

Inspection of Durrington Infant School

Salvington Road, Worthing, West Sussex BN13 2JD

Inspection dates: 20 and 21 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

This is a friendly and inclusive school. The individuality of each pupil is celebrated. Pupils enjoy their learning. As one pupil put it, 'Everyone's goal is to be really clever.' Pupils now learn to read well from a recently improved phonics programme. They also learn well in some other subjects. However, pupils do not yet acquire the full range of knowledge and skills that they need in every subject to be prepared for key stage 2.

Pupils conduct themselves in line with the high expectations that staff set for them. Pupils enjoy earning 'Durrington dosh' in recognition of good behaviour and academic successes. Some spend this on rewards in the shop. During social times, pupils play cooperatively, guided by the young leaders who come over from the junior school.

Pupils feel safe in school. Leaders take particular care to support pupils' and their family's well-being. The 'community hub' provides a safe space where expert guidance and support are offered. Pupils mirror this care, showing kindness towards each other. Some pupils consider that bullying occasionally happens. Despite this, they are confident that staff listen and support them with any worries they may have.

What does the school do well and what does it need to do better?

In recent years, the pace of change to review and improve aspects of the school has not ensured that pupils can achieve well across the full curriculum. The professional development leaders have planned has led to some improvements. This includes improving reading. However, it has not yet had the desired impact of ensuring the curriculum is well planned across all subjects and age groups. In some subjects, the vision for what leaders want pupils to learn is not well defined. Governors have started to better hold leaders to account for school performance. However, currently, there are no clear systems in place to ensure key policies and practices are consistently reviewed.

In some subjects, such as English, mathematics and physical education, the knowledge that pupils should learn is well planned. It is ordered in a way that helps pupils to build their understanding systematically over time. Teachers have the required subject and teaching knowledge to help pupils to learn well. However, this is not replicated in several other subjects. In some areas of the curriculum, the breadth of knowledge that pupils should learn is not planned or taught effectively. Teachers do not always check what pupils know and understand. Therefore, in some subjects, pupils, including those with special educational needs and/or disabilities (SEND), do not learn as well as they should.

Leaders have prioritised improving how well pupils learn to read. They have recently introduced a new phonics programme. Comprehensive staff training has ensured that this is taught well. During phonics lessons, pupils learn effective strategies to

sound and blend words. Teachers routinely scan the room, checking how well pupils are doing. They pick up on misconceptions quickly and correct pupils accordingly. The books that pupils read are well matched to the stage of reading that they are at. Consequently, most pupils are learning to read well.

Children get off to a good start to their schooling in the early years setting. The curriculum planning is well developed. Staff prioritise developing children's understanding of physical health. Children develop secure knowledge about how food and exercise keep them healthy. Children also quickly acquire other key skills such as how to use electronic devices that enhance learning. The early years provision helps children to be prepared for key stage 1.

Teachers identify the individual needs of pupils as early as possible. Leaders have a determination to overcome potential barriers to learning for pupils with SEND. Many pupils get the extra support that they need to develop their language and communication. Staff interact skilfully with children to broaden their vocabulary. In many subjects, pupils with SEND benefit from targeted support. Teachers adapt learning to their needs. This includes providing further opportunities for pupils to practise applying what they have learned. This allows these pupils to have the same opportunities to learn as their peers.

Staff have high expectations for pupils' behaviour. The ethos of the school permeates across all classrooms. Leaders place great importance for the whole school community on the values 'windmill'. This prominently displays the school's values such as care and respect. Pupils live up to these expectations by being kind and treating each other fairly.

Pupils value the opportunities to pursue their interests. There are a wide range of clubs and activities available to them. Pupils have an understanding of how to preserve their mental health. Leaders recognise the need to further improve the school's personal development programme to ensure pupils have the knowledge they need in preparation for future life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular, high-quality training to ensure staff have the up-to-date knowledge they need to keep pupils safe. This ensures that they can spot signs of harm. When staff do raise concerns, leaders take effective action. They secure the help that pupils need to keep them safe. The employment checks that leaders complete are suitably thorough.

Through the school's safeguarding curriculum, pupils learn effective strategies to keep themselves safe. This includes when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not yet ensured that teachers always know the breadth and depth of what needs to be taught. This means that pupils do not always benefit from learning the key knowledge they need to progress to key stage 2. Leaders need to ensure that across all foundation subjects the steps of knowledge that pupils should learn are coherently planned and delivered effectively.
- Teachers do not always check that pupils have learned the intended curriculum as well as they should. This means that teachers do not have the information they need to adjust future curriculum planning. Consequently, pupils do not achieve as well as they could. Leaders need to ensure teachers have the expertise they need to ensure pupils learn well and are fully prepared for their next stage of learning.
- Leaders, including governors, have not ensured that key policies are considered and reviewed appropriately. Leaders need to ensure statutory policies are reviewed and assure themselves that these policies are known and understood by all staff.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	125862
Local authority	West Sussex
Inspection number	10240293
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	304
Appropriate authority	The governing body
Chair of governing body	Natalie Tierney
Headteacher	Sara Ensor and Zoe Wilby (Co-headteachers)
Website	www.durringtoninfantjunior.co.uk
Date of previous inspection	23 and 24 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school is led by co-headteachers. Durrington Infant and Junior Schools were federated in April 2011. The two schools share the same governing body.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The lead inspector met with governors and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics,

geography, physical education and computing. To do this, they met with subject leaders, visited lessons and spoke to teachers. They looked at curriculum plans and pupils' work. They met with pupils to discuss their learning.

- Inspectors also met with subject leaders for design and technology and art and design. Within these meetings, they looked at curriculum plans and pupils' work.
- Inspectors scrutinised safeguarding arrangements, including the school's single central record of recruitment checks. They sampled a range of safeguarding documentation. Inspectors also spoke to a variety of staff to check how well safeguarding referrals and systems work.
- Inspectors observed pupils around the school site during breaktimes.
- Meetings were held with groups of pupils and staff to hear their views.
- Inspectors considered the responses to the confidential Ofsted survey for staff and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector	His Majesty's Inspector
Catherine Cottingham	Ofsted Inspector
Alan Derry	His Majesty's Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023