Inspection of Ocklynge Junior School

Victoria Drive, Eastbourne, East Sussex BN20 8XN

Inspection dates:	5 and 6 November 2024
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Previous inspection grade	Requires improvement

The headteacher of this school is Paul Reilly. This school is part of South Downs Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the executive headteacher, Paul Murphy and overseen by a board of trustees, chaired by Rebecca Conroy.

What is it like to attend this school?

The school has pupils' best interests at the heart of all it does. Pupils enjoy learning because they experience an ambitious and exciting curriculum. It strives to develop the whole child and it does this superbly. The school meets pupils' personal needs and removes any barriers to learning. As a result, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils behave exceptionally well in lessons and around school. Pupils confidently discuss their school values: responsible, respectful, reflective and resilient. They know what they mean in practice and model these to each other. Pupils develop trusting relationships with staff and each other. They feel safe. Bullying is not tolerated. Pupils are confident that staff will deal with issues quickly and fairly. Pupils respond well to clear and consistently applied routines. They value the praise they receive for their hard work and achievements. As a result, pupils adopt a positive mindset.

Pupils' wider development is exceptional. The school goes above and beyond to provide pupils with experiences beyond the academic. For example, the very well-developed and spacious outdoor areas provide plenty of scope for energetic and imaginative play. Pupils can also experience nature through the wildlife areas as they regularly explore the outdoor environment.

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

The trust has taken decisive and effective action to drive rapid improvement at this school. Leaders at all levels and those responsible for governance are united in their vision for a high-quality education for all. Since the last inspection, they have redesigned and reinvigorated the curriculum. Knowledge has been coherently sequenced to ensure teachers know precisely what to teach and when. This means the knowledge taught builds on what pupils know and in logical order. This positive work is at an earlier stage in a small number of subjects, where redevelopment work is ongoing.

Teachers have secure subject knowledge. Clear explanations and well-chosen activities help pupils to learn new content. The school ensures pupils regularly revisit prior learning, which helps them to remember what they have been taught. Staff check understanding within lessons effectively and adapt teaching to ensure it builds on what pupils already know. Pupils' SEND needs are identified quickly and accurately. Teachers successfully adapt the learning to support pupils with SEND. However, the school's current approach to checking pupils' curriculum knowledge over time is more variable. Occasionally, pupils are assessed on knowledge they have not been taught, which is not helpful. On other occasions, the school does not act quickly enough to address identified gaps in knowledge. The school is alert to this and is in the process of developing its approach to assessment.

Reading is at the heart of the school's curriculum. Well-trained staff deliver a rigorous approach to teaching early reading, ensuring pupils quickly learn the phonic knowledge they need to become confident and fluent readers. All pupils are encouraged to read and

are exposed to a diverse range of progressively ambitious texts, which helps them develop a love for reading.

Pupils behave extremely well. Throughout the school, pupils listen attentively to staff. Learning is rarely interrupted. The school has highly effective systems for ensuring pupils attend school regularly and on time. Consequently, pupils have very high attendance and love to come to school.

The personal development curriculum is exceptional. They are encouraged to debate essential values, such as respect, and learn to consider other people's points of view. This actively contributes to this school's inclusive environment, where all pupils feel they belong. Pupils relish opportunities to take responsibility, such as becoming members of the pupil parliament, 'speak-out leaders' or peer mentors. These roles enable pupils to make tangible contributions to the school community and learn valuable life skills.

The trust engages well with stakeholders, including the local authority, and is always mindful of its work's impact on staff workload and well-being. Staff feel valued and are supported through effective training. As a result, they are proud to be part of this school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is new and still under development in some subjects. As a result, it is not yet being consistently implemented as leaders intend. In particular, the strategic use of assessment to evaluate pupils' knowledge over time and adapt the curriculum is not always as effective as it could be. The school should continue its work to develop its approach to assessment to ensure that gaps in knowledge are identified and that this information is used to adapt the curriculum and promptly inform interventions for pupils who need additional support.

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

Unique reference number	144954
Local authority	East Sussex
Inspection number	10341860
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	738
Appropriate authority	Board of trustees
Chair of trust	Rebecca Conroy
Headteacher	Paul Reilly
Website	www.ocklynge.co.uk
Dates of previous inspection	26 and 27 April 2022, under section 5 of the Education Act 2005

Information about this school

- This school is part of the South Downs Learning Trust.
- At the time of inspection, the school was not using any registered or unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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 met and spoke with school leaders, trust leaders, staff, pupils, parents, governors, trustees and representatives from the local authority.
- The inspection team conducted deep dives in these subjects: early reading, English, mathematics, languages, science and history. They discussed the curriculum with subject leaders, teachers, and pupils, visited lessons, and looked at samples of pupils' work.
- Inspectors considered the responses to the Ofsted Parent View questionnaire. They also considered the responses to the confidential Ofsted staff survey and the views of pupils gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; considered the views of 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.
- Inspectors considered information about pupils' attendance, behaviour and wider learning. They also met with the school special educational needs and/or disabilities coordinator.

Inspection team

James Stuart, lead inspector	His Majesty's Inspector
Lorraine Clarke	Ofsted Inspector
Lesley Fisher-Pink	Ofsted Inspector
Louise Lythgoe	Ofsted Inspector

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