

Worle Village Primary School

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

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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 school leadership, supported by a new governing body, has successfully and rapidly improved the school since the previous inspection.
- Pupils, including the most able, disadvantaged pupils in receipt of additional funding, disabled pupils and those who have special educational needs, all make good progress, especially in mathematics and reading.
- Attainment at the end of Key Stage 1 is consistently above average in all subjects. This continues in Key Stage 2.
- All staff are now held accountable for progress. Staff welcome this and strongly support the leadership in its drive for improvement.
- Pupils behave well in lessons and around the school. They enjoy learning. Pupils feel very safe and the school gives them excellent care and support.
- Children in the early years are taught well and make good progress.
- Teaching is good. Teachers have high expectations of what pupils can achieve. Teachers benefit from good opportunities for training and guidance, often provided from other local schools.
- The senior leadership team and subject leaders check the quality of teaching and learning regularly and systematically, in line with the school's priorities for improvement.
- Pupils enjoy the good range of out-of-school activities, including the breakfast club.
- The school successfully promotes all aspects of spiritual, moral, social and cultural education.
- Most parents and carers highly value what the school provides for their children. They recognise Worle Village Primary as a strongly improving school.

It is not yet an outstanding school because:

- Progress in writing, although improving, is not as rapid as in reading and mathematics, partly because pupils do not write in a wide range of styles in English lessons and in other subjects.
- When marking pupils' work, teachers do not give pupils enough precise detail on how they should correct errors and improve their work. Pupils do not consistently respond to the teachers' comments.

Information about this inspection

- The inspectors observed eight lessons. All these were carried out jointly with members of the senior leadership team. Inspectors also visited shorter sessions and watched staff supporting small groups of pupils for short periods. Inspectors listened to pupils reading.
- The inspectors held meetings with pupils, staff, three members of the governing body and a representative from the local authority. They also talked to parents and carers.
- The inspection team took account of the 48 responses to the online questionnaire, Parent View, and the 15 questionnaires returned by staff.
- The inspectors looked at a range of documents, including the school’s view of its own effectiveness, its plans for improvement, minutes of governors’ meetings, information relating to the school’s checks on the quality of teaching, and data on pupils’ current attainment and progress. They looked at information relating to safeguarding and samples of pupils’ work.

Inspection team

John Laver, Lead inspector

Additional Inspector

John Cavill

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The great majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is very low.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils who are eligible for pupil premium funding is below average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The Reception class provides full-time early years provision. Most other pupils are taught in single-age classes.
- Just over two years ago, the previous first school was redesignated as Worle Village Primary School to cater for pupils aged four to 11 years. Since then it has steadily increased in size, year-on-year. In the current school year, for the first time, there are Year 6 pupils. These pupils will take the national tests for 11-year-olds for the first time next term. Therefore, there is currently no evidence on which to report on floor standards, which are the government's minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school operates a before-school breakfast club.
- Since the school's previous inspection, there have been substantial changes in the teaching staff, with several teachers leaving and new ones joining the school. There has also been a restructuring of both the senior leadership team and the governing body.
- The school works collaboratively with several other local schools.

What does the school need to do to improve further?

- Improve teaching by ensuring that teachers always mark work in a way which shows pupils exactly what they have to do to improve it, correct pupils' errors and misconceptions, and ensure pupils respond to their comments.
- Improve progress in writing, so that it is as rapid as in other subjects, by broadening the range of what pupils write both in English lessons and in other subjects.

Inspection judgements

The leadership and management are good

- Although not yet achieving outstanding outcomes, the headteacher and other members of the recently reconstituted senior leadership team have improved the school significantly since the previous inspection. At the same time, school leaders have maintained existing strengths, especially the above-average attainment of pupils by the age of seven years and the good behaviour in the school.
- School leaders have skilfully managed the rising number of pupils to the point where, for the first time, the school now has a complete complement of four- to 11-year-olds, from Reception to Year 6. The leadership has improved teaching so that pupils throughout the school, including the most able, disabled pupils and those who have special educational needs, all make good progress.
- The senior leadership team checks the quality of teaching and learning regularly and rigorously. Subject leaders also carry out these checks effectively and plan for their subjects so that pupils of all ages achieve well.
- The headteacher makes all staff accountable for progress. The level of teachers' pay depends upon their responsibility and levels of pupils' progress. There have been several changes of staff since the previous inspection, but the current teaching staff get good opportunities to develop their skills and confidence. They welcome the accountability. Staff unanimously support the leadership in its drive for further improvement.
- Staff have worked hard to develop the school curriculum. They have devised topics which interest pupils and ensure that they develop their skills and knowledge well. Pupils also greatly enjoy the extra activities, such as trips and clubs, which go on outside lessons. The primary school physical education and sport funding has enabled the leadership to provide more opportunities, for example by employing sports coaches. These have increased teachers' skills in teaching physical education as well as leading to more pupils taking part in activities.
- School leaders have used the pupil premium funding effectively to provide extra support for the eligible pupils. The result is that these pupils achieve as well as, and in several instances better than, other pupils.
- There is very good support for pupils' spiritual, moral, social and cultural development. Teachers give pupils knowledge of other faiths and cultures, and relate this to an understanding of British values such as tolerance. For example, in a class assembly older pupils took it in turns to give their views on how controversial incidents centring around issues of faith are represented in the media and affect popular opinion. This sort of activity, followed up by work in books, prepares pupils very well for life in modern Britain as well as broadening pupils' awareness of the wider world.
- Because all groups of pupils achieve well, enjoy school and feel very safe and well cared for, they have an equal opportunity to learn in an orderly and supportive atmosphere, one in which no discrimination is tolerated and good relations are encouraged.
- The local authority has provided considerable support to the school since the previous inspection, assisting it to improve achievement, teaching and leadership. Close collaboration with other local schools also benefits pupils, for example by allowing them to use sporting and science facilities elsewhere. The partnership with other schools allows for staff training and collaboration, for example in agreeing on a common approach to some policies and practices such as assessment.
- The leadership ensures that the school meets statutory safeguarding requirements. Staff are trained in the relevant policies and procedures, and the school provides a very safe and supportive learning environment.
- Parents and carers appreciate the many improvements made since the previous inspection. The leadership is working on a thorough system of assessment to complement the work done on developing new taught topics. The leadership evaluates the school's strengths and areas for development rigorously and accurately. They plan in detail for further improvement, for example in areas not quite as strong as others, such as writing.
- **The governance of the school:**
 - Governance has improved considerably since the previous inspection, and the governing body has been reconstituted. Newer governors in particular have benefited considerably from several training opportunities. They understand the school's own data and national assessment data. Consequently, they know how well the school's pupils progress compared with those elsewhere. Governors frequently observe lessons, talk to pupils, see their work, listen to teachers and hear about their planning. Therefore, they understand the strengths and weaknesses of the school, including the quality of teaching.
 - Governors know the positive impact of initiatives, such as the pupil premium and the primary school

physical education and sport funding, on pupils' progress and opportunities. They carry out their statutory responsibilities for ensuring secure safeguarding procedures and check that the processes involved in managing teachers' performance are carried out so as to benefit both the individuals concerned and the school as a whole.

- Governors understand the importance of preparing pupils for life in modern Britain. Governors are now much more knowledgeable and confident in asking challenging questions, for example about expenditure on resources. By strongly supporting the leadership in moving the school rapidly forwards, while at the same time holding the leadership to account, governors ensure that the school has a continued capacity to improve and can aim realistically for excellence.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They enjoy coming to school, which partly explains why attendance is above average. As well as lessons, they also enjoy activities such as the after-school clubs for sport and other activities.
- Pupils typically behave well in lessons. Inspectors saw this on several occasions, whether it was when pupils worked collaboratively or when listening to each other's opinions during discussions.
- Pupils like responsibility. They enjoy serving on the school council. Many pupils are articulate and enjoy talking about their school experiences with both staff and visitors.
- Although the great majority of pupils are very positive about their work, occasionally some lose their focus in lessons and do not work as productively as they might, which is why behaviour is not outstanding. However, inspectors acknowledge what parents and carers, other adults and pupils themselves say about behaviour, which is that it has improved considerably since the previous inspection.

Safety

- The school's work to keep pupils safe and secure is outstanding. Both pupils and their parents and carers confirm that pupils feel very safe in school. School records confirm the absence of serious incidents.
- Pupils discuss different types of bullying and do not regard any of them as being issues for the school. There is a lot of emphasis on e-safety. The school's work in this area is widely recognised and one of the senior leadership team advises other schools on safe procedures.
- The school gives parents and carers very sound advice on how to support their children and keep them safe. There are very secure procedures and all staff are very aware of their responsibility to make sure that child protection is a priority.
- The school's work in promoting concern for others and the idea of pupils showing care and support for those around them is very strong. It is further evidence of the school's outstanding success in developing pupils' awareness of those positive values regarded as being typical of modern British society.
- The school's learning mentor gives several vulnerable pupils much-valued advice which helps them to feel very comfortable in school. The school has very secure procedures to deal with absence, following up all instances of it.
- There is a lot of emphasis on personal development so that pupils feel confident in all situations, both inside and outside school. Pupils feel that they can approach members of staff for help and advice.
- The school's breakfast club is popular with pupils of all ages and their parents and carers. It gives pupils a lively and healthy start to the school morning.
- The school has strong links with agencies outside school. These help to ensure that vulnerable pupils have additional support for their needs.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. The good and occasionally outstanding teaching results in good progress.
- Teachers are now much better equipped to provide the right sort of challenge to the most-able pupils so that they learn quickly.
- Teachers also make sure that disadvantaged pupils, along with disabled pupils and those who have special educational needs, make good progress in developing knowledge and skills in a range of subjects, as well as developing as more confident and responsible individuals.

- Teachers manage learning support assistants well, and all adults in the classroom work well as a team. Staff also use a range of resources and methods to improve the achievement of some pupils in separate sessions outside of lessons.
- Lessons have clear objectives so that pupils know what they should be learning. Teachers are now more confident in using assessment data in order to pitch activities at the right level.
- Teachers have benefited from good opportunities to develop their skills provided from within the school, from other local schools and from the local authority. This has had a particularly positive impact on progress in mathematics where achievement is much more secure than at the time of the previous inspection.
- Teachers use a good range of strategies and resources to maintain pupils' keenness to learn. Only occasionally does some pupils' focus in lessons flag so that they do not work to their full potential.
- Teachers mark work conscientiously, providing a lot of detail. However, the written comments do not always tell pupils exactly what is good about their work or how they could improve it. Teachers ask pupils to correct errors and mistakes but do not always make sure that pupils respond.
- Teachers teach mathematics, language and literacy well. Pupils do not always make progress in writing as quickly as in other subjects because they have too few opportunities to write in different styles and depth outside of English lessons. However, writing is of good quality in some subjects such as science, for example when pupils write up experiments.
- Parents and carers believe that teaching is good; inspectors agree that it has improved significantly.

The achievement of pupils **is good**

- The good start that children make in Reception continues as pupils move up the school.
- Pupils from all backgrounds and of all levels of ability did exceptionally well in the most recent Year 1 phonics check (learning about the links between letters and the sounds they make). All pupils achieved well above expectations. Inspectors saw pupils of all ages taking part enthusiastically in the daily phonics sessions.
- Attainment in reading, writing and mathematics is consistently above average at the end of Key Stage 1, as confirmed by data.
- Pupils are yet to take the national assessments held towards the end of Year 6. However, the school's own records, the evidence of pupils' learning in lessons and a scrutiny of their work show that older pupils are achieving well and are on target to make good progress overall by the time they leave the school. Teachers from other schools have confirmed the accuracy of the school's own assessments and records.
- The most-able pupils, both boys and girls, make good progress in all subjects. Those who attained Level 3 at the end of Key Stage 1 are well on track to achieve the higher levels in English and mathematics by the time they leave school.
- Disadvantaged pupils in receipt of additional funding achieve very well. There has been scarcely any gap between their attainment and progress compared with those of other pupils in either English or mathematics. Several of these pupils outperform the others. There are a few disabled pupils and those who have special educational needs in some classes. The school gives excellent support to these individuals so that they also make good progress.
- Attainment in reading is above average. Inspectors heard readers reading with confidence, expression and accuracy.
- Attainment in mathematics is above average. Pupils do a lot of problem solving and enjoy it, as seen in their well-presented books.
- Pupils make good progress in writing. However, it is not as rapid as in mathematics and reading. This is partly because the leadership has given less priority to further improving writing until recently, so older pupils in particular do not always show a high level of attainment when writing in subjects outside of English lessons.

The early years provision **is good**

- Children join Reception with levels of skills and knowledge which have often varied from year-to-year, but overall are typical for their age. School records and the evidence of observing the children in lessons confirm that the children achieve well in all areas of personal and social development as well as learning basic skills.

- Teachers teach them well and assess their progress regularly. In Reception, they learn new vocabulary and concepts quickly, for example when learning about how plants grow. Some of the most-able children were making very good progress in their early writing skills. Several children were able to understand and use language such as 'nutrients' and 'temperature' accurately.
- Children's enthusiasm spills over into activities which they organise themselves. They can explain to visitors what they are doing. They cooperate with each other, having quickly learned how to work well together.
- The children feel safe and are confident. They behave well, moving smoothly between activities both in the classroom and outside. There is a good range of resources.
- The leadership and management of the early years are good. Previous strengths have been sustained. The staff in early years work well together. They assess the children actively, and the results are evident in the children's 'learning journals'.
- Parents and carers value what children learn. The good achievement, behaviour, safety, teaching and leadership all combine to ensure that children are well placed for the transition to Year 1 at the end of the school year. Many of them are working at a level well above expectations when they join Year 1.

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	453833

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Pete Watkins
Headteacher	Susan Elliott
Date of previous school inspection	11–12 April 2013
Telephone number	01934 512200
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