

Summerlea Community Primary School

Windsor Drive, Rustington, Littlehampton, West Sussex BN16 3SW

Inspection dates

26–27 February 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Current pupils have gaps in skills and knowledge due to previous ineffective assessment systems and many changes in staff. Although leaders are now addressing this successfully, it is too soon for their actions to have improved pupils' outcomes sufficiently.
- Pupils' outcomes are not good enough. Too many pupils, including disadvantaged pupils, are not making enough progress from their starting points.
- Leaders and the local authority waited too long to make sustainable changes. As a result, pupils' progress remains below the national average.
- Many parents are positive about the school. They are confident their children are happy and safe and that they learn well. However, several parents feel that leaders do not communicate well and do not listen to their views.

The school has the following strengths

- Leaders have a comprehensive understanding of the school's strengths and weaknesses and are working tirelessly to ensure sustained improvement in pupils' attainment and progress.
- Children in the early years make good progress as a result of effective leadership and teaching. Children are happy and they thrive.
- All staff form good relationships with pupils. There is a culture of inclusivity and care. Pupils' conduct is good and their attitudes to learning are positive.
- Safeguarding processes are well established and effective.
- The quality of teaching and learning in the school is good. Misconceptions and gaps in knowledge, as a result of previous weaker teaching, are carefully addressed and pupils are making better progress.
- Recent appropriate changes mean that governors are now providing challenge and support for the school. However, it is too soon for these changes to have had a significant impact on outcomes.
- Middle leaders are enthusiastic and knowledgeable. They have had a positive impact on teaching and learning and are well supported by senior leaders.

Full report

What does the school need to do to improve further?

- Senior leaders and governors to strengthen leadership and management and improve outcomes for pupils by taking timely, precise actions that are based on careful evaluation.
- Continue to build on the recent positive changes and the capacity of middle leaders to sustain improvements in teaching and learning and overcome historic underperformance.
- Strengthen constructive relationships between senior leaders, staff and parents, and ensure a clear understanding of the reasons for change, the improvements this brings about and how they can all play a positive role in further developing the school community.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In recent months the headteacher and the deputy headteacher have taken robust action to address any teaching that does not meet the needs of all pupils. They have reorganised staff to create an effective middle leadership team whose members set high expectations. The new leadership team has provided professional development opportunities to improve outcomes. Newly appointed leaders have not yet had the opportunity to influence practice across the whole school, but recent changes in policy and practice have had a positive effect.
- Leaders and governors have recognised where there were weaknesses in the school and made judicious use of the support and advice offered by the local authority. As a result, the quality of teaching has been strengthened across the school and greater challenge and progress can be seen in pupils' books. However, support was not requested or offered early enough and pupils have not made enough progress from their varying starting points.
- Leaders check how well teachers' skills are developing and use this information effectively to refine the support given. Expectations are high and leaders share targets successfully with staff. Comprehensive support has been put in place where weaknesses have been identified; however, it is too soon to see if improvements are fully established.
- A broad, balanced and rich curriculum, carefully overseen by the subject leaders, is provided for pupils. Pupils talk very enthusiastically about the topics they have covered. A wide variety of cross-curricular links help engage pupils' interest and motivate them to learn. Pupils across the school were working on a 'Dragons' Den' project when inspectors visited. The activity encouraged pupils to work together, consider cost and profit margins, research ideas and communicate their ideas orally and in writing. The quality of work was high, and the pupils were motivated.
- Parental views of the school are predominantly good, but some parents expressed concerns about staff turbulence and leadership. Inspectors found that leaders work hard to move the school forward, and decisions are made with the safety, well-being and progress of the pupils as a priority. However, parents do not always understand the rationale or intended consequences of leaders' actions. As a result, some parents express frustration with certain areas of school life.
- Additional funding is used effectively to support pupils with special educational needs and/or disabilities (SEND). This includes the employment of skilled learning support assistants who work with individual pupils to support their varying needs. The inclusion team has a good understanding of the support that pupils need and works well with learning support assistants to provide this.
- The support of pupils' spiritual, moral, social and cultural development is a strength of the school. Assemblies encourage pupils to think about and discuss a range of values. High-quality displays in the school's environment provide further encouragement and celebrate pupils' achievements and responsibilities. Pupils are well prepared for life in modern Britain.

Governance of the school

- Membership of the governing body has changed significantly since the previous inspection. Governors know that standards have not been good enough since the last inspection. Recent reorganisation has resulted in improvements in the governing body's effectiveness. Documents show members are now able to hold the headteacher to account and have a better understanding of the school's finances.
- Governors visit the school regularly to monitor the initiatives and changes. Although they are well informed about teaching, learning and pupils' achievement, they are not yet linking specific school actions to improvements. Governors do not always have a full understanding of how the actions taken by leaders have an impact on the outcomes for pupils.
- The governing body monitors safeguarding effectively. Governors quality assure the steps taken by leaders to ensure that children are safe within the school and have a good knowledge of what this requires. Governors are aware of ongoing issues within the local community and have reacted appropriately to complaints and comments. They work hard to support the senior leaders and are ambitious for the school.

Safeguarding

- The arrangements for safeguarding are effective. All staff are provided with regular training about how to safeguard and protect pupils. Staff are confident in identifying risks and reporting any concerns that may arise. All staff, including lunchtime supervisors, receive high-quality training on recognising any potential signs of risk. They know what to do should they have any concerns. There is a comprehensive induction process for new staff to ensure that they know what to do.
- Checks on staff and other adults working in the school are rigorous. Governors are trained in safer recruitment and monitor policies and procedures to ensure that they are implemented effectively. The designated safeguarding leads make timely referrals for outside help when needed and ensure that these are followed up.
- Pupils say that they feel safe. They talk knowledgeably about how to keep themselves safe when using the internet and who they could approach if they were worried. There is additional support for families who are experiencing difficult circumstances and processes to support vulnerable pupils are effective.

Quality of teaching, learning and assessment

Good

- Teachers use their good subject knowledge to explain ideas clearly to pupils and they carefully question pupils. Teachers are quick to identify misconceptions and misunderstandings and then address these successfully. Teachers naturally model appropriate technical vocabulary and as a result, pupils confidently use the correct vocabulary.
- Pupils take real pleasure in learning and rise to the challenge of staff members' generally high expectations. They have pride in their work and presentation is good in

most classes. In Year 6, pupils were keen to share their sentences describing a New York scene: 'Citizens were swarming through traffic to get to their homes.'

- Learning support assistants provide high-quality support for pupils. They encourage pupils to apply their knowledge, giving just the right amount of help so that pupils solve problems independently. Teaching assistants are skilled in using a range of strategies to guide pupils and ensure that they remain calm and confident.
- In the recent past, pupils have not made strong enough progress in mathematics, reading and writing, especially by the end of key stage 2. Phase leaders have driven improvement with determination, and this is having a positive effect on teaching, learning and assessment. Evidence gathered during the inspection, including from the scrutiny of pupils' books, showed that good teaching is leading to an improvement in outcomes for pupils currently in the school.
- Teachers are beginning to use assessment information effectively to identify gaps in pupils' knowledge and skills in English and mathematics. Mostly, teachers plan tasks that meet the needs of their pupils. However, the most able pupils are not always adequately challenged in English and mathematics. As a result, the progress of this group of pupils is not strong enough.
- Staff can quickly identify different groups of pupils in their classes, but inspectors found that disadvantaged pupils were not making enough progress to catch up with their peers. Senior leaders commissioned an independent report and are working closely with staff to ensure that all pupils are ready for the next stage of their education.
- The wider curriculum enthuses pupils; they state: 'The Macbeth topic was amazing' say and that they enjoyed setting fire to the houses they made to imitate the great fire of London. Forest school motivates pupils to learn and they demonstrate a love of learning outdoors. Pupils can articulate previous learning and they work collaboratively across the curriculum.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Many pupils show a high degree of empathy for others and recognise that some of their peers find school and other situations difficult. Pupils are quick to give examples of how they can support vulnerable pupils to ensure that everyone enjoys school.
- Pupils show great enthusiasm and are keen to share their ideas and their thoughts. One pupil stated: 'The school has given me a lot more confidence.' Pupils are keen to take on responsibilities and talk with pride about their school.
- The detailed planning for Personal Social and Health Education has strong links to emotional literacy and citizenship. The work of the subject leader and other teachers clearly enhances the pupils' welfare and personal development.
- Highly positive relationships support pupils' emotional health well. Staff have given careful thought to how they can help pupils to learn how to manage their feelings and behaviour. For example, if pupils are feeling upset, they know that there are staff

members who will help them. Pupils know that their teachers listen to them and care about them. They feel valued.

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous and show consideration for one another as they move around the school. Pupils play together sensibly during playtimes. They are well supported by adults and follow routines well. Pupils say that behaviour is largely good, and this was demonstrated clearly during the inspection.
- Pupils know what it means to be a successful learner. In lessons, pupils are confident to share their opinions and show high levels of respect for the views of others. They settle to work quickly, and generally persevere with activities. They collaborate well, sharing ideas and resources sensibly. Occasional instances of low-level disruption are managed well by staff and cause minimal disruption to others' learning.
- Pupils like school and attend regularly. Attendance is in line with national averages. Senior leaders and the inclusion team continue to work at improving this by supporting individual families. Senior leaders are aware of a variation between groups and are proactive in tackling areas of concern.

Outcomes for pupils

Requires improvement

- The many changes of teaching staff, beyond the school's control, over the last three years have had a negative impact on pupils' progress in reading, writing and mathematics. Leaders and teachers have recently addressed this and there are early signs that pupils are now catching up. The work in pupils' books indicated that there have been some marked improvements in the quality of pupils' learning during the past months, but outcomes, particularly for the most able, are not yet good enough.
- Attainment in mathematics, reading and writing at the end of key stage 2 has been below national averages for the past three years. Through careful assessment and target setting, leaders and teachers have tackled this over the past year. There is now evidence that historical weaknesses are being overcome. The introduction of additional resources and a standardised approach to teaching are supporting this effectively.
- Pupils with SEND make typically expected, and sometimes better, progress from their starting points because teaching in class and in small groups supports their learning well. Experienced and dedicated learning support assistants ensure that pupils with SEND experience success and are included in all experiences.
- The most able pupils have not fulfilled their potential in recent years. In 2016, 2017 and 2018 the proportion of pupils achieving greater depth in reading and mathematics was below the national average at the end of key stages 1 and 2. Some teachers do not routinely provide the most able pupils with sufficiently challenging activities to enable them to make good progress in all classes.
- Pupils effectively learn how to use phonics skills to help them to read and write successfully. Pupils enjoy reading and make good use of the well-stocked library. Pupils

are keen to discuss how they choose appropriate books and how their teachers encourage them to read.

Early years provision

Good

- Children have a positive start to their education in early years because they are taught effectively by well-trained and enthusiastic staff. Activities are carefully planned to meet children's specific needs and ignite their interests. The early years team members are ambitious for all children to achieve well and be happy.
- Children are keen and enthusiastic learners. They take pleasure in showing their learning journals and can identify how they have made progress and improved. Children move confidently around their environment, carefully choosing activities and working together.
- Adults build strong relationships with parents. The early years team manages children's transition into the school very effectively and ensures that children and their parents are aware of the school's expectations and work well with staff. Parents of children in Reception Year are overwhelmingly positive about the school. They feel well informed about their children's progress and enjoy contributing to their children's ongoing success.
- In 2018, the proportion of children achieving a good level of development at the end of early years was less than seen previously and girls performed much better than boys. However, leaders' careful analysis showed that children made good progress from their starting points. The early years environment and curriculum design are carefully planned to appeal to both boys and girls.
- Reception children develop positive attitudes to learning. They are curious and able to concentrate for sustained periods of time. Adults skilfully extend children's learning through thoughtful questioning, encouraging children to think deeply as they play. The outdoor 'spa' area had caught the imagination of boys and girls and they were keen to take part and write price lists and bills. Staff have cleverly used an ongoing building project to inspire pupils to write warning notices, role play building and practise counting.

School details

Unique reference number	131518
Local authority	West Sussex
Inspection number	10058190

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

Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	The governing body
Chair	Bev Crowter
Headteacher	Helen Morris
Telephone number	01903 856783
Website	www.summerlea.w-sussex.sch.uk
Email address	office@summerleaschool.co.uk
Date of previous inspection	9–10 July 2015

Information about this school

- Summerlea Primary School is a larger than average-sized primary school. It is currently two-form entry but has additional classes in the current Year 2 and Year 5.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is below average. The proportion with education, health and care plans is below the national average. However, the proportion has increased over the past three years.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average.
- Since the last inspection, there have been many changes of teaching staff. The staffing structure was reorganised in September 2018.
- The school runs a daily after-school club.

Information about this inspection

- Inspectors observed lessons throughout the school, some jointly with the headteacher and deputy headteacher.
- Inspectors looked at a wide range of books from across the school with teachers and leaders from the school.
- Meetings were held with the headteacher, the deputy headteacher, middle leaders, subject leaders and the inclusion team.
- Inspectors attended after-school club and talked to pupils on the playground at break and lunchtimes.
- Inspectors met with three members of the governing body.
- Inspectors met with learning support assistants.
- The lead inspector met twice with a representative of the local authority.
- Several documents were scrutinised, including the school's own information about pupils' learning and progress, minutes of governing body meetings, the school improvement plan, the school's 'rapid action plan', plans relating to the support offered by the local authority and a local school, records relating to behaviour and attendance, and safeguarding information.
- Inspectors took account of the 250 responses to the Ofsted online questionnaire, Parent View including over 100 comments. They also met informally with parents and took account of letters and emails addressed to the inspectors.
- Inspectors spoke with staff and took account of their views.
- Inspectors listened to pupils read and met with groups of pupils and took account of their views.

Inspection team

Tracy Good, lead inspector	Ofsted Inspector
Stephanie Scutter	Ofsted Inspector
Kevin Parfoot	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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