

# Worlingham Church of England Voluntary Controlled Primary School

Garden Lane, Worlingham, Beccles, Suffolk NR34 7SB

## Inspection dates

5–6 June 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher leads this school with drive and rigour. Her vision for the school is fully supported by staff, governors, pupils, parents and carers.
- All staff share an understanding of what constitutes the best possible teaching. This is evident in the quality of learning and in the high standards that pupils achieve across the school.
- Governors are well informed and know the school very well. They offer school leaders high-quality support and are ready to challenge performance across all areas of school life.
- Parents are extremely positive about the school and recognise its significant contribution to their children's enhanced learning and well-being.
- Pupils' behaviour in lessons and around school is exemplary. The consistent approach by all staff means that pupils always know what is expected of them throughout the school day.
- Pupils who have special educational needs (SEN) and/or disabilities achieve well because support is effective and well managed.
- Safeguarding procedures are highly effective, all staff understand their roles and responsibilities. The overwhelming majority of pupils feel safe and well cared for while at school.
- The excellent early years provision ensures that all children have a good start to their education. They join Year 1 as confident and independent learners with a secure grounding in early number and language skills.
- Phonics teaching is effective, pupils use their understanding of letters and sounds well in their reading. The school successfully promotes a love of books across all ages.
- Pupils value their learning and enjoy coming to school. Attendance is above national and regional averages. The leadership team has worked closely with parents and the local authority to maintain the very low rate of persistent absenteeism.
- Teachers and support staff are encouraged to reflect on and discuss their own practice. They are provided with excellent opportunities for professional development. This means that the quality of provision for pupils is always improving.

## **Full report**

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

- To continue to develop the school's assessment system across all curriculum areas, so that senior managers and subject leaders can readily track progress for all individuals and groups of pupils and assess the effectiveness of provision.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders' evaluation of the school is accurate. There is a clear understanding of what needs to be done to raise standards even further. All staff share the headteacher's belief in continuous improvement and work closely as a team. Staff share the values that the leadership team promotes and are proud to work in the school.
- There is a culture of high expectations throughout the school. Pupils recognise the progress they are making with their learning and are quick to say that teachers tell them when they are doing well. Pupils are both stimulated and motivated. They enjoy the respect of their teachers, who share a belief in their abilities.
- Leaders have ensured that the next steps highlighted in the previous inspection have been rapidly and successfully addressed. The focus on developing pupils' reasoning and resilience in mathematics has been well led. The impact of this work is evident across the school in pupils' workbooks and in the positive way they approach challenges that they are given.
- The school's tracking and assessment system has been further developed to enable leaders and staff to identify individuals and key groups of pupils and check on their progress in learning. This has been particularly effective in identifying the needs of the most able pupils. The headteacher and governors have put in place a plan aimed at further improving the opportunities for the school's most talented pupils.
- New members of staff are very well supported and receive a thorough induction. All new staff members are appointed a mentor and their training needs are carefully considered and matched to the school's development priorities. The induction and support offered to newly qualified teachers are particularly effective and purposeful. This contributes to increased confidence, improved teaching and better learning for pupils.
- The special educational needs coordinator (SENCo) is knowledgeable and experienced. She ensures that the provision for those pupils who have SEN and/or disabilities is appropriate and effective. She knows this group of pupils well and has a clear understanding of their individual learning needs. As a SENCo, she has developed positive working relationships with parents and other agencies, for example the local authority's speech and language team, to ensure that pupils receive exactly the right learning support. As a consequence, those pupils who have SEN and/or disabilities are either making expected or better than expected progress.
- Additional funding is well used to provide support and ensure equality of opportunity for disadvantaged pupils. The school's leadership team is committed to overcoming any barriers to learning that may exist for this group and securing for them the very best outcomes. The enhanced provision, which includes additional in-class support and booster teaching, is continually assessed with parents and tailored to match individual pupils' needs. The school's strategies are successful and disadvantaged pupils make excellent progress when compared to pupil progress nationally.
- The school's sporting facilities are excellent, and pupils enjoy physical activity. The

school uses the sport premium funding to promote healthy lifestyles and to enable pupils to take part in interschool tournaments and activities. The funding has also been carefully used to provide training for staff members, as well as sport-specific coaches who offer professional development opportunities to staff and additional curriculum activities to pupils. The emphasis on staff training has resulted in substantial improvements in the physical education (PE) curriculum as staff extend pupils' learning further and provide challenges that stretch even the most able.

- The curriculum is arranged in such a way that the majority of learning takes place through a topic-led approach. It is a broad and rich curriculum with a consistent expectation of high standards across the school. Pupils have the opportunity to develop and practise their language and mathematical skills across the whole curriculum. Teachers ensure a wide range of opportunities and different learning experiences which excite and enthuse pupils. The school is fully resourced and all spaces, including the outdoor environment, are well used.
- There is a consistency of subject leadership throughout the school. In subjects such as science, history, religious education and PE, subject leaders monitor progress, inform senior leaders and governors on areas for improvement and develop action plans. They give feedback to colleagues and provide specialist training as necessary. This high-quality subject leadership holds staff accountable and produces a rich and stimulating curriculum.
- Assessment in all curriculum areas is being developed. Subject leaders make full contributions to this work. They also present curriculum development work to governors. For example, at a recent presentation, the mathematics subject leaders explained the progress the school was making towards fully embedding problem-solving skills in the mathematics curriculum.
- Thoughtful curriculum planning, exciting learning opportunities, popular after-school clubs, celebratory displays and reflective assemblies all make an effective contribution to pupils' excellent spiritual, moral, social and cultural development. Pupils are encouraged to explore spirituality among all faiths. In some recent work on holy places, a pupil commented on his work, 'My picture represents God walking beside me ... while doing this it made me think deeper.' The school's ethos is firmly in place. Pupils understand its values, such as mutual respect and tolerance, and do their best to demonstrate them.

## **Governance of the school**

- The governing body is very visible and active in the life of the school. Governors represent a wide range of skills and experience and use their knowledge to provide extremely effective challenge and support.
- Governors' understanding of the school's development needs is accurate. They have good systems in place that allow them to regularly check on the progress pupils make. For example, each governor is responsible for monitoring learning within a year group and will regularly meet with leaders to evaluate performance data. This is subsequently reported to the whole governing body. In this way, governors are able to celebrate strengths as well as identify weaknesses and areas for improvement.

- There are link governors associated with every curriculum area. Governors meet teaching staff on a planned basis, check progress and contribute to subject development plans. This highly effective work contributes to ensuring that the standards in all curriculum areas are consistently high.
- Governors ensure that their statutory responsibilities, particularly in regard to safeguarding, are properly met and that systems are fit for purpose.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's leadership team have made sure that staff understand their safeguarding responsibilities. All staff are vigilant and proactive. Leaders work closely with parents, carers and other agencies, such as the local multi-agency safeguarding hub, to ensure that pupils are kept safe.
- Leaders have ensured that appropriate staff training is in place. Safeguarding issues are discussed as necessary in staff meetings. The quality of the school's record-keeping is exemplary.
- Governors regularly check safeguarding procedures. They are aware of their own development needs and have accessed training appropriately. Governors ensure that recruitment processes are secure, and all statutory requirements are met.
- An overwhelming number of pupils feel safe in school and say that there are adults they can talk to if they are worried. Bullying and discriminatory behaviour is very rare.
- The school site is maintained with pride and care. The premises are a secure environment and pupils are appropriately supervised at all times.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teachers have high expectations of their pupils. They have established positive and trusting relationships and ensure that their classrooms are well ordered and calm. All classes have effective teaching assistants who support pupils well. Pupils in all year groups make strong progress in their reading, writing and mathematics, and have excellent opportunities to apply this learning in other subjects.
- The teaching of phonics in key stage 1 and in the early years is strong. Lessons are carefully structured and ensure coverage of sound, word and sentence-level activities. The focus on letter formation in these sessions reinforces knowledge of the sounds and helps in developing handwriting skills. Pupils' progress in phonics is regularly and rigorously checked so that teachers can be sure that work is at the right level. Pupils' books contain evidence of good and accelerated progress for virtually all pupils. Pupils' achievement in phonics is considerably above the national average.
- Strong leadership in mathematics has played an important role in improvements in this subject. It is now taught consistently well across the school. Staff have readily adopted an approach that puts reasoning and resilience at the heart of mathematics teaching. They have been reflective and thorough in the implementation of this work and use their assessments accurately to determine next steps for learning. Where teachers

have identified misconceptions, they are quick to return to the concept to rectify misunderstanding. Pupils enjoy their mathematics lessons and they cite the level of challenge as an important factor in this. They are becoming increasingly resilient in tackling new challenges in their learning and say that they feel more confident in mathematics. They are able to discuss their learning and often generate further questions to explore. For example, in Year 4, pupils had noticed that the perimeters of all their rectangles were even and they were keen to explore if that was the case with all 2D shapes.

- Writing is taught extremely effectively. Pupils have clear success criteria to measure their progress against and teachers are able to assess with accuracy and give constructive feedback. Pupils' books in Year 6 demonstrate consistently good progress throughout the year. They have written in a range of genres using subject-specific and ambitious vocabulary. Spelling is almost always accurate. Pupils' handwriting is well developed, and presentation is careful. Pupils accurately use speech marks, commas, semicolons and apostrophes.
- A feature in much of the written work is the use of peer review. Pupils offer specific, kind and helpful assessments of their friends' work. This is used well, and pupils accurately edit their writing in response to these comments.
- Pupils are encouraged to use a wide and contextually accurate vocabulary. For example, in a Year 4 dance lesson, pupils were tasked to develop a routine that featured elements such as canon, mirroring and freeze frame. They were able to describe these actions and use them as success criteria to evaluate their performances.
- The school's expectation is that all subjects are of equal value and that high standards should apply in every lesson. In a science session about plant life cycles, Year 3 pupils acted out the process of pollination. They sequenced the process with accuracy and were able to name the parts of a flowering plant, describing their functions. The work in science books is carefully presented and written using correct vocabulary. Diagrams and charts are neatly constructed. Pupils' pride in this work is evident.
- The school is considered a centre of best practice for teaching religious education (RE). Staff now support other schools with their development needs in this subject. Teachers have the conviction that in teaching RE they are developing learning for life in their children. Pupils have explored Christian beliefs through Biblical narrative and have considered how Islamic art is used to symbolise Allah.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils believe that their teachers listen carefully to them and that they are taught to treat everyone fairly and equally.
- Pupils enjoy school. They uphold the school's values in their open and welcoming behaviours. They are tolerant and understand the importance of being respectful to others. Throughout the inspection, pupils were keen to talk about learning and those

aspects of school they most enjoy.

- Parents and pupils say that bullying is very rare. Pupils have confidence in the school's ability to keep them safe and ensure their well-being. They know that if they use the 'friendship wall' at times when they are upset or lonely, staff will always respond rapidly and with sensitivity.
- Pupils know how to keep themselves safe in a variety of situations. For example, they know that when online they must always withhold their passwords and personal details.
- Parental support for the school is overwhelmingly positive. They praise the school staff for the care shown to their children. One parent stated that the teachers 'make the school and all the pupils sparkle'.

## **Behaviour**

- The behaviour of pupils is outstanding. The kind, caring and happy pupils are a credit to the school and community.
- Pupils are polite and friendly towards each other and to the adults who work with them. They listen carefully in their lessons and try hard to do their best. As a result, learning is not compromised, and teaching time is never lost to poor behaviour.
- On the rare occasions when a pupil's behaviour falls below the school's expected standard, they are asked to reflect on why it was so. This is a highly effective approach. It enables staff to identify and understand any pastoral issues and to address them promptly.
- The school uses a wide range of strategies to maintain its very good attendance record. Regular checking of attendance data enables the leadership team to identify pupils and families that are of concern, and to act swiftly to provide support. The positive approach of weekly assembly awards and half-termly certificates reinforces the importance of coming to school. Far fewer term-time holidays are taken than previously. Pupils enjoy and value their school. The overwhelming majority would recommend it to a friend.

## **Outcomes for pupils**

## **Outstanding**

- Key stage 2 pupils' consistently made good progress in reading, writing and mathematics in both 2016 to 2017. According to the school's own assessment information, this is set to be repeated in 2018. The percentage of pupils reaching the expected standard for reading, writing and mathematics was considerably above the national average in 2017. Teachers' early assessments indicate a further increase in the percentage of pupils reaching the expected standard in reading and writing. Evidence seen during the inspection indicates that the improvements they have made to their progress tracking systems have allowed a sharper focus on individual learners. Leaders are more able to plan effectively and offer pupils specific support. This has contributed considerably to the progress in reading and writing.
- The proportion of pupils achieving the expected standard in phonics is consistently above the national average. All pupils make progress in their phonics because the daily

lessons are well structured and carefully adapted to meet their needs. Pupils are given individual next step targets and, within lessons, teachers check pupils' learning to ensure that these targets are met, thus ensuring progress.

- At the time of this inspection, the local authority moderated the school's end of key stage 1 assessments. Evidence showed that teachers' assessments are comprehensive and accurate. The proportions of pupils achieving at a greater depth for reading, writing and mathematics have continued to improve in comparison with national averages. Teachers' planning for pupils in key stage 1 is carefully considered and expectations for learning and progress are high. For example, in a Year 2 English lesson, pupils were encouraged to think more deeply about their reading by expressing opinions as well as answering questions in full sentences incorporating adverbial and prepositional phrases such as 'surrounding the house'.
- In mathematics, the school's revised approach better develops reasoning skills. Pupils are now able to use a range of practical and mental strategies to solve problems. Work in books shows good progress for all pupils and a growing excitement in mathematics since the start of the year. Teachers are keen to use practical activities to support learning and promote a deeper understanding. For example, in a Year 6 lesson, pupils were developing their spatial awareness by positioning symbols on the faces of a cube and testing the several ways they could construct the nets for these cubes. In Year 3, pupils were calculating the cost of postage by measuring the length of parcels and weighing them, clearly making excellent progress in this practical lesson.
- Pupils achieve well in their writing. Work in pupils' English books demonstrates that progress is being made at an accelerated pace and that pupils are becoming confident writers. Pupils write at an age-expected level in a variety of genres. Pupils are given meaningful opportunities to write throughout the curriculum. Topic books display a wide range of written tasks, such as letter writing, explaining the benefits and disadvantages of a new bypass, or a comparison of the Aztec civilisation and Tudor times in Britain.
- Pupils enjoy reading and are encouraged to do so often and at length. They are able to use their phonics knowledge to decode unfamiliar words and self-correct when necessary. In key stage 1, the most able readers can successfully answer questions, giving their own opinions. All pupils talked enthusiastically about their reading preferences. Teachers' reading records are detailed and thorough, and evidence pupils' very good progress.
- The school's curriculum is broad and offers a wide range of activities and experiences. The school's website, regular newsletters and sharing mornings keep parents fully informed about what pupils are learning. Approaches to teaching are wholly consistent throughout the school. Pupils are inspired to do well and the large majority make good progress.

## Early years provision

## Outstanding

- Leadership and management in the early years is outstanding. Children in the early



years enjoy learning and make extremely good progress.

- All staff within the Reception classes work well together. They plan, share and moderate their observations of children. They have an accurate understanding of children's learning and use this knowledge to plan for the next steps.
- Children are confident and articulate. Their learning behaviour is excellent. They listen and respond well to the adults in the classroom and move between activities sensibly and purposefully. As a result, no learning time is lost and good progress is promoted. They are equally happy working as individuals or as groups or in pairs, they listen attentively and make excellent progress. This is equally the case for children who have SEN and/or disabilities and those who are disadvantaged.
- Teachers' good subject knowledge means that phonics is taught accurately, and misconceptions are quickly corrected. Children have developed confidence in their phonics skills and are able to apply this learning. For example, segmenting phonemes to spell 'dad' and 'nanny'.
- Teachers' expectations are high and they give careful, clear instructions so that children are able to work with increasing independence. Children write in a range of forms, such as lists and instructions. They use well-formed letters and attempts at spelling show clear phonics knowledge. They accurately record number work and write number sentences, including confident additions with larger numbers.
- Children in the setting clearly enjoy learning. They are kind and work well together. In one activity where they were tasked to rescue a cat, the children built a ladder and discussed how long it needed to be, realising that they could increase its reach by fastening it to the back of a chair. This learning required children to work together using a wide range of skills and ideas. It exemplifies the high-quality work in the Reception classes.
- The assessments made by the early years staff are accurate. Children's outcomes are consistently stronger than those seen nationally, with a steadily rising proportion of children achieving their early learning goals. Current assessments show that this pattern is likely to continue in 2018. All assessments are shared with Year 1 teachers before the end of the academic year. As a result, the transition into key stage 1 is smooth and well managed.
- The school is careful to establish excellent working relationships with parents at an early stage. They speak very positively about the good start their children get in the Reception Year. Parents believe that their children are very well cared for. This is because the school sets a high priority on caring for children's welfare needs. Safeguarding procedures are extremely effective.

## School details

Unique reference number	124748
Local authority	Suffolk
Inspection number	10052630

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	Local authority
Acting chair	Mrs Jan Pettifer and Mr Matt Bodmer
Headteacher	Mrs Vicky O'Brien
Telephone number	01502 712375
Website	<a href="http://www.worlingham.org">www.worlingham.org</a>
Email address	<a href="mailto:office@wcevcps.org">office@wcevcps.org</a>
Date of previous inspection	11 January 2018

## Information about this school

- The school is larger than most primary schools.
- The proportion of pupils eligible for the pupil premium is approximately half the national average.
- The proportion of pupils who have SEN and/or disabilities is much lower than for most primary schools nationally. The proportion who have a statement of special educational needs or an education, health and care plan is approximately the same.
- The majority of the school's pupils are White British. The proportion of pupils from a minority ethnic background is low.
- The school exceeds the government's current floor standards, which set the minimum expectations for attainment in reading, writing and mathematics for Year 6 pupils.

## Information about this inspection

- This school was inspected under Section 5 of the 2005 Education Act. The requirement for a two-day inspection was because, at the time of the school's previous inspection earlier this year, the report indicated that the school may have improved significantly overall.
- The inspectors looked at teaching in all classes. They were joined by the headteacher and deputy headteacher for many of these observations.
- Pupils were observed during assembly, playtimes and lunch. An inspector also held a meeting with the school council. Inspectors spoke to pupils about their learning and listened to readers from key stages 1 and 2. Inspectors also checked work in a range of pupils' books from across the school.
- Meetings to discuss a wide range of school activities were held with six governors, the headteacher, deputy headteacher and staff members, including the SENCo. The lead inspector also held a telephone conversation with a representative from the local authority.
- The inspectors reviewed a range of the school's documents, including those relating to development planning, assessment, SEN, attendance and safeguarding.
- The inspectors spoke to parents in the morning on the school playground. The 40 responses to Ofsted's online questionnaire, Parent View, were considered, as well as 138 responses to the Ofsted pupil questionnaire and 11 responses to the staff questionnaire.

## Inspection team

James Richards, lead inspector	Ofsted Inspector
Kay Tims	Ofsted Inspector
John Randall	Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018