

Durrington Middle School

Salvington Road, Worthing, West Sussex, BN13 2JD

Inspection dates 1–2 May 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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:

- Achievement requires improvement because pupils' progress is uneven between classes, year groups and subjects.
- Pupils make slower progress in writing than in reading and mathematics.
- Too few pupils attain the higher levels in reading and writing. There are too few opportunities for pupils to practise writing at length.
- Pupils eligible for support by pupil premium funding make slower progress than other pupils in the school, particularly in writing.
- Improvements in the quality of teaching are not yet secure in all classes, leading to variations in pupils' progress.
- Expectations of pupils' work are not always high enough. Sometimes, the work set for pupils is too easy, particularly for the more able.
- Information about pupils' progress lacks precision and is sometimes inaccurate, so that leaders have an over-generous view of pupils' progress.
- Leaders are not checking pupils' progress rigorously or frequently enough. This results in a lack of clarity about which classes and groups of pupils require further support.
- Leaders and governors do not have a sufficiently accurate view of the achievement of those pupils eligible for the pupil premium.

The school has the following strengths:

- The quality of teaching is improving. In some classes, teaching is consistently of good quality, so that pupils make rapid progress.
- Standards in reading, writing and mathematics have risen steadily since 2011.
- Pupils make better progress as they move up through the year groups.
- Pupils who attend the Special Support Class make good progress.
- Pupils behave well and feel safe.

Information about this inspection

- Inspectors observed teaching in 18 lessons or part lessons, including six observations carried out jointly with senior leaders.
- Discussions were held with the headteacher, senior leaders, teachers, members of staff, parents and carers, pupils and a representative of the local authority. Meetings were also held with the Chair of the Governing Body and vice chair.
- Inspectors took account of the 56 responses to the online questionnaire, Parent View. Inspectors also took account of the 27 staff questionnaire responses.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors listened to pupils read and looked at their work during lessons, as well as looking at a sample of pupils' work provided by the school.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

John Worgan

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is above average. Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and children with a parent or carer in the armed forces.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils who have special educational needs supported through school action is above average.
- The proportion of pupils supported through school action plus is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a specially resourced provision (Specialist Support Class) for nine pupils with social and communication difficulties; eight pupils currently attend.
- Durrington Middle School is federated with Durrington First School, which shares the same site. The two schools have the same headteacher and governing body. Durrington First School was inspected separately at the time of this inspection.
- There is a breakfast club and an after-school club on site, both of which are managed by the school and were included in this inspection. Pupils from both Durrington First School and Durrington Middle School attend the clubs.

What does the school need to do to improve further?

- Increase the proportion of consistently good and better teaching in order to raise achievement, especially in writing, by ensuring that:
 - expectations of pupils' work are consistently high in all classes
 - the work set for pupils is sufficiently challenging
 - the pace of learning in lessons is brisk
 - pupils have regular opportunities to write at length
 - teachers regularly give good quality feedback to pupils so that they know what they have done well and what they need to do next to improve their learning
 - teachers have accurate information about pupils' progress and use this to provide effective support for all pupils, including those pupils eligible for pupil premium funding.
- Increase the impact of leadership and management, including the governing body, by ensuring that:
 - information about pupils' progress is accurate and shows how much progress pupils make in different groups, classes, year groups and sets
 - the progress made by pupils eligible to benefit from pupil premium funding is regularly checked.

An external review of governance should be undertaken in order to assess how this aspect 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 governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils make slower progress in some classes and year groups than others. This is because there are differences in the quality of teaching.
- Pupils' make slower progress in writing than in reading and mathematics. Pupils have insufficient opportunities to write at length, so that they are able to develop their writing skills and their ideas.
- Too few pupils attain the highest levels, especially in reading and writing. In 2013, the proportion of pupils attaining the higher levels was average in mathematics and below average in reading and writing, despite increases the previous year. The progress made by more-able pupils varies according to the quality of teaching. While they make good progress in some classes, they make slower progress in others where teaching is less effective.
- Pupils eligible for support by pupil premium funding make slower progress overall than their classmates. In 2013, their attainment was about a term behind pupils nationally in reading, one and a half terms in mathematics and two terms in writing. The gap narrowed in reading and mathematics but increased in writing.
- Pupils' progress is speeding up as the quality of teaching improves. Pupils make good progress in some classes, particularly at the top end of the school. Pupils make rapid progress during Year 7 because teaching is consistently good and sometimes outstanding.
- In 2013, pupils' overall attainment at the end of Year 6 was average, the highest it has been for five years. Pupils' attainment was average in reading, writing and mathematics. Inspection evidence indicates that improvements in pupils' attainment are likely to be sustained in 2014.
- Disabled pupils and those with special educational needs make good progress. This is because the inclusion leader keeps a close eye on the progress made by these pupils and provides good quality advice for teachers.
- Pupils who attend the Special Support Class make rapid progress. The teacher-in-charge knows the pupils' needs very well and regularly checks that the extra help provided is making a difference. These pupils play a full and active part in lessons in the school, as well as those in the Special Support Class.
- Pupils enjoy reading and discuss books with interest. They make most rapid progress in reading in those classes where teachers are very clear about what pupils know and what they need to learn next.

The quality of teaching

requires improvement

- Teaching requires improvement because there is not yet enough consistently good and better teaching to ensure that all pupils make good progress. Differences in the quality of teaching between classes mean that some pupils make slower progress than others.
- In some classes, teachers' expectations of pupils are too low and some of the work set is too easy, particularly for more-able pupils. The pace of learning is too relaxed and lacks urgency, so that pupils' progress slows. There are too many variations in the quality of pupils' work. Some teachers are too quick to congratulate pupils when the work they have completed is of poor quality and the marking is too brief to provide pupils with the guidance they need to improve their work.
- The quality of teaching has improved since the previous inspection. Some teaching is effective, particularly in the older year groups, and in these classes pupils make the most rapid progress. In those classes where marking is regular and consistent, and expectations are high, pupils take care with their work and make good progress. However, improvements are not yet consistent across the school.
- In mathematics, pupils benefit from regular opportunities to explain their thinking. This strengthens their confidence and their understanding of mathematical concepts. Teachers plan

lessons which are lively so that learning is fun and memorable. For example, one pupil enthusiastically recalled building a giant pyramid with her classmates in a mathematics lesson about shape and number.

- Teaching assistants provide positive and caring support for pupils, including disabled pupils and those with special educational needs. As a result, these pupils make similar or better progress than their classmates.
- In the Special Support Class, strong relationships, high expectations and effective use of specialist knowledge provide a secure basis for pupils' learning, both within the Special Support Class and in other lessons in the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and well behaved during lessons and break times. They move between lessons sensibly and promptly so that lessons start on time. Pupils say that behaviour has improved and that most pupils behave well, although a few let the others down at times. Most parents and carers who completed the online questionnaire, Parent View, consider pupils to be well behaved.
- Pupils' attitudes to learning are good. Pupils work together cooperatively and considerately and most are keen to get on with their work. Pupils with positions of responsibility, such as the 'school ambassadors' and members of the school council, are justly proud of the contribution they make to school life.
- The school's work to help keep pupils safe and secure is good. Pupils told inspectors that they feel safe in school and one said, 'We feel comfortable in school.' Attendance has steadily improved over the last three years and was average in 2013.
- Pupils know about different forms of bullying, such as cyber bullying and racism, and why it is harmful. They are confident about what to do if they have a concern and say that adults in school are quick to sort out any worries. One pupil said, 'My teacher is really cool; he understands.' Pupils are particularly well informed about e-safety and how to keep themselves safe when using the internet because the school provides regular updates and reminders. Discrimination is not tolerated.
- A small minority of parents and carers who completed Parent View expressed concerns about the way the school deals with bullying. School records indicate that incidents of bullying are infrequent and that appropriate steps are taken to address any concerns.
- The breakfast club provides a calm, orderly and enjoyable start to the school day for those pupils who attend.
- Behaviour is not yet outstanding because some pupils are not as well engaged in their learning as other pupils where the quality of teaching is less effective. While not disruptive, their progress slows as a result.

The leadership and management require improvement

- Leadership and management require improvement because leaders do not yet have a sufficiently accurate or rigorous view of the progress pupils are making in year groups, classes, groups and subjects. As a result, subject leaders and teachers lack the information they need to secure an accurate view of pupils' progress and this is hindering the pace of improvement.
- The headteacher has been instrumental in securing steady improvements in pupils' achievement over the past three years. However, variations in the quality of teaching and in pupils' progress remain.
- Procedures to manage teachers' performance are now more rigorous and expectations of teachers have increased. Teachers are keen to develop their practice further and work well together as a team. However, lack of information about how much progress pupils are making in each year group is slowing the drive to improve the overall quality of teaching.

- The inclusion leader has an accurate view of the progress disabled pupils and those with special educational needs are making because she checks their progress regularly and thoroughly.
- The school has used the primary school sports funding to support a range of initiatives. For example, a specialist teacher has been employed to teach gymnastics and dance, and equipment has been updated. A senior member of staff is responsible for checking how well funding is being used to raise pupils' achievement in physical education. Work has already begun with another school to develop systems for assessing pupils' progress.
- The local authority knows what the school needs to do to secure further improvements and has provided appropriate support. For example, training has been provided for the governing body, and a local authority representative has made regular visits to the school.
- Pupils enjoy school because subjects are taught in a lively and meaningful way. Events, trips and visits are used well so that learning is memorable. The curriculum is adapted well for pupils in Year 7 so that they are well prepared for the next stage in their education. The school's strong focus on developing pupils' personal skills is reflected in their good behaviour and mature attitudes.
- **The governance of the school:**
 - The Chair of the Governing Body is experienced and has successfully developed the role played by governors. As a result, they play an increasingly effective role in school development. For example, training has strengthened governors' understanding of how well pupils are achieving in relation to other schools nationally. However, lack of rigour in the way the school collects and analyses data on pupils' progress is slowing the drive to improve the school. For example, while governors know how additional funds, such as the pupil premium, are being spent, and which pupils are eligible, they are not yet evaluating the progress these pupils make as a group. As a result, they have an over-generous view of pupils' achievement. Governors know how salary progression is being used to reward and support teaching and are appropriately informed about the quality of teaching. Safeguarding procedures are robust and effective.

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

Unique reference number	125952
Local authority	West Sussex
Inspection number	442482

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	8–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Ged Harbinson
Headteacher	Alison Cornell
Date of previous school inspection	10–11 October 2012
Telephone number	01903 260761
Fax number	01903 691714
Email address	acornell@dfed.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

