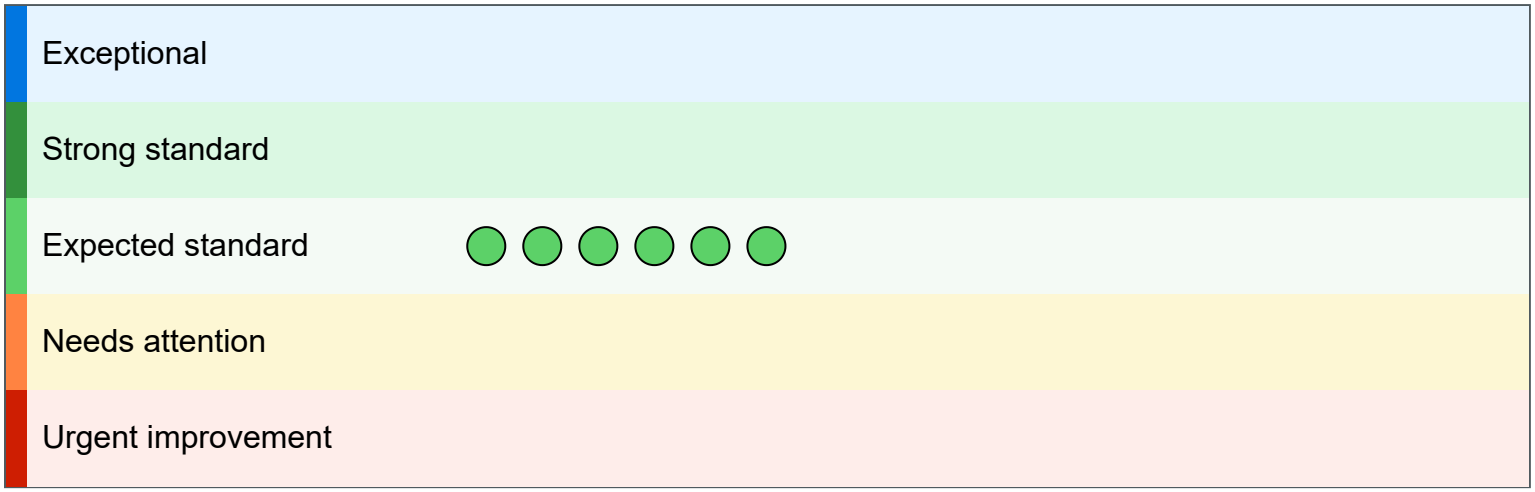
Durrington Junior School

Address: Salvington Road, Worthing, West Sussex, BN13 2JD

Unique reference number (URN): 125952

Inspection report: 15 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils generally achieve well in national tests. This has improved steadily over time. Pupils' work shows that they build on prior learning and generally apply this knowledge confidently in their work. The vast majority of pupils spoken to can discuss their previous learning accurately. Pupils with barriers to learning typically make clear progress from their starting points.

On the whole, pupils are well prepared for their next steps. They typically develop the skills and knowledge they need. For example, they can use a range of subject-specific language accurately. Pupils' positive results in English and mathematics demonstrate this progress. However, pupils' achievement in a small number of subjects is less positive. Leaders recognise this and have begun to address this effectively. The quality of pupils' handwriting and the accuracy of their spelling and recall of key number facts is varied. However, work in books shows that this is improving relatively quickly.

Attendance and behaviour

Expected standard

Pupils generally attend well. Attendance is in line with national averages and is improving over time. Leaders have prioritised securing these improvements. They know which pupils may need additional help to attend well. Leaders develop this knowledge through detailed tracking and analysis. This helps them to identify concerns and intervene before absence becomes entrenched. Leaders know the pupils' families very well and provide them with the help they need. This typically has a positive impact and helps pupils to improve their attendance over time. This is evident in the recent improvement of attendance for disadvantaged pupils.

Pupils are kind and friendly. They play happily together at breaktimes and move sensibly around the school. Pupils have very positive attitudes to learning. This creates a deeply purposeful atmosphere. Staff have high expectations of pupils. They forge positive relationships with pupils and consistent routines in class. As a result, pupils' behaviour is excellent. This creates a very calm and orderly environment.

Leaders demonstrate a detailed understanding of behaviour. They analyse behaviour carefully. This allows them to deal with rare incidents, such as bullying, proactively. This helps pupils to feel happy and safe in school. The school offers a wide range of support for those pupils who need additional help to behave well. For example, pupils in the 'gateway' have targeted interventions to develop positive behaviours for learning.

Curriculum and teaching

Expected standard

Leaders have used their detailed understanding of the school to develop an increasingly ambitious curriculum. They match this closely to the needs of pupils. Leaders have clearly identified the skills and knowledge they want pupils to learn. The curriculum helps pupils to deepen their understanding over time.

Teachers have secure subject knowledge. They explain learning clearly. Teachers generally design tasks that help pupils to apply their learning confidently. However, occasionally they do not provide pupils with these opportunities to apply their learning as effectively. Staff know the pupils well. Generally, this helps them to adapt learning to meet the needs of pupils effectively. Occasionally, these adaptations are less precisely matched to pupils' needs. In these instances, pupils do not always learn as well as they could.

Teachers check pupils' understanding skilfully. This helps them to address potential misconceptions swiftly. They ensure that pupils have the help they need to fill gaps in learning. For example, leaders recognise that some pupils need additional help with spelling and handwriting. Teachers have begun to provide pupils with the help they need to develop these essential skills. Pupils benefit from a well-designed reading programme. Those in the early stages of reading have the help they need to become fluent and confident readers.

Inclusion

Expected standard

Leaders have a precise understanding of pupils' needs. They use comprehensive strategies to identify these needs swiftly. Leaders communicate potential barriers to learning accurately with staff. Staff use this information to plan a range of adaptations to learning. They generally apply these skilfully and accurately. However, at times, the support pupils receive is less precisely matched to pupils' needs. This occasionally limits the impact of these strategies.

Leaders monitor the impact of their inclusion work systematically. This helps leaders to meet emerging needs effectively. The school also provides a range of well-designed additional provision for pupils with the most complex needs. For example, pupils in the specialist resourced provision receive skilled ongoing support. This helps them to engage positively with mainstream lessons. As a result, pupils with barriers to learning typically make clear progress from their starting points.

Leaders know disadvantaged pupils and those known to social care very well. They have designed a clear strategy to use additional funding effectively. Leaders use well-established processes to identify the additional barriers these pupils may face and swiftly provide appropriate support. This includes effective partnership work with external agencies to help these pupils thrive. Leaders ensure that staff have the knowledge they need to address any potential barriers to learning. Staff generally know the needs of pupils and address them effectively.

Leadership and governance

Expected standard

Leaders know the school very well. They have used this knowledge to identify appropriate priorities and communicate these to staff through their well-designed staff training programme. Leaders have high ambition for all. While their work does have a significant impact, they remain keen to achieve more, for example to secure continued improvement in attendance. Leaders work positively with external agencies to reflect on their own practice. They use these links to develop provision within the school. For example, this has helped to strengthen subject leadership over time. Leaders use research thoughtfully to inform the wider professional learning that all staff benefit from. Staff are very positive about the school.

They feel well supported by leaders. They also feel that leaders value them and prioritise their wellbeing. This helps them to feel an important part of the school community.

Leaders communicate their vision convincingly. This helps them to work positively together in the best interests of pupils. Leaders enhance this with their deep understanding of the local context. They adapt the vision to reflect the changing needs of the community, for example developing the community hub to support families. Parents and carers are overwhelmingly positive about the school. One parent said, 'I wouldn't want my children going anywhere else.' This is a view shared by many.

Governors have worked hard to improve their understanding of the school. As a result, they now have detailed oversight. This helps them to offer appropriate challenge. Governors are highly dedicated. They undertake their statutory duties carefully, including ensuring a secure understanding of how the school uses additional funding to support disadvantaged pupils.

Personal development and wellbeing

Expected standard

Leaders prioritise pupils' personal development. They have developed an ambitious programme that extends pupils' learning far beyond the classroom. Leaders use their precise knowledge of the school's context to match this programme closely to pupils' needs. For example, some pupils have limited experience of cultural activities. Leaders ensure that all pupils benefit from annual trips to cultural venues. They enhance this further with carefully selected visitors into school. Leaders also ensure that pupils learn the skills and knowledge they need to be well prepared for their life beyond Durrington. They prioritise this through well-planned weekly assemblies about values.

Leaders have matched the school's well-designed personal, social and health education programme carefully to pupils' wider needs. Pupils learn essential skills they need such as how to stay safe online or in the local community. However, while pupils do develop detailed knowledge of some of the crucial content, such as positive relationships, this is less detailed in other concepts, such as democracy. Pupils are respectful of difference and celebrate diversity in school and beyond. They are generally well prepared for life in modern Britain.

Pupils have ample opportunities to develop their skills and talents. They engage positively with a range of clubs. Pupils can develop these talents further by representing the school in a variety of ways. These include successful sports teams and choir performances in the local community. Leaders ensure that all pupils have access to the full range of activities and carefully analyse pupils' participation. They ensure that all pupils benefit from the high-quality offer. The school provides pupils with a range of opportunities to develop important skills of leadership. Pupils enjoy these opportunities. They are keen to contribute to the school community.

The skilled pastoral team works positively with pupils and their families to break down potential barriers to wellbeing. This helps pupils to share their concerns and learn strategies to manage their own mental health effectively. This helps pupils to thrive in school and beyond.

What it's like to be a pupil at this school

The school has forged a deep sense of community among its pupils. This helps to create a positive school environment. This is evident in the calm atmosphere in classrooms and warm greetings pupils share with staff and visitors. Pupils contribute to the community in a meaningful way. They behave very well. Pupils are caring and respectful. They show high levels of courtesy and enjoy receiving rewards for their positive behaviour. As a result, the school is a happy and positive place. This is evident in the lively breaktimes where pupils play together kindly. Pupils have positive relationships with staff. They know that staff will address any issues they have. Pupils feel that bullying is rare. They know that staff take any incidents seriously. This help pupils to feel happy and safe.

Pupils feel a deep sense of belonging. They demonstrate this in the positive way they discuss the school and through their improving attendance. They are proud to attend and keen to help each other. For example, pupils act as bank staff to help pupils track their ‘Durrington Dosh’ for excellent behaviour. They also help to welcome pupils who speak English as an additional language in their roles as ‘young interpreters’. Pupils enjoy these roles and understand how they help them to embody the school values, such as ‘care and respect’.

Pupils are eager to learn. They listen carefully in lessons and work hard to complete their tasks. Pupils enjoy their lessons. However, in a small number of lessons, the activities that teachers select do not always help them to maximise learning. Pupils typically achieve well in national tests. Their work shows they generally develop the skills and knowledge they need. Pupils recall their prior learning and can discuss it confidently. They are generally well prepared for their next steps.

Next steps

- Leaders should ensure that staff design activities that help all pupils, including those with additional barriers to learning, to maximise their learning opportunities.
- Leaders should continue to establish and then embed the well-designed strategies to improve pupils' mathematical fluency, handwriting and spelling to improve pupils' achievement in these areas.

About this inspection

The chair of governors in this school is Natalie Tierney.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 15 September to 16 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

The inspectors met with the headteacher and other leaders during the inspection. The lead inspector met with a group of governors and held a telephone conversation with a representative of the local authority.

The inspectors confirmed the following information about the school:

The leadership structure has changed since the last inspection. The school now has a single headteacher

The school uses one unregistered alternative provision.

The school has a specially resourced provision for pupils with special educational needs and/or disabilities, 'The Beach', currently attended by 13 pupils.

Zoe Wilby: Headteacher

Lead inspector:
Gavin Thomas, His Majesty's Inspector

Team inspectors:
Rebecca Greenhalgh, Ofsted Inspector
Susan Kelly, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

334
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

360
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

30.24%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

8.68%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

21.86%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	70%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (final)	81%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	71%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Close to average
2024/25 (final)	53%	47%	Close to average
2023/24 (final)	68%	46%	Above
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Close to average
2024/25 (final)	76%	63%	Above
2023/24 (final)	79%	62%	Above
2022/23 (final)	44%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	59%	Above
2024/25 (final)	71%	59%	Close to average
2023/24 (final)	82%	58%	Above
2022/23 (final)	75%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	82%	59%	Above
2022/23 (final)	63%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-14 pp
2024/25 (final)	53%	69%	-16 pp
2023/24 (final)	68%	67%	0 pp
2022/23 (final)	31%	66%	-35 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	79%	80%	-1 pp
2022/23 (final)	44%	78%	-35 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	78%	-1 pp
2024/25 (final)	71%	78%	-8 pp
2023/24 (final)	82%	78%	5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	77%	-2 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	82%	79%	3 pp
2022/23 (final)	63%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.7%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.4%	13.0%	Close to average
2023/24 (3 term)	12.9%	14.6%	Close to average
2022/23 (3 term)	15.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 https://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 2026

© Crown copyright