

Worfield Endowed CofE Primary School

Inspection report

Unique Reference Number	123550
Local Authority	Shropshire
Inspection number	314634
Inspection dates	27–28 November 2007
Reporting inspector	Alison Cartlidge

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 on roll	182
School	
Appropriate authority	The governing body
Chair	Martin Thompson
Headteacher	C Ellor
Date of previous school inspection	8 December 2003
School address	Main Street Worfield Bridgnorth WV15 5LF
Telephone number	01746 716606
Fax number	01746 716237

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The pupils come to the school from the village of Worfield and the surrounding area. Most children's attainment is within the levels expected for their age when they start in the Nursery Year. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Most pupils are from White British backgrounds. Very few pupils are entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features. Friendly members of staff help pupils to enjoy attending school. Pupils' achievement is satisfactory. Children make a good start to their education in the Nursery and Reception Years, where they become independent and confident individuals. Satisfactory teaching between Years 1 and 6 ensures that most pupils, including those with learning difficulties and/or disabilities, make satisfactory progress. Some pupils of average to above-average ability do not consistently make enough progress in English and mathematics because teachers do not always explain what they are expected to learn clearly or provide them with enough challenge. Good teaching in Year 5 and outstanding teaching in Year 6 enables the oldest pupils to make rapid progress. Consequently, by the end of Year 6, standards are above average. Pupils make good progress in science in all classes because teachers make learning particularly relevant through practical tasks. Teaching assistants make a valuable contribution in many lessons by supporting groups of pupils.

Pupils become responsible and well behaved because all adults in school support their pastoral needs well. Pupils make a good contribution to the community by raising funds for charities, serving on school committees and acting as monitors. They have an excellent understanding of environmental issues through the gardening club, recycling and 'School Grounds' days. The exciting curriculum has good links between subjects and there are good opportunities for pupils to learn life skills such as how to stay safe and healthy. A good variety of interesting clubs and visits contributes particularly well to the pupils' enjoyment of school.

Leaders and governors are enthusiastic and hardworking and want to do their best for the pupils. Some subject coordinators have a limited role in monitoring and evaluating provision and standards so they do not have a clear enough impact on improving pupils' progress. There is a wealth of information to show how well pupils are doing, but leaders do not use this well enough to ensure that all pupils make consistently good progress across the school.

Good links with a technology college and the local secondary school prepare pupils well for the next stage of their education. Parents support their children well and most are pleased that their children come to this school. One parent spoke for many by saying, 'We are very pleased with the caring and concern the school shows for the pupils, and its "can do" approach to school life.'

Effectiveness of the Foundation Stage

Grade: 2

Good teaching in the Nursery and Reception classes enable children to make good progress, especially in their personal development. As a result, most children are working within or beyond the nationally expected levels for their age when they start in Year 1. Good transfer arrangements help children to settle into school routines quickly. As one parent stated, 'The Foundation Stage provides a wonderfully nurturing environment.' Members of staff are friendly and caring and help children to behave well. Children greatly enjoy the many interesting practical activities and the good range of visits that helps to make learning purposeful. Each class caters for a wide range of ages and occasionally the younger children in each class become inattentive when they have been kept sitting and listening for too long. The school is enhancing the use of the outdoor area well with the newly developed 'Forest School'.

What the school should do to improve further

- Increase the challenge in English and mathematics and ensure that all pupils understand what they are expected to learn.
- Ensure that coordinators understand how to develop their subjects so that they have a greater impact on pupils' progress.
- Make better use of assessment information to ensure that all pupils do as well as they should throughout the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Standards by the end of Year 6 are above average and pupils' achievement is satisfactory. Children make good progress in the Nursery and Reception Years, and most are working at or beyond the expected levels when they start in Year 1. Friendly support from all members of staff enables these children to do especially well in personal development. Between Years 1 and 6, most pupils, including those with learning difficulties and/or disabilities, make satisfactory progress. Good teaching in Year 5 and outstanding teaching in Year 6 leads to rapid progress in the pupils' final years at the school. Pupils throughout the school make good progress in science because they especially enjoy the challenging investigative activities provided, including interesting environmental work. In English and mathematics, some pupils of average to above-average ability do not make enough progress in some year groups because teachers do not consistently provide them with work that matches their abilities. The school sets challenging targets for pupils for the end of each year, although these are not used well enough to ensure that all pupils achieve well.

Personal development and well-being

Grade: 2

Pupils work together well right from the time they start in the Nursery. They are polite and show a very good understanding of life in multicultural Britain. Most pupils behave well throughout the day, although occasionally some younger pupils become a little restless and inattentive when they have been sitting still for a while. Pupils know that it is important to eat a balanced diet and to take frequent exercise, although break-time snacks from home are not always especially healthy. Pupils feel safe at school and trust members of staff to look after their interests well. They report that there is 'hardly any' bullying or oppressive behaviour. They understand that they need to take care when walking to school along the dark country lanes and that reflective clothing is advisable. Good attendance demonstrates the pupils' thorough enjoyment of school and very positive attitudes. Pupils especially like their teachers. As one pupil said, 'Learning is fun here.'

Pupils support a variety of charities and take responsibility well through their safer school and eco committees and challenge groups. They are proud that they are 'VIPs' (very independent pupils). All these activities, together with steady progress in developing good basic skills, prepare them well for the next stage of their education and later life.

Quality of provision

Teaching and learning

Grade: 3

Teachers are dedicated and friendly and their good management of behaviour and planning of interesting tasks lead to a purposeful working atmosphere. The teaching of science is a particular strength and the school is working well to develop a similar practical approach in English and mathematics. For example, in Year 6, pupils collected information about how well various balls bounced and used the results as the basis of a mathematics lesson on data handling. Teachers prepare work for different ability groups, although they do not always match tasks closely enough to needs. In addition, not all teachers explain clearly enough what they expect pupils to learn. As a result, in some classes, the average to above-average pupils in particular do not consistently make enough progress. Good teaching in Year 5 and outstanding teaching in Year 6 enables most pupils to catch up in their final year at the school because questioning is particularly skilful and tasks match pupils' needs fully. Marking in some classes does not always show pupils what they need to learn next. Teaching assistants provide good support for small groups of pupils in many lessons, including those with learning difficulties and/or disabilities. Teaching is good in the Nursery and Reception classes, where children have especially good opportunities to learn through purposeful play and independent tasks.

Curriculum and other activities

Grade: 2

The school has made the curriculum meaningful by developing the opportunities for pupils to use their literacy, numeracy and information and communication technology skills in other subjects, and has developed a strong cross-curricular approach to learning. Innovations such as the use of activities based on real-life experiences add greatly to the pupils' enthusiasm for school and willingness to learn. A good variety of additional activities, purposeful visits, visitors and clubs enhance learning well in all year groups. For example, pupils throughout the school enjoy learning to speak French and there are close links between the school and the church. The curriculum in English and mathematics builds steadily on what pupils have already learnt, although it does not ensure that pupils' progress is consistent across the school. The school is working well at adapting planning to meet the specific needs of the gifted and talented pupils. The school promotes personal development especially well, giving pupils clear information about how to keep safe and healthy and enhancing their enjoyment of school.

Care, guidance and support

Grade: 2

The school has good links with parents and outside agencies right from the time children first start school in the Nursery Year, and these help to safeguard pupils' well-being. One pupil spoke for many by describing the school as being 'like a big family' and one parent said, 'The school is very caring and if there are any concerns, there is always an open-door policy.' There are robust systems for supporting pupils' good well-being, making the school a happy and safe place in which to learn.

The school has improved assessment arrangements and collected a wealth of information on each pupil, although teachers do not always use this well enough to support learning in some lessons. Appropriate support for pupils with learning difficulties and/or disabilities enables

them to make similar progress to other pupils in their class. The school is beginning to involve pupils well in their own assessment. For example, pupils in Years 2 and 6 used highlighter pens confidently to show where their writing met the levels expected.

Leadership and management

Grade: 3

Satisfactory leadership and management ensure that pupils make sound progress during their time at the school, although progress is not consistent from class to class. The headteacher is very passionate about the school and is keen to do the best for the pupils by carrying out most monitoring tasks. As a result, she has a very heavy workload and subject coordinators are insufficiently involved in evaluating effectiveness in their subjects. Nevertheless, there is a strong commitment towards raising standards and achievement, and these have been rising steadily since the last inspection, demonstrating the school's sound capacity to improve. For example, recent strategies to increase the rate of pupils' progress are beginning to have a positive effect in writing. The friendly atmosphere supports the pupils' personal development well and ensures that the school is a calm and welcoming place in which to learn. Governance is satisfactory. Governors are supportive and detailed headteacher reports keep them well informed. Suitable training is planned for new governors, and governors are aware that they could monitor pupils' progress more thoroughly, enabling them to hold the school to account more effectively.

The school's systems for self-evaluation are satisfactory and there are appropriate priorities for development. There is a slightly over-generous view of school effectiveness because information is not analysed and evaluated clearly enough.

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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?	3
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	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	2
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?	3
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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

29 November 2007

Dear Children Inspection of Worfield Endowed C of E Primary School, Bridgnorth WV15 5LF

- Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a sound education. Here are some points about your school.
- You make satisfactory progress and reach above-average standards by the end of Year 6, but some of you could learn more quickly in Years 1 to 5.
- Children in the Nursery and Reception Years settle well and learn quickly.
- You behave well, are polite and know how to stay safe and healthy.
- Teaching is satisfactory and teachers are good at making lessons fun.
- You study a wide range of interesting things and learn about how to care for the environment well.
- The adults in the school are good at caring for you.
- Your headteacher, other teachers and governors are working hard to make your school even better.

- What we have asked your school to do now.
- Always give you hard enough work in English and mathematics and explain to you what you are expected to learn.
- Ensure that teachers who look after subjects know how to develop their subjects so that you can do even better.
- Use information about how well you are doing to make sure that you all learn quickly every year.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector