

# Worple Primary School

Queens Terrace, Isleworth, Hounslow, TW7 7DP

**Inspection dates** 17–18 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The inspirational headteacher, well supported by the deputy headteacher and the governing body, has rapidly brought about significant improvements across the school.
- The quality of teaching is good and is improving. This is raising pupils' achievement further.
- Pupils' achievement is good. Their attainment at the end of Year 6 is steadily rising and pupils make good progress from their low starting points.
- The Early Years Foundation Stage is good. The strong leadership provided by the coordinator ensures that children make good progress.
- The senior leadership team has high expectations of both staff and pupils. It has established effective procedures for checking the quality of teaching and its impact on the progress of all groups of pupils.
- Pupils behave well. Arrangements to keep them safe are good. As a result, they say that they feel safe and are well cared for.
- All groups of pupils are making good progress. The gap in achievement between disadvantaged pupils and their peers in the school is closing.

### It is not yet an outstanding school because

- Pupils are not given enough opportunities to find things for themselves to extend their knowledge and understanding further.
- Attendance is broadly average, but a small minority of parents do not ensure that their children are punctual to school. As a result, they miss valuable learning time at the start of the day.
- Subject leaders in English and mathematics are new to their posts. They are not yet sufficiently involved in checking the quality of teaching and pupils' progress to raise achievement in their areas.

## Information about this inspection

- Inspectors observed parts of 13 lessons, all of which were joint observations with the headteacher or the deputy headteacher. Inspectors undertook a series of short visits to other lessons across the school and listened to a sample of readers from Year 2. Inspectors also visited an assembly and observed pupils at break and lunchtimes.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body, two governors and a representative from the local authority.
- Inspectors took account of the 53 responses to the online survey, Parent View, as well as the views of the parents they met. Inspectors also considered the 28 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school’s own information about pupils’ assessment and achievement. They looked at the school’s own checks on how well it is doing, the school’s draft development plan, safeguarding policies, and records and documents relating to the work of the governing body.
- The inspection team scrutinised samples of pupils’ work in English and mathematics, and records relating to behaviour, attendance and punctuality.
- The team took account of information on the school’s website and the data dashboard.

## Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Clementina Olufunke Aina

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- Pupils are taught in one class in each year from Nursery to Year 6.
- The school population comprises pupils from a range of minority ethnic backgrounds. The largest groups are Black African and other White ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well above average. A significant minority of pupils join the school speaking little or no English.
- The proportion of pupils supported by the pupil premium is well above average. This is additional government funding provided to give additional support, in this school to those eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to raise achievement by giving pupils more opportunities to find things for themselves.
- Develop the role of new middle leaders in English and mathematics to ensure they become highly effective in checking the quality of teaching and pupils' achievement to raise achievement in their subjects.
- Raise parents' awareness of the importance of punctuality to enable their children to settle at school and do not miss valuable learning time at the beginning of the day.

## Inspection judgements

### The leadership and management are good

- The headteacher is providing inspirational leadership. Together with the deputy headteacher and governors, she has raised expectations throughout the school. They ensure all staff share their ambition and are driving improvement in achievement for all groups of pupils.
- The school's understanding of its strengths and weaknesses is accurate as leaders regularly check on the progress of its plans for improvement thoroughly and systematically. As a result, senior leaders are bringing about rapid improvement.
- The checking of the quality of teaching and learning and pupils' progress by the senior leaders is rigorous and well planned. This helps all teachers to identify their strengths and areas for improvement. However, middle leaders who are very new in their role are not yet making regular checks on the quality of teaching and pupils' progress in English and mathematics because they have had insufficient time.
- Performance management is rigorously managed with tightly focused targets which are linked to 'Teachers Standards' and salary increase. This is helping to improve the quality of teaching and raising achievement.
- The headteacher is empowering the leadership team through clear delegation based on the individual's strengths and interests. The school has put in place very effective and focused support systems for newly qualified teachers and those at an early stage of their career.
- The curriculum focuses effectively on developing pupils' knowledge and skills in reading, writing, mathematics and communication. It has a positive impact on pupils' achievement and their physical well-being. The curriculum is further enriched through a range of clubs, visits and after-school activities.
- Opportunities for spiritual, moral, social and cultural development are very well promoted in the school. The school ensures that there is no discrimination and promote equality of opportunity well.
- The school uses the additional funding for sport effectively to improve the quality of teaching in physical education and providing a wide range of sports. This is increasing teachers' knowledge and confidence in teaching and helping pupils to make progress. All the sports clubs offered by the school are now full and pupils are keen to participate in sports.
- The school's partnership with parents continues to improve. It communicates effectively through a range of channels, including curriculum meetings, workshops and newsletters.
- The school was allocated funding through the innovation fund to identify groups most in need of help. The school ran a ten week course on 'child development parenting course'. This improved pupils' attendance, engagement with homework and reading skills.
- The local authority has provided effective support during this academic year, which has been welcomed by the school. It has carried out teaching and learning reviews to monitor the progress of the school's action plan and provided support and challenge if needed.
- The school's safeguarding systems meet all statutory requirements.
- **The governance of the school:**
  - Governors are knowledgeable and have high expectations for the school. They understand how the school performs against national standards and ask relevant questions about pupils' achievement and progress. Governors know the school's strengths and areas for improvement very well. They carry out a range of monitoring visits, meetings with phase leaders and senior leaders and attendance at a variety of school meetings. All of which, help them to get first-hand knowledge of the quality of teaching and pupils' progress in the school. The governing body regularly checks that the pupil premium and additional sport funding are used effectively. Governors have attended a range of training relevant to their roles. They hold the headteacher to account for the school's performance. They know about the quality of teaching and make sure that the system for managing the performance of staff is robust and links closely to the Teachers' Standards. Governors ensure that the allocation of the budget is closely linked to the needs of the school.

### The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils are courteous, friendly and welcoming to visitors. They behave well in their classrooms and around the school, including during playtime and in the dining hall. There is a strong emphasis on good manners throughout the school.
- Pupils demonstrate a high level of engagement in lessons. There is very little low level disruption in lessons.
- The school's work to keep pupils safe and secure is good. The school carries out detailed risk assessments

for a range of activities to ensure pupils' safety. Pupils say that they are safe in the school. This is also the view of school staff and parents.

- Pupils are aware of different forms of bullying, including homophobic and cyber bullying. A very small number of bullying incidents are well managed and dealt with effectively. The school's records of logs show significant reductions in incidents. A very small number of racist incidents has been logged, which have been dealt with effectively.
- Pupils know the school rules and are keen to be rewarded for good behaviour, hard work and regular attendance at school. The reward systems are very popular with parents and pupils.
- There have been no fixed term or permanent exclusions since the previous inspection. The school uses its learning mentor well to provide support for pupils with specific needs. The actions taken by the school have improved behaviour and achievement of the pupils concerned.
- Pupils have a good sense of right and wrong, promoted well through teaching and personal, social and health education. They know the effect of their actions on others. Diversity is valued and celebrated. Pupils from all backgrounds get on well with each other. Staff ensure that there is no discrimination.
- Staff manage behaviour consistently well by using the school's behaviour management procedures. Pupils respond well to these procedures.
- Pupils say they have a voice in the school and they are listened to. For example, in Years 3 and 4 pupils became young entrepreneurs. They designed a product and then shared it with parents at the school. The school council choose charities to support.
- Pupils' attendance is broadly average. The school does all it can to follow up absences and actively involve the education welfare officer. However, punctuality is an issue because a small number of parents do not bring their children to school on time. As a result, pupils miss valuable learning time at the start of the school day.

### The quality of teaching

is good

- The quality of teaching over time is good across the school. Improvements in teaching since the previous inspection have ensured that pupils' achievement has accelerated over the last 18 months. However, pupils are not always given opportunities to find things out for themselves to extend their learning further.
- Teachers have high expectations, both in terms of pupils' learning and progress. Teachers use questioning well to check pupils' understanding and prior knowledge. Teachers use visual 'Steps to Success' to support the learning further.
- Teachers use resources effectively and appropriately in order to extend and impact upon pupils' learning.
- Teaching consistently has a clear focus on subject specific vocabulary and on the development of pupils' communication skills, especially for pupils who have English as an additional language. Teachers also give pupils ample opportunities to practise the use of subject specific language. As a result, pupils are making good progress both in English and mathematics.
- Planning is thorough across all year groups and provides work at the right level for different groups of pupils, including the more able.
- Teachers know their pupils well. Pupils engage well, show enthusiasm, enjoyment and maturity as learners. This is particularly evident in their eagerness to improve, as shown in their editing and self/peer assessments. This further extends their learning and understanding.
- Additional adults are deployed well. They have a good understanding of pupils' needs, and support and challenge pupils very effectively.
- Teachers mark pupils' work regularly and their feedback helps pupils to extend their learning. They make sure that pupils act upon the advice given in the feedback to improve their work. Pupils actively respond to the feedback they are given and make improvements to their work.

### The achievement of pupils

is good

- Pupils' achievement is good. Their attainment at the end of both Key Stages 1 and 2 is rising, and by the end of Year 6 it is now average in reading, writing and mathematics. This represents good progress from their below typical starting points.
- Children join the Early Years Foundation Stage with skills and knowledge that are below those typical for their age. Since the previous inspection there has been accelerated progress in all year groups in the school. Thus, by the time they leave, they are well prepared for their time in secondary school.

- Children make good progress in the Early Years Foundation Stage because the provision is good. There is a clear focus on early literacy and numeracy, and adults plan interesting activities which engage children well.
- As a result of the school's specific focus on phonics (letters and the sounds they make), pupils' reading is improving. This is illustrated by their improved performance in the Year 1 phonics screening check. The school encourages pupils through guided reading to read widely and often. Pupils enjoy reading.
- The achievement of disabled pupils and those who have special educational needs is good. Early identification of their needs, additional targeted support and guidance by teachers and teaching assistants ensure that these pupils achieve well.
- Pupils who speak English as an additional language (including those at an early stage of learning English) and those from different minority ethnic groups achieve well because of specific focus on subject specific vocabulary and language development.
- All pupils, including the most able, are increasingly achieving well. However, they are not given enough opportunities to find things for themselves and raise their achievement further.
- Pupils' work across different subject areas shows that pupils are applying the skills learnt in reading, writing and mathematics. As a result, pupils are making good progress in these areas across the wider school curriculum.
- Pupils known to be eligible for the pupil premium make good progress. The gap between their attainment and that of their peers in the school in 2013 was almost four terms in reading, writing and mathematics. The school's data for 2014 show that there was no gap at the end of Year 6. The school is using the designated funds well to support these pupils. It is providing special teaching programmes in English and mathematics and additional support for targeted pupils.

### The early years provision

### is good

- Children join the Early Years Foundation Stage with skills that are generally below expectations for their age. All groups of children, including those with specific learning needs and those with special educational needs, make good progress and achieve a good level of development by the end of the Reception year. This ensures children's smooth transition into Year 1.
- The school has well organised induction systems. It has positive links with parents to gather valuable background information which enables children to settle quickly into school life.
- The range of stimulating practical activities ensures that children can explore and learn from their experiences. For example, children enjoyed digging the soil and hunting for wriggly worms. There is a good balance between adult led activities and those children choose for themselves. This helps them to improve their speaking and listening and personal development well.
- Adults' positive engagement with children during the activities, such as role play, allows children to make imaginative use of language.
- Early reading and speaking skills are developing well through regular phonic skills and reading sessions. Both indoor and outdoor learning areas are safe, clean and are well maintained. These are enriched with an exciting range of activities.
- Children's behaviour is good because of the positive adult support. Children cooperate well with each other, for example taking turns during cooking activities and in their use of outdoor play equipment.
- Children's health and well-being are promoted well with regular access, for example, to fruits, milk and water.
- The early years coordinator provides very effective leadership and management and has a good knowledge of strengths and areas for improvement of the provision.

## 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

<b>Unique reference number</b>	102506
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	441864

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob Kemp
<b>Headteacher</b>	Nadine O'Hara
<b>Date of previous school inspection</b>	6–7 March 2013
<b>Telephone number</b>	020 8321 8100
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