

Worlingham Church of England Voluntary Controlled Primary School

Rectory Lane, Worlingham, Beccles, Suffolk. NR34 7RF

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Ambitious leadership by the headteacher and deputy headteacher has brought about significant improvements in the quality of teaching and in pupils' achievement.
- A well-planned professional development programme has resulted in the vast majority of teaching being good and some that is outstanding.
- Teachers demonstrate strong subject knowledge and promote positive relationships between staff and pupils. This contributes to the happy atmosphere of the school.
- Pupils have very good attitudes to learning. This is encouraged by the delivery of engaging and exciting lessons.
- Pupils start school with skills and abilities typical of their age and leave with levels of attainment which are above average in reading, writing and mathematics.
- Behaviour is excellent in lessons and around school. Pupils enjoy coming to school and feel very safe and secure.
- Parents are very supportive of the school. They especially praise the welcoming and caring atmosphere, the progress their children make and the way the school is led.
- Governors are well informed and have a clear view of the school's strengths and weaknesses. They provide support and challenge and have high expectations for the future of the school.

It is not yet an outstanding school because

- Teachers do not always take the opportunity to help pupils develop the ability to work without assistance.
- Not all marking gives pupils clear guidance on how to improve their work.
- Attendance is below average.
- Pupils are not always given sufficient time to assess their own and each other's work.
- In The Early Years Foundation Stage the records of children's learning do not always show the standards they have achieved or what they need to do to improve.

Information about this inspection

- Inspectors observed teaching and learning in all classes. They observed 20 lessons, some of which were joint observations with the headteacher. They attended an assembly.
- Meetings were held with the headteacher and deputy headteacher, the special educational needs and Early Years leaders, members of the governing body, a representative of the local authority and the education welfare officer.
- Inspectors looked at pupils' work in books with the headteacher and work on display. They listened to pupils read, talked with two groups of pupils and spoke informally to many others during the inspection.
- The views of parents and carers were sought at the start of the school day through informal discussions as they brought their children to school. Additionally inspectors took into account the 38 responses to the online questionnaire (Parent View) and the views of staff.
- Inspectors looked at a wide range of documents including: the school's self evaluation; the school development plan; policies and records relating to safeguarding; attendance and behaviour; information on pupils' progress and attainment; the performance of teachers and the work of the governing body.

Inspection team

Valerie Palmer, Lead inspector

Additional Inspector

Paul Bartlett

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- Under the reorganisation of schools in Suffolk, the school became an all-through primary from September 2012. This is the first year that there is a Year 6 and thus it is not possible to make a comment on the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Most pupils are White British. A very small number of pupils speak English as an additional language or are from minority ethnic backgrounds.
- The proportion of disabled pupils, those with a statement of educational needs or those who need extra support at school action or school action plus, is below average.
- The proportion of pupils who are known to be eligible for free school meals or are in the care of the local authority, for which the school receives additional income (the pupil premium), is below average.
- A very small number of pupils are taught at First Base (alternative provision), for part of the school week.
- The school is due to move to a new larger building in September 2013.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - providing pupils with more opportunities to work by themselves
 - giving pupils more opportunities to check and assess their own and each other's work
 - ensuring that all marking gives pupils clear guidance on what they need to do to improve their work.
- Improve attendance to above the national average by working more closely with parents to discourage holidays in term time and other avoidable absence.
- Improve the quality of leadership and management in the Early Years Foundation Stage by ensuring that records of children's learning always include information about the standards they have achieved and what they need to do to improve.

Inspection judgements

The achievement of pupils is good

- Children start school with the skills, knowledge and understanding typically expected for their age. Through engaging practical activities which encourage children to make decisions about their own learning, children increase their understanding, acquire knowledge and develop greater confidence.
- School information shows that standards achieved by the majority of pupils in Year 6 in reading, writing and mathematics are above the national average. This represents good progress over pupils' time in the school.
- Pupils say they enjoy reading. They read a wide variety of texts, in and out of school. Pupils use their knowledge of letters and sounds (phonics) to read unfamiliar words. In 2012, the proportion of pupils achieving the required standard in the government's phonics screening check in Year 1 was below the national average. In 2013, this proportion has increased dramatically and is now well above national averages.
- Teachers use a variety of teaching styles to improve writing skills, including role play and drama which encourage speaking and listening, and also by giving pupils the opportunity to write in subjects other than English. Pupils are proud of the work in their books and on display around the school.
- The work in pupils' books shows that they have made good progress in all subjects this year. It is evident that pupils build on previous knowledge in order to write extensively on a range of subjects. This enjoyment of writing stems from an early age. Reception children were happily helping each other sound out words to write labels for African animals and Year 6 were writing extended diary extracts as explorers from long ago.
- Challenging work encourages the more able pupils in mathematics to make rapid progress resulting in a number of pupils being entered for the Level 6 paper, which is a standard much higher than that ordinarily expected for primary school pupils. Pupils of all abilities enjoy mathematics and the challenges that lessons bring.
- Pupils who are disabled or who have special educational needs are well supported by adults. Support is given within the classroom and in small groups. Lesson content is adapted to meet pupils' needs and they make similar progress to their classmates.
- Pupils who are supported through the pupil premium make equally good progress as they benefit from smaller classes, classroom support and individual support tailored to their needs. There were no pupils supported by the pupil premium in Year 6 last year. In Year 2, there were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them.
- Similarly, it is not possible to comment on the attainment of the very small numbers of pupils who are from ethnic minorities or who speak English as an additional language without identifying them.
- Also, it is not possible to comment on the attainment of the very small number of pupils educated at an alternative provision without identifying them.

The quality of teaching is good

- The quality of teaching is good and some is outstanding. Lessons are well planned, lively, and often practical and include a variety of teaching methods which ensure that all pupils are fully engaged.
- Discussions with parents and those who completed Parent View agreed that their children were well taught and the inspection evidence supports this view.
- Teachers have good subject knowledge and use it well to link different subjects together to create exciting tasks to engage and capture their pupils' imaginations. In a Year 5/6 science lesson, pupils were challenged to find a way of preserving a banana, incorporating prior learning linked with their work in history on Ancient Egypt and mummification.
- In the most effective lessons, teachers have high expectations, make good use of pace and adapt their lessons to ensure all groups of pupils make good or better progress. A clear example of this was in a Y5/6 literacy lesson where pupils were set time targets to complete each part of the task whilst the teacher and assistant moved around the classroom adapting the task to meet the needs of individual pupils.
- Teaching assistants provide valuable support to help pupils learn effectively. In a Reception class children were investigating how many tubs of water would fill a bottle. The teaching assistant encouraged children to use correct mathematical language whilst investigating how many tubs of water were required to fill the bottle and then ensured that they formed their numbers properly whilst recording the answers.
- Classroom displays provide guidance on current learning and general displays are of a high standard. All displays are bright and cheerful and celebrate pupils' work.
- Pupils' work is thoroughly marked by teachers but their comments do not always give clear guidance on how pupils can improve their work in order to make better progress.
- In some classes, pupils are encouraged to assess their own work or to assess work with a partner. This encourages pupils to talk to one another, share their knowledge, support one another and to look more carefully at the work they have produced. This was demonstrated effectively in a Year 3/4 numeracy lesson on factors however, this approach is not consistently followed in all class and in all subjects.
- Children in Reception have access to a wide range of activities, both in the classroom and in the outside area. Resources are of a good quality and children play well together. Their Records of children's learning show the range of activities children undertake but do not always show how a child can improve their work or state the standard they have achieved.
- In a few lessons, teachers do not take the opportunity to encourage the pupils to work by themselves. In some classes, in writing, pupils do not have dictionaries or letter prompts and sound mats (phonic sheets) which encourage independence in writing and spelling from an early age.

The behaviour and safety of pupils are good

- Behaviour in lessons is exemplary. There is a feeling of eager anticipation surrounding the start of lessons and pupils are enthusiastic to learn. They listen carefully and enjoy learning.

- Pupils say they feel very safe at school. Parents and carers who spoke to inspectors at the start of the school day and those that completed the online survey (Parent View) feel that their children are kept safe, well looked after and behave well.
- Pupils' thoughtful and caring attitude to one another is a strength of the school. Pupils support each other in lessons and at play. For example, a child in Reception patiently sounded out a word for a friend. Older pupils made sure that everybody is included during play.
- Pupils are courteous to adults and aware of what is right and wrong. This results in a calm, peaceful and purposeful atmosphere.
- Pupils speak with confidence in a variety of situations. They are able to discuss the different types of safety, including safe use of the internet. With an adult and in group discussions, there is awareness that other views are to be respected and thus interruptions are rare.
- Older pupils are very proud of their school and the responsibilities it gives them. They are keen to talk about the work of the school council in giving all pupils a voice and say that they 'will be sorry to leave in the summer'.
- The school logs listing the incidents of bullying and racism are empty. Pupils state that there is no bullying and 'everybody gets on well'. However, if any concern should arise they are confident that an adult would deal with it immediately.
- Exclusions are rare.
- Behaviour and safety are judged good rather than outstanding because attendance is below average. The school has undertaken much good work in encouraging pupils to attend regularly but still too many pupils are absent due to holidays being taken during term time.

The leadership and management are good

- The headteacher, well supported by the deputy headteacher, provides strong leadership and direction for the school. Her plans for the future and high expectations are shared by the staff and the governing body.
- The school's view of its own performance, based on evidence it has gathered, identifies the strengths and weaknesses of the school and all leaders are clear about what needs to be undertaken to improve the school.
- All staff and governors contribute to the school's plans for improvement. which include clear timescales, and how all pupils will benefit. The plans are clearly focused on raising achievement and the move to the new building in September.
- There is an effective a system in place to check the performance of all staff. As a result the school has accurately identified training needs for staff which have helped to raise the quality of teaching and develop the role of subject leaders. Teachers have a performance target linked to the progress of the pupils they teach.
- Partnerships with parents are good. Parents are invited to spend time in lessons learning alongside their children. Workshops have been held to explain to parents the methods the school

uses to teach reading and mathematical skills. The school newsletter is sent out regularly and parents comment favourably on this. Parents state they are always welcome in the school and they receive helpful information on how their child is progressing.

- The curriculum is rich, exciting and makes good links between subjects. It provides opportunities for pupils to take part in musical productions, sporting activities and residential visits. There are many visits out of school and visitors to school. All of these enhance the curriculum and provide special days which parents are invited to share. Links with the church and other schools, locally and abroad, strengthen pupils' social, moral, spiritual and cultural development which is good.
- There is a wide variety of clubs and activities available for pupils. These range from netball to computers, singing to football, typing to playing the penny whistle and joining in the band. Pupils say they enjoy these activities and parents agree.
- The local authority provides support to the school in the form of professional development and discussion.
- Arrangements for pupils' safeguarding meet all statutory requirements.

■ **The governance of the school:**

Governors are knowledgeable about the school. They know the school's many strengths and the areas for development, and they provide appropriate support and challenge. They have developed effective monitoring systems to check and assess the quality of teaching and the progress and attainment of pupils. They are fully involved in the school's plans for improvement and oversee the budget well. Governors keep a careful brief on how the pupil premium funding is spent and monitor its impact. They visit the school regularly and seek the views of parents through a variety of ways. They evaluate their own performance and undertake training as and when appropriate to further enhance their skills. Their keen knowledge enables them to set challenging targets for the headteacher's performance management. They are planning to link pay progression more closely to increases in pay.

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	124748
Local authority	Suffolk
Inspection number	412904

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	246
Appropriate authority	The governing body
Chair	Brenda Thompson
Headteacher	Vicky O'Brien
Date of previous school inspection	16 October 2008
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