

Willingdon Primary School

Rapsons Road, Willingdon, Eastbourne, East Sussex BN20 9RJ

Inspection dates	2–3 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school is a friendly, inclusive and welcoming community.
- Leaders and governors have successfully addressed the key areas of improvement identified during the previous inspection. The quality of teaching and learning has improved.
- Better teaching and assessment has lifted pupils' achievement at the end of all key stages. Standards are higher in reading, writing and mathematics than at the time of the previous inspection. As a result, Year 6 pupils are better prepared for the next stage in their learning.
- Pupils' attainment was much higher than the national average in all subjects at the end of Key Stage 1 in 2015.
- Teaching effectively equips pupils with competent phonics skills (letters and the sounds that they make). This helps younger pupils to read confidently and contributes to their good progress in reading and writing.
- Children in the early years are keen to learn and make good progress.
- Deaf pupils make rapid progress, both personally and academically.
- Leaders and governors give safeguarding procedures an extremely high priority. They rigorously check that arrangements are up to date and effective. As a result, pupils are very safe and secure.
- Teaching makes a strong contribution to pupils' spiritual, moral, social and cultural understanding.
- Governors have strengthened the role they play in the school's work since the previous inspection, ensuring that they continue to support and challenge school leaders effectively.
- Most pupils are polite and well behaved. They enjoy school and attend regularly.

It is not yet an outstanding school because

- Pupils do not make the rapid progress necessary in grammar, punctuation and mathematical problem-solving skills during Key Stage 2 to secure outstanding outcomes at the end of Year 6.
- A few teachers lack expertise to teach literacy and mathematics confidently at the high levels demanded by the new national curriculum.

Full report

What does the school need to do to improve further?

- Strengthen the teaching of grammar, punctuation and mathematical problem-solving skills during Key Stage 2 to reflect the increased expectations of the national curriculum and to secure outstanding outcomes at the end of Year 6.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, assistant headteacher and deputy headteacher work effectively together as a team, complementing their skills and strengths. They have improved the quality of teaching and learning since the previous inspection. They provide clear leadership and direction for the school.
- Leaders successfully promote a positive, inclusive and friendly atmosphere in school. Leaders have sustained pupils' good behaviour since the previous inspection. Staff work openly and constructively together to develop their practice, which is consistently good but not yet outstanding.
- Subject leaders have a more influential role in improving the quality of teaching and learning than at the time of the previous inspection. Tighter checks on the school's work mean they have an accurate view of the quality of teaching and can respond quickly to trends in achievement. As a result, subject leaders are more accountable for pupils' learning in their area of responsibility and have a clear view of what they need to do next.
- The curriculum is broad, balanced and interesting. Visits and visitors contribute very well to motivating pupils and extending their everyday experiences of learning. For example, the recent visit by an artist enabled every pupil in the school to produce a high-quality, atmospheric piece of art using a wide range of media on the theme of 'Winter Wonderlands'. Leaders ensure that science gives pupils an appropriate combination of scientific knowledge and practical experience to develop investigative skills. The school supplements learning with numerous clubs, such as chess, signing, art and running clubs. These are well attended and enhance pupils' enjoyment of learning.
- School life makes a strong contribution to pupils' spiritual, moral, social and cultural development and to their appreciation of British values. For example, topics and events such as 'Roman Day' increase pupils' understanding of British history, while assemblies provide quiet, reflective times in the school day for pupils to consider themes such as tolerance and trust. The school is an outward-looking community, supporting many charities and fundraising events to benefit people who are less fortunate.
- Leaders use pupil premium funds effectively to ensure that disadvantaged pupils make good progress. The assistant headteacher checks pupils' progress and well-being rigorously and so has a very accurate view of how well pupils are learning. He liaises frequently with colleagues and agencies to ensure that pupils receive extra help quickly when needed.
- Primary sports and physical education funds are used effectively to support the quality of teaching and learning. Specialist training for teachers has increased their knowledge about how to teach aspects of physical education, such as gymnastics, more confidently, so that pupils make better progress. Leaders have extended the range of sports events and opportunities available to appeal to a wider range of interests and more pupils are now motivated to take part in sport. For example, pupils in Years 3 and 4 participate in dance events, while boys and girls in Key Stage 2 enjoyed success in football competitions.
- Leaders have introduced more ways for parents to engage with the school since the previous inspection. They have provided workshops about phonics teaching, including guidance about how they can support their children's learning at home. Parents who spoke to the inspectors say that communication has improved and that events such as these are appreciated. They feel leaders are available and approachable, with some offering specific examples of occasions when small concerns had been followed up swiftly and successfully. That said, leaders are acutely aware that some parents have a more negative view of the school's work. They continue to work hard to ensure that parents have confidence in the school and have suitable plans in place to secure further improvements. A parents forum is scheduled to begin very soon, giving parents the opportunity to share their views regularly with senior leaders.
- The local authority is confident that the school is back on track and well placed to sustain and build on developments since the previous inspection. The extra support provided for the school following the previous inspection has been reduced, as the quality of teaching and learning has improved.
- **The governance of the school**
 - The governing body contributes effectively to the school's development and to ensuring that pupils achieve well. Governors support the school's work with a wide range of skills and expertise which are used to good effect to support and challenge leaders. They have strengthened their strategic role since the previous inspection. They have now restructured meeting arrangements so that all governors have a better view of the school's performance. This ensures that they are clear about improvements in the school's performance and know the next steps in the school's development. They

regularly meet with leaders to discuss how well different groups of pupils are learning and are well informed about the use of additional funds.

- Governors are proactive, confidently following up any queries which arise from discussions. For example, concerns raised by parents in the Ofsted questionnaire in the past were followed up with a questionnaire distributed by the governing body. This secured a much higher response rate from parents and indicated a more positive view than that suggested in Parent View. However, governors are not complacent and are determined to work with leaders to increase parental confidence.
- The arrangements for safeguarding are effective. Leaders give safeguarding procedures a very high priority. Leaders and governors rigorously check policies, records and procedures to ensure that they are suitable and well maintained. Policies, records and procedures are current. Policies are easily accessed via the school website, with paper copies provided when requested. Policies give parents, staff and visitors clear guidance about who to contact, and how, should a concern arise. Leaders provide good-quality training for staff and governors so that they are well qualified.

Quality of teaching, learning and assessment is good

- Teaching has improved since the previous inspection. Variations in the quality of teaching in Key Stage 1 identified at the time of the previous inspection have been eradicated. Better teaching and higher expectations during Key Stage 1 build strongly on children's good achievement at the end of the early years. Teaching continues to be effective teaching during Key Stage 2. Teachers and teaching assistants have high expectations of all pupils, including the most able and those pupils who have special educational needs or disability. They pay close attention to pupils' needs during lessons, adapting the work appropriately according to pupils' success and confidence. Specialist support makes a valuable contribution to pupils' learning and to the development of their personal and social skills, including for deaf pupils.
- Teachers give pupils regular opportunities to choose and read a wide variety of good-quality texts in school. They encourage pupils to read at home and, well supported by parents, pupils frequently practise reading. Effective training for teachers and teaching assistants has improved phonics teaching so that pupils are better equipped to read successfully and confidently.
- Teachers use high-quality texts well to promote pupils' reading skills and a love of reading. The newly refurbished and restocked library will soon be finished; it provides a bright, attractive and inviting place for pupils to enjoy books.
- Teachers give pupils regular opportunities to write about an interesting range of topics. They have higher expectations of the quality of pupils' written work than at the time of the previous inspection and pupils take more care with their work as a result.
- Teachers effectively use a range of approaches and resources to develop pupils' mathematical understanding and to enthuse them about learning. They make sure that pupils are able to use different techniques to tackle mathematics, including formal calculations, and give them regular opportunities to practise and refine their mathematical skills.
- While teachers are confident about teaching most aspects of English and mathematics, some are less secure when it comes to teaching aspects of grammar, punctuation and mathematical problem solving at the higher levels demanded by changes in the revised national curriculum.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Relationships are good throughout the school. Pupils work sensibly and companionably together in the classrooms and happily chat and play during breaktimes.
- Leaders give older pupils many opportunities to develop self-esteem and leadership skills by taking on roles of responsibilities. Pupils carry out their duties maturely and seriously. During the inspection several Year 6 pupils spoke clearly and confidently introducing and leading an assembly for 'World Book Day'.
- While pupils say they feel completely safe in school, a few commented that the behaviour of one or two pupils during lunchtimes has caused some concerns in the past. However, they also feel that behaviour has improved a great deal over the past year so that they feel secure and confident throughout the

school day. Most pupils who completed the Ofsted questionnaire say that they know who to speak to if they are worried, a view confirmed in discussions with pupils.

- While the large majority of parents who completed the Ofsted online questionnaire feel that their children are safe, a small minority disagree. Records and discussions with leaders, pupils and parents indicate that pupils are well cared for and safe. Robust procedures and targeted training have improved pupils' behaviour and sense of well-being, particularly during lunchtimes. However, leaders are not complacent. They continue to work with all staff, including mid-day staff, to ensure a consistent response to any misbehaviour.
- Pupils know some of the steps they can take to help to keep themselves safe. For example, they are knowledgeable about internet safety.
- Attendance rates have improved this year and are currently above the national average, following a dip in 2015.

Behaviour

- The behaviour of pupils is good. Pupils' views, behaviour records and leaders' checks on the quality of teaching and learning over time indicate that most pupils behave well during lessons and breaktimes. They move between classrooms and other areas of the school sensibly and quietly.
- The majority of parents who completed the Ofsted online questionnaire and most of those who spoke with inspectors during the inspection feel pupils are well behaved but a small minority disagree. Evidence during the inspection, including records of behaviour over time, indicates that most pupils are typically keen to get on in lessons and respond quickly to teachers' requests. Their positive attitudes and good behaviour contribute very well to their learning and progress.
- A small number of pupils have specific emotional and behavioural needs and sometimes find it harder to conform to school rules and expectations. Leaders, teachers and teaching assistants provide good-quality support for these pupils, with evidence of improved behaviour for individual pupils as a result. Leaders work closely with agencies, paying close attention to specialist advice and making sure staff are well informed about pupils' needs.
- Pupils told inspectors that bullying is not a concern and that adults deal with any worries quickly. This view was reinforced by parents who spoke with inspectors during the inspection. They said that there had been a few incidents in the past which caused concerns at the time but that this was no longer the case. School records indicate that leaders have responded promptly and appropriately to the infrequent incidents of alleged bullying which have occurred over time. There have been no racist incidents for several years.

Outcomes for pupils

are good

- Pupils make faster progress and standards have improved at the end of all key stages since the previous inspection. They make rapid progress in reading, writing and mathematics.
- Pupils develop a passion for reading. They learn how to read confidently and with increasing fluency as they move up through the year groups. By the end of Year 6, pupils speak knowledgeably about favourite authors and books. Standards in reading at the end of Key Stage 2 have steadily improved in recent years and were in line with the national average in 2015.
- Younger readers rapidly acquire secure reading strategies, including phonics, to help them when reading becomes tricky. The results of the Year 1 phonics check have steadily increased over the past three years and were above the national average in 2015. Better phonics skills at the end of Key Stage 1 have strengthened pupils' literacy skills during Key Stage 2. Standards in reading at the end of Key Stage 1 were above the national average in 2015, ensuring that pupils are well prepared for the next stage of their learning in Key Stage 2.
- Pupils make good progress in writing. They regularly write for a wide range purposes and subjects, developing a good understanding of how and when to use different styles of writing to suit the reader. However, their progress in developing grammar and punctuations skills during Key Stage 2 is a little slower than in other aspects of their writing. In 2015, pupils' attainment in writing was much higher than average at the end of Key Stage 1 but only average at the end of Key Stage 2.
- Over the past year, pupils have taken more care with their work, so that their work is increasingly well presented and tidy. Pupils' handwriting has also improved, which has increased the fluency and speed with which they write.
- Pupils make good progress in mathematics. They acquire an increasingly sophisticated understanding of

mathematical vocabulary. For example, younger pupils learn terms such as 'find the difference between' while the older pupils understand phrases such as 'find the sum of' and 'find the product of'. This gives pupils a secure foundation for their mathematical learning. However, some pupils in Key Stage 2 make slightly slower progress in applying this knowledge to solve mathematical problems. In 2015, standards in mathematics were much higher than average at the end of Key Stage 1 and average at the end of Key Stage 2.

- The most-able pupils make good progress. By Year 6, they read fluently and with expression. They relish opportunities to write and welcome the opportunity to tackle challenging mathematical tasks. In 2015, the proportions achieving the highest levels (Level 3 at Key Stage 1 and Level 5 at the end of Key Stage 2) were above average in all subjects at the end of Year 2. At the end of Year 6, the proportions increased in all subjects to above average in reading and average in writing and mathematics.
- Disadvantaged pupils' progress has increased during the past year so that they make the same rapid progress as their classmates from their various starting points. While the gaps in attainment between disadvantaged pupils and other pupils nationally increased at the end of both key stages in 2015, the work in pupils' books indicates that gaps are now narrowing in all years and subjects.
- Pupils who have special educational needs or disability learn well and make good progress, including those with hearing impairments. Effective teaching ensures that they develop a secure grounding in basic English and mathematics knowledge and skills. Deaf pupils participate fully in lessons, making similar progress to their classmates.

Early years provision

is good

- Effective teaching in the early years ensures that children continue to make good progress. Increasing proportions of children have achieved a good level of development at the end of Reception since the previous inspection. In 2014 and 2015 the proportions were above the national average. As a result, children are very well prepared for learning in Year 1.
- The small number of children eligible for support provided by pupil premium funds make the same good progress as others. In 2015, all children in this group achieved a good level of development at the end of Reception.
- Clear expectations, strong relationships and well-established routines contribute to the orderly, purposeful atmosphere in the Reception classrooms. For example, children know that they must sit at the table to eat their mid-morning snacks and do so independently and without fuss. All areas are safe and well supervised.
- Children confidently select activities from those provided and move sensibly between the different areas. Most concentrate well, often persevering to finish a task before moving on to the next.
- Children behave well and are keen to learn. They listen carefully to adults, learning from their good examples of how to relate to each other. Adults are caring and responsive to children's needs so that children feel secure and valued.
- Adults lose no time in making sure that children start learning quickly when they join Reception. They are alert to children's needs and quickly identify those who need extra help. Leaders give the development of speaking and language skills a high priority when children start in Reception. This helps children's rapid progress in literacy and social skills, as well as their self-esteem.
- Adults use good-quality, attractive, practical resources well to develop children's mathematical understanding. For example, they use cubes and number cards effectively to help children to order numbers and solve addition and subtraction problems. Children eagerly participate in an appealing range of activities, having fun while learning.
- The early years leader's enthusiasm inspires confidence in her colleagues. She has worked skilfully with the early years team to ensure consistently effective teaching during the recent expansion from two to three Reception classes. The early years leader provides good-quality support and training for her colleagues, which is carefully focused on rectifying the small differences in the quality of teaching.
- The early years leader frequently discusses and checks children's learning with her colleagues. She has established weekly team meetings so that everyone is well informed about children's progress and about future learning. Together, the team plans activities to move children's learning forward, paying close attention to their individual needs.
- The early years leader has increased links with parents over the past year, including greater use of technology to inform, advise and remind parents about how they can help their children at home.

- Parents who spoke with inspectors during the inspection are very pleased with the way that their children have settled into school and feel that they are getting on well.

School details

Unique reference number	114422
Local authority	East Sussex
Inspection number	10002387

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Co-chairs	Ian Saunders/Laura Carter
Headteacher	Judith Cooper
Telephone number	01323 482619
Website	www.our-school.net
Email address	office@willingdonprimary.co.uk
Date of previous inspection	7–8 November 2013

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is lower than that found in most schools. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and looked after children.
- Most pupils are White British.
- The proportion of pupils who have special educational needs or disability, including those with a statement or an education, health and care plan, is above average. Several deaf pupils receive support from an on-site hearing support facility managed by the local authority, which employs the specialist teachers in the facility.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides full-time, early years provision in three Reception classes. The number of Reception classes increased from two to three in September 2015.

Information about this inspection

- The inspection team observed learning in 23 lessons or part lessons, including nine completed with senior leaders.
- The inspection team held discussions with the headteacher, senior leaders, teachers, members of staff, parents and pupils. A meeting also took place with the Chair of the Governing Body and three other governors.
- The inspection team took account of 115 responses to Ofsted's online questionnaire, Parent View. In addition, they considered the views expressed by parents who spoke with them informally at the start of the school day as well as written comments from parents.
- The inspection team observed the school's work and considered a range of documents, including the improvement plan, information about pupils' progress, attendance and safeguarding policies.
- The inspection team looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They also listened to pupils in Year 2 and Year 6 reading.

Inspection team

Julie Sackett, lead inspector	Ofsted Inspector
Rosemary Beattie	Ofsted Inspector
Rosemary Keen	Ofsted Inspector

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