

Worfield Endowed CofE Primary School

Main Street, Worfield, Bridgnorth, WV15 5LF

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- School leaders, and especially the headteacher, have successfully improved teaching and learning by tackling identified weaknesses head-on and helping staff to teach better.
- Staff share the leaders' drive for improvement and they understand their part in helping to bring it about.
- All subjects are taught well. Pupils make good progress because the work they are given to do is exciting and relevant, and it is planned well to meet their different levels of ability.
- Reading, writing and numeracy skills are taught well in different subjects.
- Children make good progress in the Early Years Foundation Stage. Here, they quickly develop the skills they need for later.
- Pupils feel safe and well-cared-for, and they enjoy coming to school. They behave well, want to do their best, and take pride in their work.
- The governing body supports the school well. Governors have a good understanding of data, which they use effectively to challenge the school to do better.

It is not yet an outstanding school because

- There is not enough outstanding teaching to make pupils' progress even more rapid.
- Teachers' marking does not consistently give pupils guidance on how to improve their work.
- Pupils, sometimes unnecessarily, keep double-checking their work with an adult before moving on, even when they know what they have to do next.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons or parts of lessons. Two of the observations were shared with senior leaders. Inspectors also observed play and lunchtimes.
- A number of documents were examined, including the school’s data on pupils’ current progress, the school’s own self-evaluation document, the school development plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- Inspectors looked at the work in pupils’ books and scrutinised the range of work displayed around the school. They talked to pupils, formally and informally, listened to them read, and observed the teaching of phonics (letters and the sounds they make).
- Discussions were held with the headteacher, governors, senior leaders, staff and a representative from the local authority.
- Inspectors took account of the 48 responses in the online questionnaire for parents, Parent View. They also gathered parents’ views at first hand at the start of the school day and considered letters sent in by parents.
- Inspectors received and considered the views of the 21 staff who completed questionnaires.

Inspection team

Doris Bell, Lead inspector

Additional Inspector

Sue Calvert

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The vast majority of pupils are from White British backgrounds.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is below average. This funding in this school is for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average as is the proportion supported at school action plus or who have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A privately run pre-school operates on the school site. It is inspected separately.
- The school works in partnership with several other primary schools. It also works with two local secondary schools, which it uses to provide additional expertise in physical education and to extend provision for more-able pupils.
- The headteacher is used by the local authority to support other schools and to provide training for them.

What does the school need to do to improve further?

- Make more teaching outstanding and help pupils to make even faster progress by:
 - improving teachers' marking so that it gives pupils clear guidance on what they need to do to improve their work
 - giving pupils the confidence and the strategies they need to attempt more difficult work without having to be told to do so.

Inspection judgements

The achievement of pupils is good

- Children start Nursery with skills that are typical for their age. By the end of Reception, they are able to communicate well with each other and with adults, and to read, write and count. Their good all-round progress ensures they are well prepared for their work in Year 1. The good progress started here continues throughout the school.
- In every year group, pupils are working at levels at least above those expected for their age. In 2013, pupils in Year 1 reached above expected standards in the phonics screening check. They use their phonics skills well to help them read and spell.
- In Year 2, standards were well above average in reading, writing and mathematics last year, again representing at least good progress. Standards were also well above average in writing in Year 6. The pupils' good progress in mathematics is not evident from the published information, because this does not take account of the outcome of the re-marking of some mathematics papers that the school contested.
- Although Year 6 pupils made expected progress in reading in 2013, their weaker comprehension skills held them back a bit in the national tests. The school has tackled this issue well. Pupils currently in the school show increasingly good ability to look behind the written word to gain insight into what the author is saying.
- Disabled pupils and those who have special educational needs make the same good progress as all other pupils. The good support they receive enables some to reach the standards expected for their age by the time they leave the school.
- Pupils eligible for the pupil premium currently in the school are approximately two terms behind other pupils in reading, writing and mathematics. Data show the gaps to be narrowing year-on-year as pupils come through the school. However, numbers are relatively small, so caution is needed when making overall judgements.
- All groups of pupils use their reading, writing and mathematics skills well in other subjects. They are constantly encouraged to do so and this aids their progress.

The quality of teaching is good

- Reading, writing and mathematics are taught well, and good emphasis is placed on developing these skills in other subjects. Writing is particularly well taught. Skilful questioning probes and extends pupils' learning across all subjects.
- Imaginative teaching ensures pupils of all levels of ability have many opportunities to use what they learn in one subject to help them learn in another. Combined with what is typically challenging work, this motivates pupils, adds to their enjoyment of learning, and makes them want to find out more.
- The focus on improving comprehension skills is paying off in better progress in reading. Typical examples were noted in Years 3 and 6, where pupils were successfully encouraged to form opinions and draw conclusions, justifying them with references from the text.

- Staff have high expectations of pupils' work rate, attitudes and behaviour. The quantity and quality of work in pupils' books since September bears testament to this. Relationships are excellent throughout the school. Staff manage pupils' behaviour well in lessons and learning is hardly ever disrupted.
- Learning is planned well. Pupils of all levels of ability usually have suitably demanding work to do. Well-briefed, appropriately-trained support staff contribute effectively to the progress of those who find learning difficult, for whatever reason. They break pupils' work down into the smaller steps needed to ensure progress is made.
- The most-able pupils have additional challenges to complete, or are identified for sessions at a local secondary school so that their learning can take place at the higher levels of which they are capable.
- There are many outstanding elements within the good teaching, but not enough outstanding teaching over time to help all pupils make more rapid progress. While teachers know their pupils well, they rarely, in their marking, provide pupils with good guidance on how to improve their work. This limits the impact of marking as a means of helping pupils to make even faster progress or develop the confidence they need to take their own learning forward.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is recognised by pupils, staff, governors and the majority of parents. Currently, attendance is above average.
- Right from Nursery, children learn to care for and respect other children and adults. Reception children understand the importance of working together and pupils throughout the school are reflective and supportive of each other.
- Staff meticulously record any untoward behaviour that comes to their attention. There are few incidents of really poor behaviour but when it does occur, it is dealt with properly and, where relevant, parents and outside agencies are involved.
- Pupils know the different forms that bullying can take, and that it is important to tell someone should they experience or know of any. They are clear that they do not know of any, and that, if it did occur, it would not be allowed to continue.
- The school's work to keep pupils safe and secure is good. Entry to the school building is well controlled and staff, governors and volunteers are rigorously checked for their suitability before being allowed to work with the pupils.
- Pupils are taught about, and have good awareness of, the dangers associated with the internet, mobile phones and social networking sites. They know how to keep themselves safe when online.
- Pupils willingly take on responsibility, for example, as 'buddies' and playground leaders. The school improvement group, made up of Year 6 pupils, meets with the headteacher to discuss priorities for improving the school, and how pupils can help the school to meet them. Pupils approach this role with a level of maturity beyond their years.
- Pupils are eager to do well. They recognise that the increasing demands made of them are there

to help them improve. However, at times they rely too heavily on adult approval for one stage of learning before having the confidence to proceed further, even when they know what they need to do next.

The leadership and management are good

- Staff, governors, pupils and parents are all involved in planning what the school will do to improve further, and in monitoring progress towards its clearly-stated priorities. These priorities arise from the school's good knowledge of how well it is doing. They also inform the targets that staff have to work towards as part of the management of their performance, and, ultimately, the targets set for pupils.
- The leadership team's strong determination to secure the best possible progress for all pupils is manifested in the mostly high expectations that leaders have of staff and pupils. Those expectations do not, however, extend to ensuring that teachers mark pupils' work consistently well.
- The checks made on teaching and learning by senior and subject leaders are accurate and robust. Areas for improvement are followed up with guidance and, where relevant, support, coaching, and /or training that almost always leads to improvement. A prime example of the effectiveness of training is the rapid improvement in the teaching of mathematics.
- Provision in the Early Years Foundation Stage has improved significantly since the previous inspection because it is led and managed well. The good provision for disabled pupils and those who have special educational needs is also managed well. A close check is kept on how well the programmes planned to help these pupils are working.
- The curriculum is well planned. It includes many opportunities for pupils to use and extend their literacy and numeracy skills, and it promotes pupils' spiritual, moral, social and cultural development effectively. All of this came together particularly well as pupils in Year 6 considered, from several different viewpoints, the moral dilemma of whether it was right for people to keep climbing Mount Everest.
- The school's close links with the church and the good range of visits, visitors and out-of-hours activities further enrich pupils' learning and personal development.
- Procedures for safeguarding pupils meet current government requirements. All training is up to date and the school is vigilant in identifying pupils in need of support. It promotes equality of opportunity well, for example, teaching pupils that discrimination of any kind is wrong and building in them a strong sense of justice and fairness.
- The local authority provides an appropriate level of support for this school, which it judges to be good. It uses the school to support and deliver training to other schools.
- Sports funding is being used effectively to extend the range of sporting activities available to pupils, to improve staff expertise, and to encourage pupils to participate in sport in the community, for example, through the cricket challenge. All sporting activities are very popular with the pupils, who are keen to do well, including against other schools.
- **The governance of the school:**
 - Governors support the school well and they have a good understanding of how to hold it to account for pupils' performance. They do this by using their knowledge of how to interpret

published data and data provided by the school. By visiting the school in their link governor roles, they meet with staff, pupils and parents, and keep themselves up-to-date with the quality of teaching and how well pupils are learning. They use their expertise well to guide the school towards its goals.

- Governors review the headteacher’s performance and check that the management of the performance of all staff is helping them to improve. They support the headteacher in making decisions about who to reward or who needs additional help so that pupils can make better progress. To this end, they also check the impact of the decisions they make about spending, including the use of pupil premium and sports funding. They hone their skills through training that keeps them up-to-date with current requirements.

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	123550
Local authority	Shropshire
Inspection number	444093

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	210
Appropriate authority	The governing body
Chair	Edgar Hastings
Headteacher	Claire Gaskin
Date of previous school inspection	14 February 2011
Telephone number	01746 716606
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