

Kings Worthy Primary School

Inspection report

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|--------------------------------|------------------|
| Unique reference number | 115922 |
| Local authority | Hampshire |
| Inspection number | 379171 |
| Inspection dates | 22–23 March 2012 |
| Lead inspector | Edward Wheatley |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 331 |
| Appropriate authority | The governing body |
| Chair | Chris Martin |
| Headteacher | Julie Mullane |
| Date of previous school inspection | 15–16 June 2009 |
| School address | Church Lane Kings Worthy Winchester SO23 7QS |
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|---------------------------|------------------|
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Introduction

Inspection team

Edward Wheatley

Additional inspector

Neil O'Boyle

Additional inspector

Carolyn Steer

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 27 lessons or parts of lessons taught by 12 teachers. Meetings were held with staff, members of the governing body, parents and carers and pupils. Inspectors carried out a joint observation of a lesson with the headteacher. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at achievement information, development planning and self-evaluation records. They took into account 178 questionnaires returned by parents and carers.

Information about the school

Kings Worthy Primary is a larger-than-average-sized school. The great majority of pupils are of White British heritage and a very small number is at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with disabilities and those with special educational needs is below average. The headteacher is relatively new to the school, having become full time to the post in April 2011. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall effectiveness | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- This is a good school. Children in Reception make good progress and pupils in Key Stages 1 and 2 achieve well. Pupils behave well. The school looks after them well and ensures they are safe. Teaching is good and meets the learning needs of most pupils effectively. Leaders and managers prioritise improving pupils’ progress, raising attainment and improving teaching. The school is not outstanding because occasionally teaching is not matched to the learning needs of all pupils.
- Pupils make good progress, and for some pupils progress is excellent. By Years 2 and 6 pupils’ attainment is above average in reading, writing and mathematics. However, occasionally pupils’ spelling is inaccurate and work set is not sufficiently challenging. Children achieve well in the Reception classes.
- Teaching is usually good and occasionally excellent. In most lessons work is interesting, challenging, and fast paced. Many lessons have opportunities for pupils to work independently. However, occasionally there is not enough variation in the teaching methods used, which sometimes leads to short spells of inattention by pupils.
- Pupils behave well, even when their attention to work slips a little. Unacceptable behaviour and bullying of any kind are very rare. Pupils say that any incidents are dealt with swiftly, that they feel safe at all times and that if they were worried they would be confident that their concerns would be dealt with well.
- Leadership and management are good. Leaders have an accurate view of the school’s strengths and weaknesses. The headteacher manages teachers’ performance well and sets targets closely linked to the school’s priorities for improvement. The quality of professional development for staff is good.

What does the school need to do to improve further?

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- Improve the progress of pupils still further through making sure all teaching reflects the best seen by:
 - ensuring work is sufficiently challenging to always meet the learning needs of pupils
 - using a wide range of activities in lessons to make sure pupils are always engaged in learning
 - using consistent approaches to ensure pupils spell accurately.

Main report

Achievement of pupils

Since the school was last inspected attainment has fluctuated a little and is now rising because of increased focus on monitoring, especially at senior level. Attainment is above average. Where there had been differences between subjects, these have been narrowed and there are improvements in all areas. At Key Stage 1 a previous downward drift in attainment has been reversed. By the end of Year 2, pupils read well and have a secure understanding about using sound and letter recognition (phonics) to continually improve their skills. Attainment in writing is improving rapidly as pupils apply their phonic skills to their writing. Attainment in mathematics is rising as pupils acquire confidence with basic number and calculation skills. By the end of Year 6, pupils' attainment in reading, writing and mathematics is uniformly above average, with some pupils reaching well above average levels. Despite this, work is occasionally marred by inaccurate spelling, often of commonly-used words.

Pupils make good progress from broadly average starting points. Generally, they enjoy learning, especially when there is a wide range of activities. They work well independently and in small groups. For example, in a mathematics investigation, pupils worked very well individually on solving a problem to calculate how many steps they were likely to find in halving large odd and even numbers. They collaborated well over checking their calculations with each other. Pupils of all abilities achieved well, reinforcing and extending their calculation skills, and thoroughly enjoying being encouraged to make decisions about how much further they took the investigation. Pupils write well. They explain their knowledge, understanding and ideas using a wide vocabulary that incorporates adjectives, adverbs and connectives effectively. However, when they write, pupils are not always careful enough with spelling, either of commonly-used words or words that are displayed because they are new to them. Pupils with disabilities and special educational needs make good progress because they are well supported. The very small number of pupils at the early stages of learning English makes good progress in acquiring English, helped by working closely with other pupils. The differences in progress made by different groups of pupils are small and are narrowing rapidly because of the improvement in teaching.

In the Reception classes learning is good and children's progress has improved under

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new leadership. Children learn to read well. When they form letters, they do so accurately because they have good word and sound recognition skills due to recently-introduced phonic methods of teaching. The above average attainment by the time they start Year 1 marks a significant improvement on standards reached previously.

The great majority of parents and carers are pleased with how well their children learn. A very small number feels that their children do not learn well enough. Inspectors found that pupils throughout the school made good, and sometimes excellent, progress in their learning. Very occasionally pupils did not progress as well as they should because teaching was not demanding enough.

Quality of teaching

Almost all parents and carers feel that teaching meets the needs of their children well, and inspectors' evidence endorses this. In the best lessons the pace of work is fast, pupils are fully engaged because teachers question them and expect detailed explanations and this ensures pupils consolidate their understanding. Teachers make it clear for pupils how their lesson objectives link to National Curriculum levels. As a result, pupils know precisely what they are aiming for. For example, in a lesson about persuasive writing pupils wrote articulate letters to officials in an Indian city about the differences in environmental issues in India and England. There was regular reference in the lesson objectives set as to what features of their writing would achieve which levels. Pupils used this to amend their work and to discuss with each other whether they were doing enough to achieve their target level. This was very effective in promoting achievement and all pupils achieved well, according to their individual abilities. As well as this, pupils learned about moral and cultural issues that supported the development of their spiritual, moral, social and cultural understanding.

Occasionally, work is not fully matched to pupils' needs, and at these times pupils' progress wavers. In a few other lessons, teachers do not use a wide enough range of tasks. Then, pupils' attention wanders before returning to what it should be. While teachers usually use effective strategies to help pupils spell accurately, sometimes there are not sufficient reminders about the importance of correct spelling. Overall, teachers mark pupils' work regularly and carefully. As a result, pupils know how well they are doing, how to improve, what the next steps in learning are, and what their end of year targets are. Literacy, numeracy and technology activities are well planned into most subjects and help promote good development of basic skills.

Teaching is good in the Reception classes. Adults encourage children to choose the activities they follow and these are well organised and based on accurate assessment of children's learning needs. The reading sessions are very effective in promoting children's abilities to sound out words, and this leads to considerable enjoyment in being able to read and in encouraging children to read at home.

Behaviour and safety of pupils

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Pupils enjoy school and their attendance is above average. They have positive attitudes to learning and even when the attention of a few occasionally wanders, inspection evidence confirms that, pupils behave well over time. A very small number of parents was concerned that disruptive behaviour occasionally disrupted learning. Inspectors saw no evidence of this and no pupils were seen to interrupt the learning of others. A very small number of parents expressed concern that there was some bullying. However, nearly all pupils say they feel safe and inspectors saw no bullying behaviour of any kind. School records showed very few incidents over recent years. Pupils spoken to could not recall bullying incidents, but had a good understanding of all types of bullying. The school takes very good care of its pupils. It has effective procedures to support and care for pupils and their families whose circumstances may make them vulnerable. Links with families of pupils with disabilities and special educational needs are good, and improving, with good support and monitoring to help pupils make progress.

Leadership and management

The headteacher provides excellent direction for improvement. All leaders have an accurate picture of what improvements are needed. Teaching is monitored rigorously, particularly so by senior leaders, and increasingly so by subject leaders. The school has prioritised improving progress in Key Stage 1 and Reception, writing and spelling, teaching and the work of classroom assistants and has initiated successful action in these areas. Improvements made to teaching and provision in Reception have already led to better achievement. The school is also making an effective start to improvements in the other areas, especially in supporting classroom assistants in helping pupils make progress in their work. The governing body is very effective. It holds the school to account for the progress of pupils and plays a significant role in promoting school improvement. The school has effective strategies through its relationships with families, between staff and pupils, and through its personal, social and health education programme to promote equality and successfully deal with all forms of discrimination. Since achievement is improving, and the gap in performance by different groups of pupils is narrowing, the school is demonstrating a strong capacity for further improvement.

Parents and carers are very supportive. One wrote, 'We have been impressed by how well our child has made progress in literacy, numeracy and technology without the school neglecting their creative and personal development.' The great majority feel the school keeps them well informed. The school provides a wide range of activities to support parents and carers in helping their children learn. The curriculum incorporates a wide range of interesting activities and is supported well with trips and visitors. It is enriched by access to a well-organised library which is available to help parents support their children. Opportunities to sing and play instruments in assemblies and in local events contribute well to pupils' spiritual, moral, social and cultural development. The school has rigorous procedures to ensure statutory safeguarding requirements are met. As a result, pupils have a very good understanding of what it means to be safe, especially in the school grounds, and are

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very confident to approach an adult should they encounter a problem.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 March 2012

Dear Pupils

Inspection of Kings Worthy Primary School, Kings Worthy SO23 7QS

Thank you for making us so welcome when we visited your school, and for sharing your views of the school with us. We agree with you and think that your school is good. Your progress is good, and it is improving.

The following things are particular strengths of your school.

- Teaching is good and sometimes excellent. The school makes learning fun and interesting by providing many visitors, trips and activities.
- The staff and governing body know what to do to make sure the school improves further, and they work hard to make that happen.
- You behave well and you enjoy school. You know how to stay safe and although you say bullying is rare, you also say it would be sorted out quickly if it were to occur.
- Your attendance is above average.
- The school takes very good care of you.

In order for your school to continue to improve, we have asked your teachers to make sure that:

- work is always sufficiently challenging to help you progress rapidly
- lessons have a wide range of activities to captivate your interest
- teachers check to make sure you spell carefully and correctly.

You can help by making sure you always spell accurately, tell teachers if you find work too easy and try not to let your attention to wander from learning.

Yours sincerely

Edward Wheatley
Lead inspector

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