

# Durrington First School

Salvington Road, Worthing, West Sussex, BN13 2JD

## Inspection dates

1–2 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently good across the school and so pupils do not make good enough progress in their lessons.
- Pupils' progress in learning to read in Year 1 is not consistently good. Not enough adults are skilled in teaching the links between letters and the sounds they make (phonics).
- Achievement in mathematics in Year 3 is too slow and pupils, especially the more able, are not making the rapid progress they should because expectations are not high enough.
- Work given to pupils is not always challenging enough and sometimes they are not moved on to new work quickly when they have understood the task in hand.
- Pupil premium funds are not used consistently well to help pupils eligible for such support to catch up with their peers.
- The system that tracks how well pupils are doing is not sufficiently understood by all staff. Teachers do not fully use the information to help planning and leaders are only now holding staff to account for their pupils' progress.
- School leaders, including governors, have too generous a view of the school's effectiveness, including the overall quality of teaching.
- Governors do not question leaders deeply enough about teaching, the way that pupil premium funds are used or the progress made by all groups of pupils.

### The school has the following strengths

- The Early Years Foundation Stage (Nursery and Reception) is good. The open-ended activities provide challenge, purpose and support good learning.
- Attainment by the end of Year 2 is good.
- Pupils feel safe and happy at school. They learn to help themselves and help each other.
- Pupils' behaviour is good and results from teachers' consistent use of rules and rewards, and from familiar routines in all classes.
- Pupils show pride in their work. It is well presented and they are eager to share it with others.
- Attendance has risen rapidly this year and is now well above the national average.
- Pupils' social development is rapid as a result of the carefully planned activities they are given in lessons, their own good behaviour and attitudes in play times, and the range of clubs and activities available to them.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons. In addition, they made a number of shorter visits to lessons and tutorial sessions.
- Inspectors held meetings with the headteacher, deputy headteacher and other school leaders and managers.
- Members of the inspection team held meetings with two groups of students, representing all age groups in the school. Discussions also took place with students informally.
- Additional meetings were held with the Chair and Vice-Chair of the Governing Body, and a discussion took place with a representative from the local authority.
- The inspection team observed the school's work and scrutinised documents, including the school's own evaluation of how well it is doing, the school improvement plan and statistical information regarding pupils' achievement, attendance and exclusions.
- There were 48 responses to the online questionnaire, Parent View, and 20 responses to the staff questionnaire. Additional comments were received from parents and carers.

## Inspection team

Rob Ridout, Lead inspector

Additional Inspector

Keith Homewood

Additional Inspector

Sue Hillman

Additional Inspector

## Full report

### Information about this school

- Durrington is much larger than the average-sized first school.
- The school entered into a hard federation with the middle school in April 2011. The two schools are led by the same headteacher and school leadership team. One governing body is responsible for both schools.
- The vast majority of the pupils are from White British, Irish, other White or mixed White backgrounds. The proportion from minority ethnic groups is broadly in line with the national average. The proportion who speak English as an additional language is well below average.
- The proportion of pupils eligible for the pupil premium is average. This is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- Around 10% of the children are disabled or have special educational needs. The proportion supported by school action and school action plus or with a statement of special educational needs is above national averages.
- There is a breakfast and after-school club open to both first and middle school pupils. Both operate throughout the week during term time.

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

- Improve pupils' achievement through embedding consistently good or better teaching by ensuring that :
  - information on standards and progress is accurate and used to provide pupils with work that is not too hard or too easy
  - pupils, especially those in Year 3, are provided with regular times to use and apply newly acquired mathematical skills
  - staff share effectively the best practices that exist within the school between current practitioners.
- Raise pupils' attainment in phonics by:
  - ensuring that all staff have the skills to ensure good phonics teaching.
- Strengthen the effectiveness of leadership and management by:
  - improving the accuracy of leaders' awareness of the school's strengths and weaknesses so they and teachers have a better understanding of the impact of their work
  - using detailed information about pupils' achievement more effectively to help teachers set priorities to improve learning
  - developing the role of leaders so they spend more time with teachers, modelling and coaching to improve learning
  - improving the expertise and effectiveness of governors in holding the headteacher to account, with particular reference to being able to analyse data for themselves so that they can ensure all pupils make good progress and that the pupil premium funds are used effectively.
- An external review of governance should be undertaken in order to assess how these aspects of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement. Pupils have not always made good progress over time because teaching is not consistently good. Best practices have not been fully shared between staff and securely embedded across the school.
- Teachers do not use assessment information well enough to plan the right work, especially in phonics and Year 3 mathematics. More-able pupils are too often given work that is too easy for them. For example, more-able pupils had to sit with others and practise sounds when they could easily read words and might have been better challenged trying to apply them to new words. In mathematics, the work in pupils' books shows limited opportunities to apply mathematical knowledge, for example in problem solving.
- In 2013, pupils who were supported by pupil premium funding made less than the average progress of their classmates. The gap between their attainment and that of their classmates was four times greater in mathematics, reading and writing. As a result of small-group work and individual support, this gap is closing in the current Year 2 classes.
- Results of the 2013 phonics check were above average. Despite a continued emphasis on letters and sounds work, the school has not been able to sustain this success and current Year 1 pupils are doing less well.
- In 2013, attainment at the end of Year 2 remained broadly average in mathematics, improved in reading and exceeded expectations in writing. School data suggest that progress for all groups of pupils, including those from minority ethnic groups, is stronger than in the previous year because of some significant interventions.
- Children start at the school with levels of skill that are well below those typical for their ages. They achieve well in the Nursery and Reception classes because their progress is watched carefully and staff use resources well to help children learn.
- Disabled pupils and those who have special educational needs make similar progress to other pupils in the school. Individual learning programmes ensure they receive specific and measurable targets which they are helped to meet.
- Pupils say that they feel they are making better progress than previously because they understand their work better. They also say they feel more confident, both in information and communication technology and in other subjects, because of the good use they now make of computers. Evidence in their books supports this view.
- Extra funding for sports means more pupils are taking part in after-school sessions, developing their gymnastic and ball skills successfully.

### The quality of teaching

### requires improvement

- Teaching is variable across the school, which means in some classes it is good, but in other classes it has less impact on improving pupils' progress. Teaching therefore requires improvement because teaching has not been good enough and so pupils do not make consistently good progress over time, particularly in mathematics in Year 3 and phonics in Year 1.
- Work does not always challenge pupils to achieve of their best. In mathematics, pupils are sometimes asked to repeat examples of calculations when they have clearly understood the work and are ready to move on. When work is not demanding enough for some pupils, their interest wanders and the pace of learning slows down.
- Most parents and carers believe their children are taught well. Staff in their survey agreed that they had guidance on what they needed to improve in their teaching, although some felt that they would benefit from additional support from leaders in further improving practices. Pupils who spoke to inspectors commented that they enjoyed their learning and they were particularly

complimentary about the teaching in physical education and writing.

- Teaching in the Early Years Foundation Stage is good. Sessions and activities are designed well. They have clear purpose and challenge, and help children make fast progress. The learning journals successfully track progress and the observations in the journals identify the next steps children must take to secure good and better outcomes.
- The outdoor provision for children in Nursery and Reception is particularly good. Activities are well designed and linked well to the topic for the day. Some children, for example, deepened their understanding about firefighters, while others improved their spatial awareness and judgement of distances on the school's cycle track. All appear happy, confident learners and develop good relationships with their peers.
- Learning in Year 2 classes is very effective. Work is carefully planned with lots of interesting tasks, stimulating resources and knowledgeable teaching. As a result, pupils enjoy their learning and extend their skills. They make rapid progress because the teaching is exciting, interesting, and the teachers have high expectations and demonstrate how to produce the high-quality work.
- Effective writing is well developed throughout the school. Pupils are now actively encouraged to reflect on their learning through the good use of questioning by teachers. Learning support assistants can be seen challenging and supporting the work of the children well.
- Teachers' marking has improved significantly since the last inspection. Some Year 2 and Year 3 pupils spoke confidently about the comments and feedback they now receive. They were clear about what they needed to do from the previous lesson, corrected their work and sometimes wrote comments back to the teacher. In these classes, the marking helped pupils make better progress than in the past.
- Pupils' spiritual, moral, social and cultural awareness is developed well through teaching. They share ideas and information sensibly, and learn about a variety of other cultures and religions. In assembly time, children come together to extend their knowledge of each other and of other religions.

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### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good around the school and in lessons. Staff adopt an assertive, calm and positive approach in all that they do, and use the rewards and sanctions systems consistently well to manage pupils effectively. Disruptions to lessons are extremely rare. Well-established routines help create a calm and well-ordered school in which pupils can thrive.
- Pupils have positive attitudes to their learning. This is evident in their eagerness to share and show their work, and in the neat presentation of work in their books and learning journals. They also like to appear smart in their uniform.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and happy in school. This is a view strongly supported by parents, carers and staff. Arrangements for child protection and safeguarding meet current requirements.
- Bullying is extremely rare and no exclusions or incidents of racist behaviour have occurred in the last year. This is because staff manage behaviour successfully and help pupils learn how to control their emotions such as anger. Pupils know about the different forms of bullying that might take place and are very confident that it would be dealt with if they encounter it.
- Pupils are well aware of how to keep safe. They understand the dangers of the internet and how to handle cyber-bullying on social media sites. One girl confidently said, 'I would defriend them and tell my mum or dad.'
- The school ensures that all pupils, particularly the most vulnerable, are well cared for. Pupils understand what makes for a healthy lifestyle and participate in physical activities including gym and football. The school ensures that those most in need of these activities are encouraged to take part and their progress is carefully evaluated.
- For the last three years, attendance has been broadly in line with the national average. This year, it is well above the average and is improving further as a result of the school's close work

with families and outside agencies, and following up absences rigorously.

- Disabled pupils and those who have special educational needs who have social or emotional difficulties are well supported by the school's learning support assistants to help build confidence and self-esteem.
- Behaviour is not outstanding because attendance is only average and attitudes towards learning are not exemplary in all classrooms.

## The leadership and management

## require improvement

- The headteacher and the Chair of the Governing Body are determined that the pupils should have the best teaching and provision. However, improvements have not been secured in all classrooms and so achievement is not yet consistently good.
- Senior and middle leaders have an overly generous view of the school's strengths and weaknesses. They check the day-to-day teaching in all classrooms to monitor pupils' progress. However, leaders and teachers do not always communicate fully to agree the next steps needed to secure improvements for all pupils. Too much reliance is placed on securing data for the new reporting system and the termly progress data it generates rather than all analysing it fully.
- The school has invested in training for all staff. The headteacher and school leaders have evaluated teaching across the school and implemented training for individuals as well as for the whole staff according to need. This training has been successful in raising the quality of teaching but because of changes in staffing, it has been slow to improve all teaching to good.
- A revised pay policy linking performance to pupils' achievement is in place, but it is now only part way through its first cycle and the impact of its implementation is not yet clear. Teachers are now more accountable for their pupils' learning and achievement.
- Senior and middle leaders, including governors, have successfully created a strong community spirit within the school. The curriculum is broad and interesting, although as yet it does not promote pupils' good achievement in all year groups. Pupils enjoy a wide range of interesting enrichment activities.
- The school has made good use of the extra funding for school sports, with the aim of reducing levels of obesity. Much has been invested in the outdoor play space which is proving very popular. Other monies have been used to provide for additional clubs and coaching. It is clear that more pupils than previously are exercising daily.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils are taught the right way to behave and the importance of working hard is reinforced by teachers in classrooms and in assemblies. Links with other schools, together with the study of other religions, ensure pupils gain a good insight into how others live.
- The school provides a strong measure of tolerance and respect as part of its good promotion of equality and tackling discrimination.
- The school values its links with parents and carers, who are very supportive of its work and clearly value the lengths it goes to, to care for their children. Almost all parents and carers who completed the school questionnaire said that they would recommend this school to others. This view was endorsed by many parents and carers spoken to before and after school.
- The local authority has continued to have little involvement with the school but has provided light-touch support to the school over recent years. It is aware of an improving picture at the school in many of its year groups.
- **The governance of the school:**
  - Governors give freely of their time, and are very supportive of the school and the work of leaders within it. They invest much time and energy into exploring improvements in the school.
  - They know about the setting of targets to help teachers improve their work and are aware of where there have been any weaknesses in teaching. However, governors have an optimistic view of teaching and the school's effectiveness. They have not held staff accountable enough for children's progress. For example, achievement through Year 3 is less rapid than in other

classes and the success of pupils' attainment on phonics is not yet consistently good.

- Governors know how the pupil premium funding is spent and how the primary sports funding grant is used. However, they have an optimistic view with regard to the impact of these grants on pupils' achievement.
- Governors have attended training sessions, such as those for exploring pupils' achievement. However, their understanding is not complete and they would benefit from support to enhance their understanding further. Governors ensure that safeguarding policies and procedures meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125862
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	442491

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	395
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ged Harbinson
<b>Headteacher</b>	Alison Cornell
<b>Date of previous school inspection</b>	10–11 October 2012
<b>Telephone number</b>	01903 260138
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