

Worthington School

Main Street, Worthington, Ashby-de-la-Zouch, LE65 1RQ

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. Pupils make rapid progress from their starting points.
- Consistently high quality teaching based upon thorough assessment of each pupil's needs gives the pupils the motivation and determination to achieve their very best.
- Within the warm family atmosphere of the school, the pupils thrive and develop outstanding behaviour and attitudes. They show respect to everyone and know how to stay safe. This is reflected in their above-average attendance.
- The headteacher has established a determined focus upon achieving the very best, and this is shared by the whole school community.
- Governors, leaders and managers closely check teachers' work and make sure that they receive all the training they need. This has an outstanding effect on pupils' achievement.
- The learning environment reflects the ambition and drive within the school. All available space is used to link aspects of learning to the exciting topics explored, and to celebrate pupils' achievement.
- Visits and focus weeks bring learning to life so that pupils have a desire to learn.
- The highly committed and effective governing body holds the school to account for its work by skilfully supporting and challenging leaders.
- Each pupil is known and valued as a basis for the very high expectations demonstrated across every aspect of school life.
- Although the school does a great deal to develop pupils' learning skills, teachers do not always give them enough opportunity to learn independently.

Information about this inspection

- The inspector observed teaching in all classes and visited 17 lessons. Joint observations were carried out with the headteacher in four lessons and in listening to children read.
- Discussions were held with pupils, the headteacher, other leaders, the Chair of the Governing Body and a representative from the local authority.
- Fifteen responses to the online questionnaire (Parent View) were taken into account and discussions were held with parents as they brought their children to school.
- The inspector spoke with pupils about their learning and looked at work in pupils' books.
- The inspector looked at the school's self-evaluation, the school improvement plan, data on pupils' current achievement, leaders' records of monitoring activities, minutes of governing body meetings, the use of the pupil premium, staff appraisal procedures, and records relating to behaviour, attendance and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is very small in comparison with primary schools nationally.
- Almost all pupils are from a White British background.
- The school receives the pupil premium, additional government funding for looked after children and those who are known to be eligible for free school meals, for an above-average proportion of pupils
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- At the time of the inspection, the school was not using alternative provision for any of its pupils.

What does the school need to do to improve further?

- Develop pupils' independent learning by providing opportunities for them to assess their own work across a range of subjects, and know what their next learning steps are.

Inspection judgements

The achievement of pupils is outstanding

- There is a very wide range of attainment on entry to the Early Years Foundation Stage. A significant proportion of children enter with skills which are low compared with expectations for their age. They make rapid progress in the Early Years Foundation Stage and join Year 1 working in line with national expectations.
- The attainment of pupils entering the school at times other than the normal entry point is often low and has contributed to lower than average attainment over time in Key Stage 1. Teachers' on-going assessment of all pupils' learning ensures that work is matched closely to their needs. This is enabling them to make good progress and there is an improving trend in this key stage. Pupils are now achieving at least the levels expected, given their starting points.
- Attainment at Key Stage 2 fluctuates because the very small numbers in the year groups make it difficult to identify trends accurately. Work and progress of pupils in Years 4, 5 and 6, and lessons observed during the inspection showed, however, that pupils make outstanding progress in reading, writing and mathematics. School tracking systems show that pupils are making much better progress than ordinarily expected in these years and this is leading to attainment that is high compared with national expectations.
- Disabled pupils and those who have special educational needs make outstanding progress because they are identified early and given outstanding support individually, in groups or within the class.
- Pupils use their targets well to guide their individual approach to their work, and teachers measure their progress against these targets carefully so that next steps can be clearly identified. This leads to outstanding progress across all areas. For example, in a mixed Year 4, 5 and 6 class, every pupil was working at learning activities which provided high levels of challenge and they all made outstanding progress.
- Pupils for whom the school receives pupil premium funding also make outstanding progress. They are supported through extra one-to-one teaching and support, subsidised school visits, extra lessons to support particular interests (such as music), self-esteem and anger management sessions, after-school clubs and additional learning support in class. This leads to similar excellent rates of progress for pupils known to be eligible for free school meals as that for the rest of the pupils and gaps in attainment are reducing.
- The school's emphasis upon visits, theme days and learning through real and exciting experiences provides a dynamic purpose for learning and motivates and engages every pupil. This has brought significant improvements in writing and led to high standards.
- Pupils make rapid progress and reach high standards in reading across the school, and they are able to use their reading skills to help their learning in all subjects. Their knowledge of letters and sounds is applied consistently across the school and this contributes to pupils' love of and excitement for reading.
- Within the mixed-age classes, older and more-able pupils inspire and support others so that they, in turn, develop high self-esteem and a sense of responsibility.
- Parents express great satisfaction with their children's progress.

The quality of teaching is outstanding

- Teaching is consistently good and much of it is outstanding.
- When planning learning activities in the Early Years Foundation Stage, teachers make exceptionally good use of information about what children can already do and what they need to learn next. Throughout the school, teachers assess carefully what pupils already know so that they plan next steps for learning which are very closely matched to their needs and contain a real sense of challenge. The learning is then structured extremely well, so that learners experience a very high rate of success.
- Most parents feel that their children are taught extremely well, and pupils are very enthusiastic and confident in their work. They talk excitedly about the teaching and activities offered.
- The school uses its accommodation well in the Early Years Foundation Stage to motivate children and support their learning both indoors and out. A group of children followed up the theme on transport with an exciting role play of a train journey, using a 'window' to explore the outdoor environment. Speaking, listening, and physical action combined to focus on the topic and the children learned extremely well while having great fun.
- Teachers manage their classrooms extremely well, and all adults have excellent relationships with each pupil. They ensure that very high expectations lead to a rapid pace of learning and high level of engagement.
- Feedback by teachers to pupils is of very high quality and often on a spoken, one-to-one basis. This enables pupils to have a very clear understanding of how well they are meeting their targets and what they need to do to improve their work within the same lesson.
- Consistent attitudes and approaches by all members of staff contribute to the outstanding progress made by pupils of all abilities. Those eligible for the pupil premium funding receive excellent extra targeted support appropriate to their needs in reading, writing and mathematics. This results in them making outstanding progress.
- Difficult-shaped classrooms are, nevertheless, bright and vibrant, giving excellent support for learning and celebrating pupils' achievements. Topic walls are extremely striking and help to focus pupils' efforts.
- Teaching leads to high-level skills in reading, writing and mathematics. Sometimes, teachers do not give pupils the opportunity to assess how well they have done or to critically analyse their work to identify what might be improved. As a result, they do not develop their independent learning skills as well as they could.

The behaviour and safety of pupils are outstanding

- Behaviour and attitudes are exemplary and support learning extremely well.
- Pupils are very proud of their school and expect the very best behaviour from themselves and others.
- Parents are very complimentary about behaviour in school and the way in which school activities make pupils want to be the very best that they can be, and want to be at school. They also appreciate the care that is provided for each pupil and agree that it is a very happy school. Every

parent who responded to the online questionnaire agreed that pupils feel safe and happy.

- Older pupils are proud to take responsibilities for supporting younger ones at playtime or in class activities.
- The warmth and confidence in relationships at all levels, exemplified by the headteacher, contributes to the very special family atmosphere within the school community. The unique nature of every child is celebrated across the school.
- Pupils' behaviour is outstanding in lessons, around the school and on the many visits which excite their interest. High expectations by staff and clear routines ensure that pupils know how to behave in all circumstances.
- Pupils like the rewards offered and believe that the few sanctions used are fair and effective. They say that poor behaviour or bullying are very rare and are usually just 'friends falling out'. They say that teachers deal with any issues very effectively and ensure that everyone makes friends again.
- In discussions, pupils showed a good awareness of the different forms of bullying and know how to keep themselves safe. They are taught about internet safety.
- The extensive grounds are very well designed to stimulate interest. Pupils show great enthusiasm for the high-quality equipment and beautifully set out areas and treat these with great respect.
- Attendance fluctuates. The small numbers of pupils in each year group mean that sickness bugs, chicken pox outbreaks, or a child with a long absence through illness, make a dramatic impact on attendance figures. Current attendance is above the national average.

The leadership and management are outstanding

- The headteacher has strong and passionate views about the rights of every child to the very best opportunities through education. She is ably supported by her very committed staff, and the governors share this passion in the way in which they hold the school accountable for its performance.
- Staff morale and confidence in their work is very high and there are clear and ambitious expectations of all staff in terms of pupils' attainment and progress. The nine staff questionnaires returned expressed support for the direction and development of the school.
- Senior leaders make sure that monitoring is regular and very constructive, and this contributes to arrangements for teacher appraisal and training, which lead to outstanding progress for pupils. Teachers' targets are linked to pupils' progress and to their subject responsibilities, and they are rigorously evaluated and linked to career progression and salary.
- The subjects and activities taught are exciting and dynamic, built on the interests and learning needs of the pupils. They provide rich and varied experiences which link all aspects of work and make them relevant to everyday life. A topic on transport gave younger pupils the opportunity to experience the size and power of earth-moving equipment, the abilities of police, fire and ambulance vehicles, and the safety issues around responsible use of motorbikes. Older pupils write and perform poems or search for Egyptian artefacts as a basis for their written work.

- Basic literacy and mathematics skills are developed through exciting and vibrant learning opportunities across different subjects. The school provides pupils with many opportunities to use their experience of reading to explore themes and problems, and this leads to excellent written work.

- The local authority has had a light-touch involvement with the school and has a high regard for its work.

- **The governance of the school:**

- The governing body has an excellent overview of the work of the school and is clear about its strengths and areas which need to improve. Regular, high-level training is taken up by governors to ensure that they are well equipped to hold leaders to account. Governors use data to analyse the school's effectiveness in relation to other schools and in order to judge performance. They bring a high level of support and challenge. They make regular visits to classrooms and volunteer in various activities within the school. Their appraisal policy and procedures are rigorously put into practice and linked to staff salary and career progression in order to continuously raise standards. They have procedures in place to address underperformance. There is a relentless pursuit of excellence which is shared by all members of the school community. Governors check that all resources are directed at raising attainment, and that the school has sustainable funding and leadership. They direct the use of the pupil premium to support those pupils entitled to the funding, negotiate the activities purchased, and monitor the effect upon achievement. All statutory duties for safeguarding are fully met.

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	119954
Local authority	Leicestershire
Inspection number	403418

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	64
Appropriate authority	The governing body
Chair	Rebecca Packington
Headteacher	Amanda New
Date of previous school inspection	23 January 2008
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