

Worlingworth Church of England Voluntary Controlled Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 124750 |
| Local Authority | Suffolk |
| Inspection number | 328207 |
| Inspection date | 15 January 2009 |
| Reporting inspector | Judith Dawson |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 42 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Annie Harvey |
| Headteacher | Mr Kevin Knights |
| Date of previous school inspection | 23 November 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Shop Street Worlingworth Woodbridge Suffolk IP13 7HX |
| Telephone number | 01728 628397 |

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|--------------------------|-----------------|
| Age group | 3–11 |
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01728 628397

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This very small primary school serves the rural communities of Worlingworth, Tannington and Southolt. All pupils are from White British or Irish backgrounds and speak English as their first language. A higher percentage of pupils than average have specific physical, emotional or learning difficulties. The school has been through a period of disruption to the leadership but is now in a federation with a local school, sharing the headteacher who joined Worlingworth this term. A Nursery class is shared with another school to provide for the three and four-year-olds in the Early Years Foundation Stage (EYFS). The Nursery class is in school on Thursday and Friday mornings. The school has close links with local churches. It holds the Activemark, is working towards Healthy Schools accreditation and is involved in eco- projects. Children's attainment on entry to school varies from year to year and is slightly below expectations overall.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school has been through an unsettled period since the last inspection. Changes of staff caused a dip in the quality of provision and pupils' achievements. Remaining staff coped well with the disruption and with local authority support, including that of a part time interim headteacher, things have improved. The issues for improvement raised at the last inspection have been successfully addressed. Following unsuccessful attempts to appoint a full time headteacher, governors agreed to appoint an established headteacher from a local school in a shared leadership agreement.

The new headteacher has a good understanding of the school's strengths and needs. Attention to the development of subject leaders' monitoring roles to ensure that all pupils are achieving well is a priority. Leadership and management and overall effectiveness are satisfactory. However, the commitment of the staff, recent significant improvements, such as pupils' improving progress in English, and an experienced headteacher at the helm indicate that the school is well placed to improve further.

Pupils' personal development is satisfactory. The school takes good pastoral care of its pupils so they feel safe and enjoy coming to school. They have a good understanding of how to keep themselves healthy and safe. Pupils develop satisfactory skills to prepare them for their future education and lives. Although generally good, pupils' behaviour is satisfactory overall because it sometimes deteriorates when lessons are too long. Pupils do not always have sufficient written guidance to help them improve their work or know their individual targets.

Pupils' standards are average and their progress is satisfactory overall throughout the school. Pupils in Year 6 achieved well in English in 2008. In the national tests, unvalidated results show that over half attained the higher than expected Level 5. These outcomes are a tribute to the school's focus on English. Progress in mathematics and science was satisfactory but some more able pupils did not fulfil their potential because of shortcomings in the provision for older pupils over the last two years. Pupils who find learning difficult make satisfactory progress.

Teaching, learning and the curriculum are satisfactory. There are good relationships between teachers and pupils and a pleasant family atmosphere in each class. Resources are used well and teaching assistants provide efficient support, helping pupils who find learning difficult achieve as well as their peers. Teachers know the pupils very well, and sensitively meet the social needs of the range of age groups within each class. Lessons sometimes expand to fill the available time, resulting in some lack of pace. Teaching does not always challenge pupils sufficiently, such as the more able in mathematics and science, and pupils do not always demonstrate the confidence in their abilities that is necessary for higher achievement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good EYFS provision gives children in the Nursery a flying start to their education. In spite of the lack of a dedicated indoor space for the nursery, the teacher ensures that children have access to a good range of activities. Reception children have appropriate learning opportunities and the teaching ensures they have access to the EYFS curriculum and outdoor area, although the latter is more limited than in the nursery. Children develop good personal and social skills because they are encouraged to think and do things for themselves. Well-established routines and consistent reinforcement of safety matters give children a good understanding of how to

keep healthy and stay safe. For example, one child wanted to show her magic wand to the teacher who was outside. She told the teaching assistant, 'I must put my coat on first.'

Children make good progress in acquiring basic skills because they are systematically taught how to, for example, link sounds to letters and to count and identify shapes. Numbers in each year are very small. By the end of the EYFS more recently, when children's attainment on entry has been below expectations, they often reach the expected standards overall. This year, children are making good progress from their starting points. Children are progressing well because the staff know them very well and support them as they progress towards their personal targets. A good mix of child-selected and adult-led activities gives children scope to consolidate and extend their learning while having plenty of fun. They play well together and make a good contribution to their community by tidying up efficiently. The EYFS is well managed. Teachers record children's achievements, and identify each child's next steps although some assessments are not clearly linked to the stages in learning, making measuring children's progress more difficult.

What the school should do to improve further

- Give pupils more responsibility for their learning, ensure they know their goals and that they receive clear written guidance how to improve their work.
- Improve the opportunities for subject leaders' to monitor lessons and pupils' work to ensure pupils are achieving well.
- Improve the planning of lessons to ensure all pupils progress at a good pace, including the more able in mathematics and science.

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

Pupils' standards in reading, writing and mathematics in the 2008 assessments were below average in Year 2. This was a lower performing year and no pupils attained higher than expected standards in any subject. Unvalidated national tests results for Year 6 pupils in 2008 indicate that all pupils made at least satisfactory progress in English from Year 2 and nearly half made good progress. Standards were above the 2007 national average. Progress in mathematics was satisfactory overall but, in both mathematics and science, few pupils attained higher than average standards. Teachers' records and pupils' books show that most are making satisfactory progress overall, but there are still elements of underachievement in mathematics and science for the most able pupils. Standards of the present Year 2 and Year 6 pupils are in line with national expectations and their achievement is satisfactory.

Personal development and well-being

Grade: 3

Pupils cooperate well with their teachers and generally work harmoniously together. Their enjoyment of school is reflected in their good attendance. Their spiritual, moral and social development is satisfactory overall. Pupils' cultural development is good. They learn French and have links with a school in Africa. They make up shoeboxes of toys to give to less fortunate children. They enjoy their music and drama. Younger pupils showed good empathy with the

characters in the Three Billy Goats Gruff as they dramatised different endings. Pupils are very clear about the benefits of healthy eating and exercise, enjoying their additional sporting activities. All leave school as independent swimmers. Pupils value their membership of the school or eco-councils and take their responsibilities seriously. Their sound literacy, numeracy, and information and communication technology skills prepare them satisfactorily for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teachers know the pupils very well. Some pupils spend three or more years with the same teacher, for at least part of the day. Teachers and teaching assistants question pupils effectively, testing understanding and encouraging them to think. They support pupils who find learning hard appropriately. At times, however, the work does not provide sufficient challenge, especially for the more able pupils within the class. In one lesson, the older pupils completed a simple worksheet rapidly and needed a greater challenge from the start. Teachers' explanations are clear, but some are repetitive and too long. This limits opportunities for pupils to work independently to find their own methods for solving problems. When teachers encourage pupils to work together in mixed aged groups they respond well, respecting each other's views and supporting each other.

Curriculum and other activities

Grade: 3

There is a good range of enrichment activities that add breadth and interest to the curriculum, including sports, French and instrumental tuition. Emphases on drama and adjustments to the English curriculum have been successful in raising standards. Pupils enjoy these activities, developing confidence and a good sense of teamwork in response. Visits to, for example, the West Stow Viking Village bring the curriculum to life. There are good links with local churches and schools and the school makes good use of the additional activities on offer. Although the curriculum for mathematics and science covers the basic knowledge and skills, there is limited opportunity for pupils to apply their skills to solve problems, experiment or to use them within other subjects. This prevents learning from being as relevant or challenging as it could be. Pupils use their information and communication technology skills for word processing and research but other aspects of the curriculum, such as control technology and spreadsheets, are limited.

Care, guidance and support

Grade: 3

Within the satisfactory care, guidance and support, there are strengths in the school's pastoral care and concern for the pupils. The school meets the requirements for safeguarding pupils and their welfare is paramount. Consistent expectations of the way pupils behave ensure they know what is expected of them, although they sometimes need reminding. The school rigorously promotes good attendance and does not authorise holidays in term time, so the number of absences is well below average. Teachers provide pupils with additional needs with clear, achievable and relevant targets that are shared with the parents. This, combined with effective support in the classroom and work matched to their needs, enables them to make the progress

expected of them. There is now tracking in place to record each pupil's progress through the school, which is an improvement since the last inspection. However, pupils are not clear what their targets are and what they need to do to attain the next level. Teachers' marking often gives them good advice about how to improve their work in English but this is rarely the case with other subjects.

Leadership and management

Grade: 3

Teachers, all of whom share management responsibilities, have remained steadfast in their aims to do the best for the pupils during a period of change. One parent, typical of several, said, 'The teachers deserve a great deal of thanks for all they have done to support children and parents throughout this.' Parents also feel that the school has turned the corner and is improving. There have been successful initiatives to promote community cohesion locally, nationally and internationally and the school is at the heart of its community. This is an inclusive school where all are welcomed. Governors have supported the school well in some areas, although they have limited input into development planning and monitoring. They entered into the federation because they were determined that the school should have effective and proven leadership. Staff are deployed well, with creative arrangements to manage the limited numbers of pupils within the budget. Opportunities for subject leaders' to monitor lessons and pupils' work to ensure pupils are achieving well are too limited.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| 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

| | |
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| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 3 |
| The extent of learners' spiritual, moral, social and cultural development | 3 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 3 |
| 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 | 3 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

Leadership and management

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| 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 eliminated | 3 |
| How well does the school contribute to community cohesion? | 2 |
| 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

16 January 2009

Dear Pupils

Inspection of Worlingworth Church of England Voluntary Controlled Primary School,
Worlingworth, IP13B7HX

Thank you all very much for your warm welcome when we visited your school. We really enjoyed talking to you all and seeing your work. We were pleased to hear that you enjoy school. We can tell you do because you are rarely absent. Special thanks go to those of you in the school council who gave us your views. We were pleased to see that you know how to keep yourselves healthy and safe. We know you usually behave well but that sometimes you forget what is expected of you.

Those of you in the Nursery have a good start to school. Learning is fun and you are all encouraged to do as much as you can yourselves. When you are Reception age and move into Class 1, you also learn well, because your teachers know what you need to learn and give you the help you need. We were pleased to see you use the outside area to learn. I really enjoyed Class 1's plays about the Three Billy Goats Gruff. You played your parts very well with huge voices. What interesting endings! I am sure the younger children enjoyed them as well.

Your learning is satisfactory and we have asked your teachers to help you all to achieve as well as you can. Although those who need extra help have beneficial support, others of you do not have the challenge you need to help you learn more quickly, particularly in mathematics and science. We want your teachers to make sure that you know what you need to do to make your work better and to give you advice about how to do it. We want you to have more opportunities to decide how to organise and complete your work yourselves. Finally, we have asked teachers to look at the planning for the subjects for which they are responsible, to ensure that you receive the challenges you need. With these changes, we are sure that you will be able to reach your potential and that standards will rise. You can help by working hard and always behaving well.

Your school provides you with a satisfactory education. We know that your school has been through difficult times. Your teachers 'held the fort' very well and, with your new headteacher's and your help, we are confident that your school will continue the improvement we are already seeing. Good luck to you all.

Yours truly

Judy Dawson

Lead inspector