

Worle Village Primary School

Church Road, Worle, Weston-super-Mare, BS22 9EJ

Inspection dates 11–12 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not consistently good. Lessons are too often based on what pupils are going to do rather than what they are going to learn and pupils are not sure how to achieve well without adult support in lessons.
- Teachers do not give pupils enough opportunities to speak about their learning. As a result, they are not able to make more rapid progress by talking about ideas to resolve any misunderstandings, or by being challenged to justify their thinking.
- There is not a sharp enough focus on using information about pupils' progress to help them make sustained good progress.
- Pupils do not make consistently good progress throughout the school and their attainment is broadly average.
- The leadership and management of subjects have not been effective enough in making sure that pupils learn to use their literacy and numeracy skills accurately.
- The governing body does not hold school leaders to account rigorously enough to ensure that all pupils achieve well.
- More-able pupils do not make good progress because the tasks prepared for them are often too easy and do not provide enough challenge.

The school has the following strengths

- Children settle quickly in the Early Years Foundation Stage and they enjoy learning in groups. Their social and language development are particularly good as a result.
- The strong sense of community within the school supports pupils' spiritual, moral, social and cultural development well and gives them a keen sense of responsibility for their actions. Their behaviour is good.
- Learning mentors provide effective support for disabled pupils, those with special educational needs and those entitled to the pupil premium so that they grow in confidence and have positive attitudes to school.

Information about this inspection

- The inspectors observed learning in 11 lessons taught by seven teachers. Six of these observations were conducted jointly with members of the senior leadership team.
- Meetings were held with representatives from the governing body, the headteacher, teachers, groups of pupils and a representative from the local authority.
- There were 25 responses to the online questionnaire (Parent View). Inspectors took account of the views of the parents and carers they met at the school as well as the results of questionnaires issued by the school.
- The inspectors looked at various documents, including the records of pupils' progress, the school's self-evaluation, behaviour and attendance records and safeguarding procedures.

Inspection team

Juliet Jaggs, Lead inspector

Additional inspector

David Westhall

Additional inspector

Full report

Information about this school

- The school recently changed its name to Worle Village Primary School as it expands from a first school to become a primary school.
- Children join the school in the Reception class and there is a range of mixed-age classes for pupils up to Year 4. There are currently no pupils in Years 5 and 6. The school is smaller than most other primary schools.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average overall. This group includes a small number of pupils in the care of the local authority and from service families as well as those known to be eligible for free school meals.
- The number of disabled pupils and those with special educational needs receiving support at school action is above average. The number supported at school action plus or with a statement of special educational needs is below average. Most of these pupils receive support for behavioural, social and emotional difficulties and speech, language and communication needs.
- When Ofsted last inspected the predecessor school, it was judged to be good overall.
- A new acting headteacher was appointed in September 2012 and this appointment was confirmed as a substantive post in April 2013.
- Inspectors were aware during this inspection that a serious incident, which occurred at the setting since the previous inspection, is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good, by ensuring that teachers:
 - make pupils aware of what they are going to be learning about during lessons rather than what they are going to do
 - use questions effectively to give pupils more opportunities to talk about the purpose of their learning and to explain ideas in their own words to develop their understanding
 - prepare a range of activities that provide different groups of learners with appropriate levels of challenge, particularly the more able pupils.
- Ensure that all pupils make consistently good progress by giving them more opportunities to:
 - use their calculation skills to solve mathematical problems
 - write at length in a variety of subjects across the curriculum.
- Improve the effectiveness of leadership and management by:
 - ensuring that information on pupils' achievement is used effectively in holding teachers to account for ensuring pupils' sustained good progress
 - developing the role of subject leaders so that policies for developing pupils' literacy and numeracy skills are consistently implemented
 - ensuring that the governing body holds the school to account more rigorously for raising levels of pupils' achievement.

An external review of governance should be undertaken in order to assess how this aspect of

leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because they do not make consistently good progress throughout the school. Their attainment is broadly average.
- Although parents and carers are pleased with the progress their children make, inspectors found that pupils are not making as much progress as they should because they do not understand how to use their literacy and numeracy skills effectively. They are unsure how to select relevant calculation skills, so they become over reliant on their teachers showing them how to solve mathematical problems. Their attainment in writing is no higher than broadly average because they do not always compose well-structured sentences.
- More-able pupils do not make good progress because work set is often too easy for them and they are not challenged to think about using their knowledge in various ways.
- The school is now starting to tackle weakness in pupils' use of phonics (letters and the sounds they make) so that pupils in Key Stage 1 are better able to blend the sounds made by different letters. Pupils in Key Stage 2 understand the organised systems that motivate them to choose increasingly difficult reading books and they enjoy achieving higher levels. However, they are better able to decode new words than they are to understand the full meaning of different texts so their attainment in reading remains broadly average.
- Children join the Reception class with levels of skill and the experiences that are typical for children of their age. With numerous opportunities to play in small groups, they learn how to mix well with one another and they are keen to resolve problems together. For example, a group of boys had lengthy discussions in deciding how best to incline a block of wood so that the marbles would travel more quickly through the run they had designed. Good links with parents and carers mean that children have regular opportunities to read aloud to an adult so their language development is good. Children are able to use their knowledge of phonics to convey simple ideas well in writing.
- Disabled pupils and those who have special educational needs benefit from support sessions with their learning mentors and make similar progress to their peers. They develop confidence and positive attitudes to learning.
- Pupils entitled to the pupil premium are well cared for so they grow in confidence and the gaps in attainment between them and their peers are narrowing. They are about a term behind in reading, writing and mathematics in most classes throughout the school.

The quality of teaching

requires improvement

- Too many teachers focus on explaining how tasks should be completed rather than on considering pupils' learning and preparing activities that help pupils to achieve well. Teachers give clear instructions but pupils are too often unsure of what they are learning about so they are not able to think through tasks on their own. The pace of learning slows as they wait individually to find out from their teachers how to complete exercises accurately.
- Teachers usually encourage pupils to select from a range of different activities that pose increasing levels of challenge but the preparation of these tasks is not based accurately on the information available about pupils' progress. This means that pupils, in particular the most able, do not make more rapid progress because they are rarely given tasks that require them to think deeply enough.
- Too few teachers create opportunities to talk with pupils as they present new ideas, so they are not alert to pupils' varying levels of understanding as they begin tasks. When teachers ask questions, these tend to be too limited to challenge pupils to justify their thinking, or for teachers themselves to detect any misunderstandings.

- In the better lessons, teachers plan innovative activities that engage pupils in learning. For example, there has been a focus on developing pupils' early reading skills through practical activities and this has had a positive impact on pupils' commitment to practise recognising high frequency words.
- The positive atmosphere in most classrooms means pupils are motivated to work hard for their teachers and they collaborate effectively with one another. For example, pupils in Year 3 and 4 enjoyed writing intriguing 'Kenning' poems because they wanted to create testing puzzles for their peers.
- Teachers brief teaching assistants thoroughly so that they are well prepared to provide effective support for disabled pupils and those who have special educational needs. These pupils settle to their work because they are confident about being able to complete tasks.
- Over recent years, teachers have adopted a consistent marking policy. Pupils understand the significance of the 'star and wish' comments made by their teachers so they are beginning to take responsibility for improving their work from one lesson to the next.

The behaviour and safety of pupils are good

- Most pupils are well aware of the 'Golden Rules' devised by the school council and they have a good appreciation of how these principles apply in a variety of social situations. This means that pupils are thoughtful and their behaviour is good. Pupils' behaviour is not yet outstanding because some pupils are over reliant on their teachers' support in class. This affects their attitudes to learning, so that they often wait for help when tasks are challenging, or become distracted when activities are not engaging enough.
- The school's emphasis on restorative justice means that pupils are taking increasing responsibility for the impact of their actions on others. They speak of the importance of making appropriate choices, particularly in playing their part within the school community, and they take their roles as playground buddies seriously. Parents and carers agree that the strong sense of community is a very positive feature of the school.
- Pupils know that bullying can take several different forms but they say that such instances are rare. They are confident that teachers will deal with any allegations quickly and fairly. Pupils say that the strength of their friendships and the care provided by their teachers make them feel very safe. Parents and carers agree wholeheartedly that their children are safe at the school.
- Records show that pupils' behaviour is good over time and that their attendance is average.

The leadership and management require improvement

- There is not yet a sustained drive to raise pupils' achievement through all areas of leadership and management. A lack of direction in some aspects of subject leadership means there is variability in the quality of literacy and numeracy teaching and pupils are not making consistently good progress in either English or mathematics.
- Leaders are determined that all pupils should have an equal chance to achieve well and they are committed, in principle, to ambitious targets. Nevertheless, current targets are not ambitious enough. The school's systems for tracking pupils' progress are not yet effective in helping teachers to make sure that all pupils achieve well.
- The range of subjects and activities provided by the school is being developed by teams of teachers working closely with representatives from the governing body. It is too early for this work to have had a significant impact on raising pupils' achievement because there are still not enough opportunities for pupils to develop their writing or mathematical skills in a range of subjects across the curriculum.
- The headteacher has introduced a more strategic approach to school improvement with a comprehensive range of action plans. The school's view of its own effectiveness is a little over generous, so not all plans are specific enough, but the link between pupils' achievement and the quality of teaching is clear throughout. Teachers are taking increasing responsibility for the

quality of their work in the classroom. Underperformance is being tackled robustly and there are stringent requirements to determine salary progression.

- Representatives from the local authority have worked closely with senior leaders to develop the systems necessary to improve the school more rapidly. The school continues to make good use of this support, consulting local authority colleagues over a variety of issues and using their expertise to develop teachers' skills. For example, staff training has had a positive impact on children's development in the Early Years Foundation Stage since teachers received guidance about using guided reading sessions more effectively.
- The school makes a strong contribution to pupils' spiritual, moral, social and cultural development by making them aware of their responsibilities to other people. For example, they are committed to raising funds for a pupil's education in Africa, they dwell on the consequences of their actions and they demonstrate the ability to empathise through their creative writing. Pupils enjoy the various sporting opportunities and they sing well.
- Staff at the school are aware of their shared responsibility for pupils' welfare and they are encouraged to hold one another to account for their consistently good practice. Leaders use comprehensive policies to ensure that all visitors to the school, be they on the premises for a brief visit or for a longer period of time, are as mindful of the importance of safeguarding pupils.
- **The governance of the school:**
 - There have been several changes to the governing body recently and the new group is beginning to work closely with the school in shaping a strategy for future development. There is a clear commitment to effective planning and budgetary management and most governors are keen to develop their expertise so that they are better able to offer the school useful support. However, the governing body does not yet hold the school to account rigorously enough for raising pupils' achievement. Members of the governing body know how the headteacher is managing performance and share her resolve in linking pay awards to performance in the classroom. They understand the school's strengths and weaknesses and are aware of the impact of the pupil premium funding on the achievement of pupils entitled to it. There has been a considerable emphasis on improving safeguarding arrangements so that this now features as a high priority in staff training, with several sessions held each year.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109106
Local authority	North Somerset
Inspection number	412582

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

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Pete Watkins
Headteacher	Susan Elliott
Date of previous school inspection	Not previously inspected
Telephone number	01934 512200
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