

Worth Primary School

The Street, Worth, Deal, CT14 0DF

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils, staff, and parents and carers are very proud of their school. Many pupils spoke about the caring family atmosphere. A typical comment was, 'We're all friends here, we look out for each other and help each other out.'
- Pupils' achievement is good. They make good progress in reading, writing and mathematics throughout the school and, by the time they leave, attainment is generally above average for most pupils. The proportion of pupils reaching the higher Level 5 in English and mathematics is above that found nationally.
- The headteacher and senior leaders have successfully raised expectations since the previous inspection and increased the whole-school focus on teaching and learning.
- As a result, teaching is good, meets the needs of pupils well and pupils' achievement has improved since the previous inspection.
- Behaviour is good and pupils meet teachers' high expectations of behaviour in lessons, which helps them learn well, and around the school.
- Pupils feel safe in school. They do not fear bullying or any kind of discrimination.
- Pupils' spiritual, moral, social and cultural development is well promoted. Relationships are excellent and pupils are known well as individuals by all staff.
- The governing body makes an effective contribution to helping the school to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Occasionally, teaching is not exciting enough and does not promote pupils' independence and responsibility as learners.
- Teachers' marking and feedback is not always clearly linked to the intended learning in lessons.
- Some aspects of school improvement work are not linked clearly enough to measurable targets, making it difficult for leaders and managers to evaluate success.

Information about this inspection

- The inspector observed seven lessons or part lessons including two joint observations with the headteacher. In addition, the inspector made shorter visits to each class and listened to some pupils read.
- Meetings were held with the headteacher, the assistant headteacher, staff with key leadership responsibilities, groups of pupils, three members of the governing body and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents including the school's self-evaluation, the school improvement plan, records of pupils' progress and attainment and the safeguarding arrangements.
- The inspector took account of eight responses to the on-line Parent View survey, the most recent school questionnaire for parents and six questionnaires returned by members of staff.

Inspection team

Margaret Coussins, Lead inspector

Additional inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils for whom the school receives additional funding (the pupil premium) because they are known to be eligible for free school meals or are looked after children is below that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that pupils are always clear about what they are learning in lessons and how they will know how well they have done
 - ensuring that the good practice observed in marking and feedback is used consistently across the school
 - providing more opportunities for exciting, lively learning by drawing on pupils' excellent attitudes and good behaviour, and further promoting their independence and responsibility as learners.
- Ensure that all aspects of school improvement are linked to measurable targets so that all leaders and managers can more rigorously evaluate the success and impact of the school's work.

Inspection judgements

The achievement of pupils is good

- Small and fluctuating numbers in the year groups mean that published data needs to be interpreted with caution, for example, in 2012, one pupil represented 10% of the Year 6 cohort.
- When children join the school in the Early Years Foundation Stage, their skills and knowledge are broadly those expected for their age. They make good progress, particularly in reading and writing, and generally achieve the expected goals for learning by the time they move into Year 1.
- Pupils continue to make good progress in reading, writing and mathematics throughout Key Stages 1 and 2 so that, by the time they leave, almost all pupils reach the expected level of attainment. In 2012, unvalidated data show that the proportion of pupils reaching the higher Level 5, particularly in writing and mathematics, was considerably higher than found nationally.
- Progress in reading is good but over the last year has not been as rapid as in writing and mathematics. Higher-attaining readers talk with confidence about favourite authors and styles of writing, and know that they can read between the lines of a text to understand the meaning and the thoughts of characters. They read fluently, with confidence and good expression. In the Year 1 phonic screening test (knowing letters and the sounds they make) in 2012, taken by the current Year 2 pupils, the proportion achieving the expected results was above average. Less-able readers use a range of strategies to help them read unfamiliar words such as sounding out, reading on to the end of a sentence to understand the meaning and using picture clues.
- Pupils who are supported by the pupil premium achieve well. This is because the school uses the additional resource effectively to provide a wide range of school-based and out-of-school support through small groups and one-to-one support that is carefully tailored to meet individual academic and emotional needs.
- All parents and carers who used Parent View, and the very large majority who responded to the school's own questionnaire, agree that their children make good progress.
- Disabled pupils and those who have special educational needs achieve well because teachers and other adults have a clear understanding of their needs. Individual support for pupils with complex needs is particularly effective so that these pupils make good progress from their starting points.
- Practical activities linked to other subjects are used well to deepen pupils' understanding of mathematical concepts. For example, during the inspection, pupils in Years 5 and 6 investigated mathematical problems linked to their history work on the Second World War.
- Literacy is promoted well across different subjects, for example in science, pupils organise their writing well and succinctly in order to record their investigative work.

The quality of teaching is good

- Most parents and carers who used Parent View agree that their children are taught well. Pupils' past work and the school's accurate monitoring over time show that teaching is typically good and sometimes outstanding, leading to accelerated and very good progress for some pupils.
- Teachers plan carefully for their mixed-aged classes, taking account of what pupils already know, understand and can do to ensure that tasks provide a good level of challenge and engage all pupils of different ages and abilities.
- Where teaching is most effective, teachers' skilful questioning and practical activities ensure that pupils are actively involved in lessons and learning builds successfully on previous knowledge and understanding. For example, during the inspection, questioning was used effectively to explore and deepen pupils' understanding of air resistance as they conducted their own science investigations, starting with what they already knew.
- Occasionally, however, pupils' understanding of exactly what they are to do and the intended

learning outcomes are not made clear enough and, as a result, the progress they make slows a little. There are examples of very effective feedback, through marking and discussion, which gives pupils clear pointers on how to improve their work. The quality and effectiveness of this is not consistent in all classes, particularly where the feedback does not relate to the specific learning intention of the lesson.

- There is a clear focus on teaching mathematical, literacy and communication skills in most lessons. The strong cross-curricular links ensure there are many opportunities for pupils to apply their skills across different subjects. Teachers enable pupils to develop good skills of collaboration and discussion with lots of opportunities to work in pairs or small groups. On occasion, however, teachers do not always make the most of pupils' good personal skills, good behaviour and excellent attitudes to learning by ensuring that all activities are more exciting and motivating and give pupils further opportunities to develop independence and responsibility as learners.
- In the Early Years Foundation Stage, games and role play enhance learning, both indoors and outside, and staff take every opportunity to develop children's language and communication skills through constant interaction and close observation of their achievements.
- Teaching effectively meets the needs of pupils who are supported at school action, school action plus or have a statement of special educational needs because they are given good support from teachers and teaching assistants and, where appropriate, from external agencies. Their needs are identified early and lessons are planned to meet their needs well. As a result, they make good progress, and this is an effective response to a recommendation in the previous inspection.
- The introduction of letters and sounds has led to good and more rapid progress by younger pupils in developing early reading skills. Teachers are, correctly, continuing to develop approaches to reading to ensure the pace of progress in developing skills and enjoyment of reading is sustained at the same level across the school.

The behaviour and safety of pupils are good

- Excellent relationships between pupils of different ages and between pupils and staff make a significant contribution to the community and family atmosphere of the school.
- Pupils have very positive attitudes to learning and enjoy coming to school, as reflected in above average attendance.
- The large majority of parents and carers, on Parent View and in the school's own survey, feel that behaviour is good. Inspection findings agree that pupils behave well in lessons and around the school, and school records show that this is typical of behaviour over time. Their good behaviour in lessons makes a significant contribution to the good progress they make. Pupils are caring and considerate, and demonstrate this well when they are all playing together in the small space of the playground.
- Pupils and their parents and carers say pupils feel safe in school. In discussion, pupils agreed that there is no bullying in school. They have, however, a good awareness of the nature of different types of bullying, including prejudiced-based and cyber-bullying, and are very confident that if any problems were to arise, they would be dealt with swiftly and fairly by staff. Pupils have a mature understanding of the different groups within society and the importance of respect, acceptance and tolerance.

The leadership and management are good

- Ambitious leadership and high expectations by the headteacher, shared by all staff and the governing body, have improved the school from its satisfactory position at the previous inspection. School development plans are realistic. All staff are involved in identifying priorities and their accurate focus on the most important priorities for raising pupils' achievement and their teamwork in tackling them have contributed significantly to the school's improvement. Middle managers have clearly defined roles and are involved effectively in monitoring the

school's performance.

- Strong management of the performance of teaching has been the key to improvements. Systems for tracking pupils' progress are well established and used alongside performance management procedures to plan and deliver appropriate professional development. Teaching is rigorously and regularly monitored, and teachers share ideas, reflect on their own performance and constantly strive to improve provision for the benefit of the pupils. The impact of this work is evident in the improved quality of teaching and achievement.
- The work of the school is monitored rigorously; however, on occasion, some aspects of school improvement lack sharp, measurable targets to enable all leaders and managers, including the governing body, to evaluate the impact of initiatives.
- The school is strongly inclusive and leaders are committed to ensuring equality of opportunity by ensuring pupils' various needs are met and pupils can learn without fear of discrimination.
- The school promotes pupils' spiritual, moral, social and cultural development well through a good, broad and balanced curriculum, a range of extra-curricular activities, and opportunities to think and reflect on important issues. They develop as mature, well-rounded individuals with good academic and personal skills that will stand them in good stead for the future.
- Safeguarding arrangements meet statutory requirements, are well known and implemented effectively by all staff.
- The local authority's effective support has successfully contributed to improved teaching and raised achievement.
- **The governance of the school:**
 - has developed well since the previous inspection and provides a good balance of support and challenge
 - is well organised and well informed so that the governing body has an accurate picture of the school's strengths and priorities for improvement
 - involves regular formal and informal visits by governors to review aspects of the school's work to support the drive for improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118404
Local authority	Kent
Inspection number	401750

This inspection of the school 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	59
Appropriate authority	The governing body
Chair	Hilary Webb
Headteacher	Lynne Moore
Date of previous school inspection	30 June–1 July 2010
Telephone number	01304 612148
Fax number	01304 619180
Email address	headteacher@worth.kent.sch.uk

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