

# Worthington School

## Inspection report

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<b>Unique Reference Number</b>	119954
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313458
<b>Inspection date</b>	23 January 2008
<b>Reporting inspector</b>	Arnalena Bee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Hipwell
<b>Headteacher</b>	Amanda New
<b>Date of previous school inspection</b>	23 June 2003
<b>School address</b>	Main Street Worthington Ashby-de-la-Zouch LE65 1RQ
<b>Telephone number</b>	01530 222319
<b>Fax number</b>	01530 222319

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated four main issues. These were: whether good achievement and standards were being sustained; how effectively governors support and challenge the work of the school; the quality of pupils' cultural development; and whether standards in information and communication technology (ICT) and religious education (RE) as well as assessment procedures in subjects other than English, mathematics and science have been sufficiently improved since the previous inspection report. During the day, evidence was gathered from observing pupils from Reception to Year 6, discussions with the headteacher, a governor and pupils, samples of pupils' work, parents' questionnaires, observations of pupils at lunchtime and a review of the school's system that tracks individual progress. Other aspects of the school's own work, such as the curriculum, were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Worthington School is smaller than the average-size primary school. Almost all pupils come from White British backgrounds. The number of pupils identified as having learning difficulties and/or disabilities is below average. However, numbers are not distributed evenly throughout the school. This and small year groups cause significant year-on-year variations in standards. Most children start school with standards that are below those expected for their ages.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a very welcoming school that provides a good education for its pupils. It excels in the care it gives each individual, helping them to grow into confident, well-rounded young people. Pupils adore coming to school and thoroughly enjoy taking part in all the activities that are offered to them. Achievement is good and pupils reach above-average standards by the time they leave in Year 6. The children in Reception, who work with pupils in Years 1 and 2, get off to a good start and generally reach levels expected of them by the time they start in Year 1. Standards often vary year on year because of small year groups and sometimes because the proportion of pupils with learning difficulties in a year group is high. National results for 2007 show that, in Year 2, standards were below average in reading and writing and average in mathematics. School data indicate that this small year group of five pupils made good progress. As pupils move through Years 3 to 6 they continue to achieve well.

Standards at the end of Key Stage 2 have improved over the last two years. In 2007, standards were above average. Pupils, including those with learning difficulties and/or disabilities do well because teaching is good. Learning support assistants generally contribute well to the good learning in lessons. Strengths in the good teaching are the very good relationships that develop between the adults and the pupils and the well-managed classes. As a result, pupils demonstrate outstanding attitudes to learning and always work hard. The academic guidance that is offered to pupils is mostly good. Pupils' progress is monitored regularly and any pupils who are falling behind are quickly identified and given additional support. Teachers' marking is always supportive and pupils are given targets for improvement in reading, writing and numeracy. However, although some pupils know the targets of their friends as well as their own, others are unsure of what they are working towards. At present, targets are not fully influencing the progress pupils make or the standards they reach. Marking is satisfactory, but its quality varies from subject to subject and from class to class. The best marking is good and informs pupils well what they need to do to improve. However, much does not indicate what pupils have to do to improve.

Parents are overwhelmingly supportive of the school and appreciative of all that it does. As one parent wrote, 'A very caring learning environment is created by the school which instils self-esteem amongst its pupils and respect for others.' By the time they leave school, pupils are well prepared for their next phase of education. This is because the headteacher, staff and governors are very committed to making sure that pupils achieve their best, both academically and personally. The good curriculum supports pupils' personal development well. All pupils develop a good idea of the need to eat healthily. As one younger pupil correctly said, 'Greens are good for you.' He then reluctantly added, 'I like them a bit'. Another pupil said, 'Fruit juice is much better for you than fizzy drinks.' Older pupils talk about the dangers of eating too much fat because 'it clogs up your heart'. Pupils of all ages develop a good idea of the importance of exercise. They enjoy the good number of out-of-school clubs that promote the need to take regular exercise. Pupils recognise that the school is a safe place to be and are in no doubt that if they have any problems a member of staff will help them. One pupil confidently said, 'The teachers are always there to keep an eye on us.' Older pupils have a good awareness of the necessity to keep themselves safe. They maturely identify places where they need to be extra careful, such as when near busy roads or by lakes and reservoirs. As they raise money for local and world charities, pupils begin to understand that not everyone is as fortunate as they are. Pupils' spiritual, moral, social and cultural development is good overall. However, their

cultural awareness is not as strong as other elements. As a result, older pupils talk in a limited way as they recall facts and information about other religions and beliefs that they have talked about during lessons.

One of the key features of the school's success is the way that the headteacher, staff and governors work effectively together as a happy team to make sure that the individual needs of all the pupils are met. Strengths and areas for improvement have been clearly identified by leaders, managers and governors. The governors are effectively involved in the work of the school. The way they support and challenge the school has improved since the school was last inspected and is now good. Systems for monitoring how well the school is doing are thorough and clearly show how well pupils make progress and how the quality of teaching and learning is being improved further. As a result, standards have improved at the end of Year 6 since the previous inspection, particularly in science. In 2007, the majority of pupils in Year 6 reached higher than the expected level in science. In writing, which has been a focus, more pupils now reach higher than the expected level and standards are steadily improving. Improvement since the previous inspection has been good. Standards in RE have improved and are now broadly satisfactory. Assessment procedures have been developed for all subjects and are now satisfactory. Provision in information and communication technology (ICT) has been developed well. All classes now have mini-ICT suites, which are used effectively to promote ICT skills and learning in other lessons. Standards in ICT have improved well and are now above average. These successes clearly show that the school's capacity to improve further is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in the Reception Year receive good teaching. As a result, they achieve well. By the time children start in Year 1, their standards broadly match those expected nationally in most areas. Activities are well planned. Children are given good opportunities to learn effectively through interesting directed tasks and activities that are initiated by them. For example, they enthusiastically developed their understanding of letters and sounds as they made 'silly soup'. This activity promoted not only basic literacy skills but also gave children opportunities to act out how to make soup and develop social skills as they took turns. The activity was thoroughly enjoyed by all, including the nursery nurse, who provided good quality support. She makes a valuable contribution to children's learning. Behaviour is good. Children settle into school quickly and easily because induction procedures are good. They are very well cared for and looked after. As one parent wrote, 'My child is very happy at school and enjoys going each morning.'

## **What the school should do to improve further**

- Ensure that all teachers' marking enables children to be sure about what they have to do to improve and achieve their targets.
- Develop pupils' understanding of the different cultures and religions that make up our society today.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

23 January 2008

Dear Pupils

Inspection of Worthington Primary School, Worthington, LE65 1RQ

Thank you for making me so welcome when I came to visit you. I really enjoyed myself. I especially liked coming into your classrooms and talking to you about how you were getting on and listening to you sing 'The Building Song' during assembly. I was so pleased to see how much you all really enjoy coming to school. You all behave well and work hard in lessons. You go to a good school and your parents agree with me about this.

I am writing to let you know what I liked best about your school.

? The way you are cared for and looked after while you are in school is very good. ? You are kind towards each other and respectful to the adults who look after you and help you learn. ? You all know that if you have a problem you can always go to an adult for some help. ? Teachers plan interesting activities that help you learn well. ? You have learnt lots about why you should eat healthily and take regular exercise. ? You also know lots about how you must always keep yourselves safe. ? By the end of Year 6, you reach levels in English, mathematics and science that are better than those expected for your ages. ? When you leave in Year 6, you are well prepared for your next school.

I have asked the school to do two things to make it even better.

- Make sure that when teachers mark your work or talk to you during lessons, they explain what you need to do to improve so that you get even better.
- Help you to learn more about the different ways of life and religions that are found in Britain today. Keep working hard, keep smiling and have fun as you learn.

Best wishes

Nina Bee Lead inspector

23 January 2008

Dear Pupils

**Inspection of Worthington Primary School, Worthington, LE65 1RQ**

Thank you for making me so welcome when I came to visit you. I really enjoyed myself. I especially liked coming into your classrooms and talking to you about how you were getting on and listening to you sing 'The Building Song' during assembly. I was so pleased to see how much you all really enjoy coming to school. You all behave well and work hard in lessons. You go to a good school and your parents agree with me about this.

**I am writing to let you know what I liked best about your school.**

- ☺ The way you are cared for and looked after while you are in school is very good.
- ☺ You are kind towards each other and respectful to the adults who look after you and help you learn.
- ☺ You all know that if you have a problem you can always go to an adult for some help.
- ☺ Teachers plan interesting activities that help you learn well.
- ☺ You have learnt lots about why you should eat healthily and take regular exercise.
- ☺ You also know lots about how you must always keep yourselves safe.
- ☺ By the end of Year 6, you reach levels in English, mathematics and science that are better than those expected for your ages.
- ☺ When you leave in Year 6, you are well prepared for your next school.

**I have asked the school to do two things to make it even better.**

- Make sure that when teachers mark your work or talk to you during lessons, they explain what you need to do to improve so that you get even better.
- Help you to learn more about the different ways of life and religions that are found in Britain today.

Keep working hard, keep smiling and have fun as you learn.

Best wishes

Nina Bee  
Lead inspector