

# Inspection of Willingdon Primary School

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

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Inspection dates: 4 and 5 June 2024

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils are proud of their school and of the work they produce. They know that their own contributions to the school community are valued. They also know that their school has improved in many ways over the last two years. Pupils in key stage 2 talk keenly about how teachers expect much more than they did in the past, while trying to make learning enjoyable at the same time.

This is an inclusive school. Pupils are welcoming to newcomers. Those with special educational needs and/or disabilities (SEND) do well because staff and pupils alike are considerate of their needs. Pupils who are registered at the school's specially resourced provision for pupils with SEND (specially resourced provision), spend most of their school day in classrooms alongside their peers. Aspirations are equally high for all pupils, no matter what their barriers to learning are.

Pupils behave very well here because expectations are high, and the curriculum engages them well. Instances of poor behaviour have reduced significantly. Pupils themselves disapprove of any distractions to their learning. Meanness is frowned on. Classroom visits across the school showed inspectors that pupils now spend a lot of time working together productively, though achieving well as individuals.

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

This is a school that has changed significantly since the last inspection. Oversight from those in positions of governance is sharper. Expectations of what pupils can achieve have been ramped up considerably. The curriculum has been reviewed and renewed from top to bottom. Children in Reception also benefit from a curriculum that has evolved to meet their needs better. Leaders at all levels have worked hard together to make meaningful connections so that pupils make good or better progress through a curriculum that is well sequenced and resourced from early years through to Year 6.

Curriculum subject leaders have stepped up to the mark in recent times. As a result, pupils enjoy their learning across a range of subjects. They are equally enthusiastic about geography and physical education (PE) as they are about music and science. Pupils value the enrichment opportunities that staff provide to bring their learning to life. A group talked eagerly to the lead inspector about a recent trip to a local river to study erosion. Other members of the inspection team were impressed with pupils' knowledge and understanding of Italian musical terms, as well as with different groups of Year 6 boys practising their lines and the songs for their upcoming production during their break.

Reading has a high profile here. The school is working hard to develop pupils' awareness and love of books and the written word. Pupils are beginning to recall the books they have read and talk confidently about the authors they prefer. Work to develop pupils' early reading skills has also been a focus in recent times, though

some staff are not as skilled in the way they implement the school's chosen phonics programme as others.

The school has a systematic approach to teaching mathematics. Pupils are developing their mathematical knowledge and skills in small steps, though making big strides in their understanding and enjoyment of how numbers work. Pupils with SEND are supported well across the curriculum, including in mathematics lessons, where carefully adapted tasks and skilled support staff make all the difference to the progress disadvantaged pupils make.

The early years foundation stage caters for children's needs well. Staff have a clear understanding of what is working well and what areas they need to work on to make the provision even better. Parents are particularly confident about the school's early years provision and the vast majority of those who responded to Ofsted Parent View expressed positivity about all aspects of the school.

Pupils' personal development stands out as a strength here. There is no doubt that the vastly improved behaviour and excellent attitudes to learning that pupils now display is in no small part due to this. Levels of nurture are high. Supporting pupils' physical and mental health and well-being is given high importance. All staff understand this approach. Some are additionally qualified and experienced to support pupils who need extra care and understanding to succeed.

Aspects such as developing pupils' awareness of different cultures and faiths have a high priority. Children in Reception benefit from the start of a bespoke careers programme that builds as they move through the school. Older pupils understand about the potential dangers when online or in the world outside of school. Much of this work is tailored to local contextual issues and is preparing pupils well for their next steps in education and life beyond Willingdon.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- On occasion, some staff do not implement the school's early reading programme as consistently as they might. When this is the case, the quality of phonics teaching is variable. This means that not all pupils benefit from the highest-quality phonics teaching they require. This is especially the case for pupils who need additional support because they are struggling with reading. Leaders need to ensure that the school's phonics programme is delivered with the highest degree of fidelity possible in all phases of the school and by all staff who teach pupils to read.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	114422
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10287858
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laura Carter and Natalie Greenaway
<b>Headteacher</b>	Gemma Roxburgh
<b>Website</b>	<a href="http://www.willingdonprimary.co.uk/">www.willingdonprimary.co.uk/</a>
<b>Dates of previous inspection</b>	21 and 22 September 2021, under section 5 of the Education Act 2005

## Information about this school

- The school provides a base for the Deaf Support Facility (DSF). This is a specially resourced provision for pupils with serious hearing impairment. It is staffed by the local authority. Pupils who attend the facility are on the school roll and are fully included in the school's classes.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with leaders at all levels, as well as teaching and support staff. The lead inspector met with the joint chairs of the

governing body and two other governors. He also held a telephone conversation with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector heard some pupils read to a known adult. Inspectors also discussed the curriculum in some other subjects with leaders.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of parents, leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Pupils were talked to throughout the inspection to gain their views about the school. Inspectors also talked formally to two representative groups of pupils.
- Inspectors considered the views of parents submitted through Ofsted Parent View. The views of staff were also considered through Ofsted's staff survey.

### **Inspection team**

Clive Close, lead inspector

His Majesty's Inspector

Louise Lythgoe

Ofsted Inspector

Stephen Jackson

Ofsted Inspector

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Store Street  
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