionally rich learning environment for children. Children join the Reception class with skills and knowledge that are similar to other children of their age. The staff work hard to know the children as individuals, and the positive atmosphere and excellent relationships ensure they settle quickly. There are extremely stimulating, lively and meaningful activities available because children are fully involved in planning their learning experiences. Children flow freely between the indoor and outdoor areas and learn equally as well in either, because all the areas of learning are well provided for in both. High quality observations by adults ensure that tasks and opportunities are carefully matched to the needs of every individual, providing challenge and ambitious expectations. As a result, children make exceptional progress, particularly in personal, social and emotional development and communication, language and literacy. The strong sense of shared expectations and purpose between adults and children means that children feel safe and well nurtured. By the end of Reception, they are very confident, independent learners, amply prepared for the next stage of their learning.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## **Views of parents and carers**

Parents expressed an overwhelmingly positive view of the school, both verbally and through the parent questionnaires. A very few commented that the school did not always react quickly enough to behavioural issues. Inspectors found that there are effective strategies in place to manage behaviour and that these are implemented with sensitivity to each individual situation. Pupils themselves are often found to help each other to resolve such situations. Parents who commented in the questionnaire indicated that they are happy with the school, particularly pleased with the teaching staff and that the school meets their child’s needs effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Summerlea 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 223 completed questionnaires by the end of the on-site inspection. In total, there are 417 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	168	75	52	23	2	1	0	0
The school keeps my child safe	187	84	36	16	0	0	0	0
The school informs me about my child's progress	147	66	72	32	4	2	0	0
My child is making enough progress at this school	150	67	62	28	8	4	0	0
The teaching is good at this school	164	74	56	25	1	0	0	0
The school helps me to support my child's learning	148	66	73	33	2	1	0	0
The school helps my child to have a healthy lifestyle	156	70	66	30	1	0	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)	131	59	81	36	2	1	0	0
The school meets my child's particular needs	142	64	71	32	8	4	1	0
The school deals effectively with unacceptable behaviour	140	63	76	34	5	2	0	0
The school takes account of my suggestions and concerns	118	53	95	43	6	3	0	0
The school is led and managed effectively	158	71	62	28	0	0	0	0
Overall, I am happy with my child's experience at this school	178	80	41	18	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



19 March 2010

Dear Pupils

Inspection of Summerlea Primary School, Rustington, BN16 3SW

Thank you for helping us when we visited your school recently and making us welcome. We enjoyed meeting so many of you and were pleased to hear what you thought about your school. You told us you think it is a good school, and we agree with you. There are many good things about your school and these are a few of them.

- By the end of Year 6, you have made good progress and do particularly well in your tests.
- The younger children get an excellent start to their learning journey, because the Reception class is very well run and effective.
- You told us that your teachers make lessons fun, and we could see that you enjoy your learning; this is partly because you help to choose the topics you study.
- We were extremely impressed with the way you behave so well and you help each other to remember what you should be doing.
- The staff look after you very well and you said you feel safe at school.
- You have good opportunities to help improve the school, through your class councils and the pupil governors. You have made some important changes which have helped.
- You show great respect for each other and you know a lot about what other people might think and believe.

Even though it is a good school, we have asked it to help you to do even better, by making the following improvements:

- Teachers should give you even more challenging work, particularly for those of you who sometimes find the work too easy.
- They should give you the chance to make changes to your work when they have marked it.

You should continue to do your best and work hard. Most of all you should continue to enjoy being such a positive part of your schooling.

Yours sincerely

Andrew Saunders

Lead inspector

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