

Worfield Endowed CofE Primary School

Inspection report

Unique Reference Number	123550
Local Authority	Shropshire
Inspection number	359464
Inspection dates	14–15 February 2011
Reporting inspector	David Driscoll

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Stephen Evenett
Headteacher	Claire Gaskin
Date of previous school inspection	27 November 2007
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Introduction

This inspection was carried out by three additional inspectors who observed 22 lessons taught by eight teachers and two teaching assistants. They held meetings with groups of pupils, parents and carers, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 94 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are boys making as much progress in reading as girls in Years 1 and 2?
- Are the school's actions to improve progress in mathematics proving successful?
- Are pupils learning enough about life outside of Worfield?

Information about the school

The school is of average size, with significantly more girls than boys on roll. Almost all pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is above average. A new headteacher joined the school in September 2009. The school shares its site with Worfield Pre-School. This is privately managed and subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The quality of education it provides, and pupils' subsequent outcomes, are significantly better than when it was last inspected. Attendance, attainment and rates of progress are all higher than at the previous inspection. Strong leadership from the headteacher and accurate self-evaluation have been key to the school's good improvement. Checks on teaching and other aspects of provision provide a clear picture of strengths and weaknesses, so the school is well placed to continue its improvement. Other managers and members of the governing body are developing their roles, although the part they play in monitoring and evaluating the school's work is still limited.

Pupils' progress is now tracked more efficiently in Years 1 to 6, so any groups or individuals who are falling behind are quickly identified and support provided so that they swiftly make up any ground that they have lost. The use of data has allowed teachers to gain a better understanding of pupils' capabilities. Expectations are high and tasks are accurately matched to pupils' abilities. Consequently, all groups make consistently good progress in Years 1 to 6 and attainment is high by the time pupils leave the school. Their achievement is outstanding. The same rate of improvement is not evident in the Early Years Foundation Stage. Here, assessments, especially of the most-able children, often underestimate what they know, understand and can do, so the activities planned for them do not always take their learning forward.

All aspects of pupils' personal development are at least as good as their academic progress. Pupils feel very safe and secure in school because they, and their parents and carers, have confidence in the staff to take seriously any concerns that may arise. However, some aspects stand out as being quite exceptional. Pupils' attendance is high and their punctuality exemplary. The curriculum in Years 1 to 6 has been adapted to provide pupils with many opportunities to apply their highly developed skills from English, mathematics and information and communication technology in a wide range of real-life contexts. This ensures that they are outstandingly well prepared for the next stage of their education and equipped with skills they will need in later life. Year 6 pupils, for example, were busily preparing for a 'Pounds for Hounds' fundraising event they had organised. Their tasks included calculating the VAT on purchases and deciding how much float was required for each of the stalls. This in turn led to a discussion as to the purpose and fairness of VAT. The curriculum in the Early Years Foundation Stage motivates children and they look forward to coming to school. A good range of activities is provided both indoors and outside. In the Nursery, though, some activities are overly directed by the teacher, which limits the opportunities children have to develop their independence.

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What does the school need to do to improve further?

- Improve the progress made by children in the Early Years Foundation Stage to the good level apparent in all other year groups by:
 - ensuring assessments accurately reflect what children know, understand and can do
 - using the results of the accurate assessments to plan activities that all children, and especially the most able, find suitably challenging
 - providing more opportunities for children in the Nursery to develop their independence.
- Ensure teachers holding posts of responsibility and members of the governing body play a full part in monitoring and evaluating the work of the school.

Outcomes for individuals and groups of pupils

1

Pupils' high attendance is testament to how much they enjoy coming to school; a view strongly endorsed by their parents and carers. One described how their child literally skipped to school with joy every day. Pupils arrive at school ready to learn. In lessons, they usually concentrate well and are keen to tackle difficult tasks where they can put their well developed problem-solving skills to the test. In a Year 4 lesson, for example, pupils learnt about world rivers, scaling down their lengths in kilometres to metres and then producing lengths of string to demonstrate the differences to the rest of the class. Pupils of all abilities demonstrate great tenacity in such situations. They work without direct supervision and show their good social development by the way they cooperate in groups. Behaviour is good, both in and out of lessons. Pupils are mature and demonstrate a clear understanding of right and wrong. They are thoughtful and polite towards others. Pupils' spiritual development is outstanding. They demonstrate an exceptional ability to reflect on concepts such as the uniqueness of humans in the solar system. Pupils play a good part in the school and local communities through their work on committees such as the Safer Schools Group and work with the parish council to improve parking facilities in the village.

Children join the Nursery with knowledge skills and understanding that are typical for their age. They make steady progress across the Early Years Foundation Stage and start Year 1 with average levels of attainment. Pupils get off to a brisk start in Year 1 and are soon forging ahead. Good progress continues, so attainment is above average by the end of Year 2 and continues to rise in Years 3 to 6. Boys in Years 1 and 2 have not made as much progress in their reading as girls in previous years. The books they are given now enthuse them and they make equally as good progress as the girls. Pupils are reading demanding texts for their ages across the school and, by Year 6, some are reading Jane Austen, for example, with obvious enjoyment. The most able are given particularly challenging work to do, such as identifying verbs and adjectives and then using them to write their own poems in Year 1, so they are able to reach their potential. Over half of pupils in Year 6 are on track to reach Level 5 in their English this year, which is much higher than the national average. Those pupils with special educational needs and/or disabilities are well supported by teaching assistants and the extra lessons they receive in the morning to ensure that they too make good progress. These morning sessions are also effective in boosting the performance of the more able.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The changes made to the curriculum, and the way that teachers present topics, have made it more relevant and interesting for pupils. Work starts as soon as pupils arrive at school, so no time is wasted and the expectation that pupils are in school to learn is set for the day. Pupils identified as falling behind or in need of extra help to boost their attainment are straight away identified and they receive support that is well matched to their individual needs. All others are reading or getting on with their topic work. Teachers provide very clear demonstrations of what they expect pupils to do, and the pupils themselves need no encouragement to get down to work. Sometimes, the teacher talks for a little too long, and this is when pupils' attention starts to waver. The pupils know what they need to do and want to get on with it. Teaching assistants are particularly good at assessing pupils and identifying those who have made significant progress in a lesson or who need extra help. They do not confine themselves to a particular group but move to any who may need their support.

Good links are in place with the local secondary school. These are particularly effective in promoting high attainment in science. Similar links are maintained with schools in other countries, such as Croatia, that help teach pupils about life there. Pupils learn about the cultures represented in the United Kingdom through the curriculum, and opportunities for them to actively engage with those from other backgrounds are being developed.

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The school provides a good level of care for pupils, based on a thorough knowledge of their circumstances. Support for pupils with statements of special educational needs with behaviour difficulties is exceptionally good. The school has a successful track record of improving the behaviour and attitude of pupils permanently excluded from other schools. The introduction of phone calls to parents and carers on the first day of absence, together with a tougher approach to taking holidays during term time, has led to a marked improvement in attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Targets are challenging and used well to drive improvement. Staff morale is high as they work as a team to improve the education that the school provides. The headteacher and her deputy work well as a team, with their skills complementing one another. Provision for community cohesion has improved and is now good. An accurate audit of needs has been carried out and topics in the curriculum have been adapted to provide pupils with a greater insight into life outside of Worfield. The success of actions has been evaluated well, and further improvements are already planned. Clear and appropriate priorities have been identified in the school's development plan, and the success of actions to improve is clear in pupils' rising achievement. Progress in mathematics still lags a little behind that in English, but the application to mathematics of the approaches to assessment and its subsequent use in teachers' planning in English is paying dividends and the gap is now negligible. Data are used well to ensure that the school provides good equality of opportunity. The progress of groups is tracked and analysed in great detail. Gaps in performance have been successfully eradicated.

Members of the governing body, several of whom are new to the role, have a good understanding of the school's main strengths and weaknesses but they are dependent on information provided by the headteacher. They pay close attention to safeguarding, where good practice is adopted across all areas. Particularly strong is the way that pupils are playing an increasing valuable role in providing their perspective on safeguarding matters. Parents' views contribute to the development plan. Reports on their children's progress have been changed in light of their comments. The reports now provide good information, with the opportunity to meet staff at least once each term for a formal parents' evening.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy coming to school. They settle quickly into well established routines, especially for promoting health and hygiene, and are adept at tidying up. Children behave well, and are good at sharing and taking turns. They are confident in talking to adults. Progress is satisfactory, but better in number work than in reading and writing. The gap is closing as the actions in the school development plan are proving successful. Progress is better in the Reception class than in the Nursery because children's progress is tracked more rigorously. This means that staff in the Reception class intervene more quickly when it becomes apparent that a child is struggling with a particular area of learning. All staff are well informed about their role in lessons because planning is shared between them, but the activities chosen are not always suitably challenging, especially for the most able. Good attention is paid to ensuring that children are safe and well looked after. Good links are maintained with parents, although there is some confusion about the different learning journeys and learning journals used in the two classes. Improvement since the previous inspection has been satisfactory, with the main weaknesses addressed. The Early Years Foundation Stage manager plays a limited role in monitoring and evaluating the whole of the provision but has a sound knowledge of what needs to be improved and how to go about it.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents are very happy with almost all that the school provides. They hold views that are similar to those of the inspectors. Many of the comments received from parents and carers were entirely positive. A few were concerned that there were not enough parents' evenings when they could discuss their children's progress. Inspectors checked the number of such events, and also looked at a sample of reports to check the quality of information they provide. They found the quality of information particularly good on reports, and the school provides three times the required number of parents' evenings. A small minority responding to the questionnaire indicated that they had concerns about the way that behaviour was managed. Inspectors checked the behaviour in lessons and observed pupils outside of them, as well as analysing records of exclusions and incidents. No incidents of unacceptable behaviour were observed at all, and records show that the school has an outstanding record of dealing with individual pupils, whose behaviour has caused concerns, ensuring that it is modified successfully.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worfield Endowed CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	67	23	24	6	6	2	2
The school keeps my child safe	56	60	37	39	1	1	0	0
My school informs me about my child's progress	44	47	40	43	9	10	1	1
My child is making enough progress at this school	47	50	39	41	7	7	0	0
The teaching is good at this school	47	50	42	45	5	5	0	0
The school helps me to support my child's learning	44	47	44	47	4	4	0	0
The school helps my child to have a healthy lifestyle	40	43	49	52	3	3	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	38	43	46	3	3	0	0
The school meets my child's particular needs	45	48	42	45	7	7	0	0
The school deals effectively with unacceptable behaviour	29	31	50	53	10	11	2	2
The school takes account of my suggestions and concerns	30	32	54	57	4	4	0	0
The school is led and managed effectively	50	53	41	44	2	2	0	0
Overall, I am happy with my child's experience at this school	51	54	38	40	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 February 2011

Dear Pupils

Inspection of Worfield Endowed CofE Primary School, Bridgnorth, WV15 5LF

Many thanks for all the help you gave us when we visited your school. We were pleased by your good behaviour and manners, and impressed by the high standards you reach in your subjects. You told us how much you enjoy coming to school, and we can see why. You get a good education and are well looked after. You learn more quickly than we often see in other schools, because your teachers have made the topics interesting and fun. The topics also allow you to develop your problem-solving skills, and practise your literacy and numeracy skills. You are great at doing this, and it means that you are exceptionally well prepared for when you leave school. You only stay away from school when you really have to and are always punctual in the mornings. You are ready to start learning as soon as you get into your classroom. Well done and keep it up!

Another of the reasons that you do so well is because of the way that your teachers check on your progress. They know exactly how well you are doing and set you tasks that you find difficult but that you can do if you really try hard. This does not work in all classes, so some of the youngest children do not do as well as the rest of you. We have asked their teachers to make sure that the checks they make on their progress are accurate and that tasks help them to improve their skills, especially in being able to get on without the teachers' help.

Your school is getting better and better. The headteacher knows exactly what needs to be improved, and how to go about it. She is well supported by the deputy headteacher but we have asked other people involved with running the school to carry out some of the checks and help make the school improve even more quickly.

Yours sincerely

David Driscoll
Lead inspector

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