

Worstead Church of England Primary School

Inspection report

Unique reference number	121066
Local authority	Norfolk
Inspection number	380157
Inspection dates	22–23 May 2012
Lead inspector	Rob McKeown

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Rebecca Horne-Morris
Headteacher	Ralph Hedley
Date of previous school inspection	23 June 2008
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Age group	4–11
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Introduction

Inspection team

Rob McKeown

Additional Inspector

This inspection was carried out with two days' notice. The inspector spent time observing teaching, which included visiting 12 lessons taught by four teachers, and observing group activities taught by teaching assistants. The inspector heard some pupils read from Years 1 and 2. He held meetings with pupils and staff, including the headteacher and members of the governing body. The inspector observed the school's work, and looked at the school development plan, monitoring reports, attainment and progress data, teachers' planning and pupils' work. He observed pupils' behaviour and scrutinised the school's safeguarding procedures. The inspector also analysed 80 completed questionnaires from parents and carers, 93 from pupils and 11 from staff.

Information about the school

Worstead is a village primary school that is smaller than average. Almost all pupils are from White British backgrounds. There are no pupils learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is similar to the national average. Pupils are taught in three mixed-age classes in Key Stages 1 and 2 and a single-age Reception class. There have been several changes of headteacher since the last inspection, including a number of temporary arrangements. The current headteacher has been in post for a year. The school has recently gained a Royal Horticultural Society gardening award.

The school meets the current government floor standards, which set the minimum expectations for 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school, which is less effective than it was when it was last inspected. It is not good because not all pupils achieve as well as they might, not enough teaching is good and curriculum leadership requires improvement. Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children in the Reception class are making good progress, particularly with their early literacy and numeracy skills. Elsewhere in the school progress is more variable; some pupils reach above average attainment levels, others do less well. Taken as a whole, pupils make satisfactory progress in reading, writing and mathematics in Key Stages 1 and 2.
- Teaching is satisfactory. It is consistently good in the Early Years Foundation Stage but mostly satisfactory in the other three classes. There is not enough good teaching to produce good learning and progress for all pupils. Learning activities are not always matched precisely enough for pupils, particularly those of lower ability, and teachers' planning and assessment lack consistency.
- Behaviour is satisfactory. Most pupils behave well in class and around the school, although not all pupils give their full attention in some lessons. The school offers a safe environment for pupils and staff provide an appropriate level of care and support. Relationships between pupils are generally good. Attendance is above average and this reflects most pupils' enjoyment of school.
- Leadership and management are satisfactory. The headteacher is providing strong and consistent leadership. This includes leading positive improvements in teaching and managing performance. Parents, carers and the governing body have welcomed the continuity and stability now in place. The contribution made by other teachers with responsibilities for developing the curriculum, monitoring the quality of provision and evaluating pupils' achievements is inconsistent and underplayed.

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What does the school need to do to improve further?

- Improve the quality of teaching so that it consistently meets the needs of all pupils by:
 - adopting a whole-school approach to planning, assessing learning and marking pupils' work
 - ensuring the pace of learning is always purposeful, all pupils are engaged and no time is lost
 - ensuring learning activities are always matched precisely to pupils' abilities
 - monitoring pupils' progress during lessons, including those supported in groups
 - adapting activities where necessary during lessons to make learning more effective.

- Strengthen teamwork and the contribution from teachers with designated responsibilities by:
 - establishing clear roles and expectations for effective curriculum leadership and regularly evaluate its impact
 - providing opportunities for curriculum leaders to monitor provision and evaluate pupils' achievements
 - sharing key skills and strengths in teaching through staff discussion and modelling effective techniques.

- Complete the work begun on changes to the curriculum, including linking learning across subjects, making full use of the potential for outdoor learning and extending pupils' social and cultural awareness beyond their immediate locality.

Main report

Achievement of pupils

Pupils' achievement is satisfactory. Attainment on entry to the Early Years Foundation Stage varies from year to year being similar to that expected for their age in some years and above in others. Children in the Reception class this year are making good progress and many are already at or exceeding the expected level of development in the six areas of learning. There is a strong focus on developing communication skills with children given good opportunities to practise their early writing.

Progress in Key Stage 1 and 2 is satisfactory although some pupils make good progress and become high attainers by the time they leave in Year 6. Attainment at the end of Year 6 in English and mathematics was above average last year. Evidence in lessons, in pupils' work and from the school's tracking data shows variability in progress across the year groups. However, in lessons where the teacher works

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closely with groups, for example in mathematical problem solving or in guided writing, pupils learn well and make better progress. The progress made by disabled pupils and those with special educational needs is satisfactory but similarly variable. The reason for the variability stems from the imprecise targeting of teaching, which is not matched tightly enough to the learning needs of groups and individuals. Most parents and carers believe that their children are making good progress, although some noted variability and this view was confirmed by inspection evidence.

In Key Stage 1, pupils make satisfactory progress in reading and most reach the expected level of attainment by the end of Year 2. Progress in reading for older pupils picks up in Key Stage 2, so by the time pupils reach Year 6 many have above average reading skills. A systematic approach to teaching phonics (the sounds letters make) in Reception is helping children to get a good start in learning to read. Children are making good progress and use letter sounds to support early reading and writing. A similar approach is adopted in Key Stage 1. Where children lack confidence with reading, additional literacy support has been introduced. These sessions are helping pupils to improve their reading and writing skills and to catch up.

Quality of teaching

Most parents and carers believe that the teaching is good but the inspection found a majority of the teaching to be satisfactory. It is consistently good in the Early Years Foundation Stage where learning activities cater well for all children. The quality is more variable in the other key stages, where too much teaching results in no better than satisfactory learning and progress. Children in the Reception class benefit from well-organised learning activities that are suitably matched to their individual needs. The sessions led by the teacher help children to learn quickly and make good progress with their early literacy and numeracy skills. Children are encouraged to talk about their learning and develop their skills in role play situations. Effective learning takes place in the classroom and outdoors and is skilfully linked across the different areas. Targeted questioning enables the teacher to assess children's knowledge and understanding and detailed records are kept of children's attainment and progress as they go through the year. Good teaching seen elsewhere in the school, for example in the Year 1/2 class, motivates pupils and encourages them to develop as independent learners. In this class, pupils regularly celebrate their learning successes in rhymes and songs following the teacher's assessment of their responses. Overall, teaching is having a positive impact on the development of pupils' satisfactory spiritual, moral, social and cultural development.

Where the teaching is less effective, it lacks pace and pupils become disengaged and learn too slowly. Tasks and activities are not always matched precisely enough to pupils' abilities so the learning for some is less successful. Learning is not assessed periodically during a lesson to ensure all groups are progressing well and, as a consequence, activities are not reshaped to make learning more effective. Also, pupils do not get the chance to discuss their learning often enough or share their ideas in response to questions posed by the teacher. Most support provided by

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teaching assistants helps to keep pupils engaged and learning satisfactorily. Disabled pupils and those with special educational needs receive appropriate support and resources are suitably adapted to make their learning accessible. The regularity and quality of assessment have improved since the arrival of the current headteacher but there remain inconsistencies in the way pupils' work is assessed and marked, with different approaches used across the classes. Progress meetings have been introduced to check on how well pupils are doing in English, but not in mathematics.

Behaviour and safety of pupils

The behaviour and safety of pupils is satisfactory. Most parents and carers are positive about pupils' behaviour and believe that the school keeps their child safe. Inspection evidence supports this view. Pupils are polite and helpful and most show positive attitudes to learning. There are occasions when pupils are less engaged and lack concentration in lessons, usually when they are asked to listen for too long or the tasks they are given are not suitably matched to their interests or abilities. Behaviour around the school is typically good, although outdoor play among some boys can occasionally be too boisterous. There have been incidents of unacceptable behaviour in the past but the school records show that now these occur rarely. No fixed-term or permanent exclusions have been recorded in the last two years. Most parents and carers believe that the school deals with bullying effectively, although a few disagree with this. The inspector looked at case studies and found that any incidents have been successfully resolved by the headteacher. An anti-bullying week is organised each year to promote pupils' awareness and older pupils know about the different forms of bullying, including those that may involve prejudice or the internet. Year 6 pupils also attend the 'crucial crew' workshop in which they learn about personal safety and assessing risk.

Pupils' personal, social and emotional development is fostered well in the younger classes through positive adult role models and effective behaviour management. Whole-school assemblies contribute well to pupils' personal development and give pupils the chance to sing together, which they enjoy and do well. Attendance is above average and has improved in the last two years. It is monitored systematically to ensure action can be taken should there be a need to tackle any persistent absence.

Leadership and management

Leadership and management are satisfactory. A lack of continuity in senior leadership from the time of the last inspection has slowed the pace of school improvement. Since the arrival of the current headteacher this has begun to pick up. Communication with parents and carers has improved, clearer systems and routines have been established and the learning environment for pupils has been enhanced. Key priorities for improvement are included in the current school development plan and these stem from an accurate evaluation of the school's strengths and weaknesses completed last year. Lesson observations conducted by the headteacher have helped to strengthen the quality of teaching but effective teamwork among

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staff, for example in sharing successful teaching approaches, has yet to be established. The contribution made by teachers with responsibilities for shaping the curriculum, monitoring the quality of provision and evaluating pupils' achievements is inconsistent and requires improvement. Developing the role of the curriculum leader forms part of the school's short term professional development programme.

The curriculum is satisfactory and includes the full range of subjects. It makes a suitable contribution towards pupils' satisfactory spiritual, moral, social and cultural development. Work in the creative arts (particularly music and drama) engagement in sports activities, and the use of computers to support learning, are some of the stronger aspects. The headteacher has correctly identified the need to redesign and update the curriculum to help link pupils' learning across subjects and make greater use of the excellent outdoor learning facilities. Links with the local community are good but pupils do not have enough opportunities to broaden their cultural knowledge and understanding beyond the immediate locality. The care and support of pupils receives a suitably high priority from staff and the governing body. There is no discrimination and all pupils are fully included in what the school has to offer. Governance is satisfactory. A useful development plan has been drawn up to help the governing body fulfil its aim to become highly effective. Key members of the governing body make regular visits to the school to see it in action. Together with the stability and continuity of the current leadership, they provide a secure capacity for further improvement. The school is served well by administrative and premises staff who, along with the headteacher and governing body, ensure that safeguarding procedures meet requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



24 May 2012

Dear Pupils

Inspection of Worstead Church of England Primary School, North Walsham, NR28 9RQ

Thank you for helping me feel very welcome when I visited your school recently. Thank you also to everyone who returned questionnaires about your school. I enjoyed visiting your lessons, observing your break times, talking to you about your learning and looking at your work. This helped me decide that you attend a satisfactory school. Some things are good and some things need improving. I found that:

- most of you enjoy school, behave well and have very good attendance
- you are making satisfactory progress and improving your skills in reading, writing and mathematics
- the teaching is satisfactory and sometimes good and your teachers do their best to make your learning interesting
- you have the chance to take part in several good musical and sports activities and often use computers in your learning
- the staff want you to be successful, care about you and keep you safe
- your headteacher and the governing body are determined to make your school even better.

We asked you headteacher and the governing body to improve some things, such as:

- making sure more teaching is good, so the work you do is right for you and you learn quickly
- getting your teachers to work together on planning your lessons and checking they are successful
- improving the curriculum, including giving you more opportunities to develop your learning outdoors.

You can do your bit to help by working hard and doing your best.

Yours sincerely

Rob McKeown
Lead inspector

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