

INSPECTION REPORT

KING'S WORTHY PRIMARY SCHOOL

King's Worthy, Winchester

LEA area: Hampshire

Unique reference number: 115922

Headteacher: Anne Bamford

Reporting inspector: Stephanie Lacey
3764

Dates of inspection: 15 - 17 January 2001

Inspection number: 191275

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Lane
King's Worthy
Winchester
Hampshire

Postcode: SO23 7QS

Telephone number: 01962 881410

Fax number: 01962 886932

Appropriate authority: The Governing Body

Name of chair of governors: David Woolford

Date of previous inspection: 19 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3764	Stephanie Lacey	Registered inspector
9528	Derek Bowers	Lay inspector
24019	Ken Parry	Team inspector
21486	Chris Hill	Team inspector

The inspection contractor was:

Primary Focus

22, Church View
Banbury
Oxfordshire
OX16 9NB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

King's Worthy Primary is a large school with 320 boys and girls on roll between the ages of four and eleven. Most of the pupils live in the village, with a few travelling from further afield. The village lies to the north of Winchester. It is a fairly affluent area, with most adults in employment and about 80 per cent owning their own homes. Six per cent of pupils claim free school meals, with slightly more entitled to this benefit. There are fifty children under six in the two reception year classes. When they start school children's knowledge, understanding and skills are wide ranging, but above average overall. Nineteen per cent of the pupils are on the school's register of special educational need, which is broadly average. Six pupils have statements of special educational need. There are a very small number of pupils whose cultural roots are not in the British Isles. Two of these pupils are learning English as an additional language.

HOW GOOD THE SCHOOL IS

King's Worthy is a good school. There is a clear commitment to providing a broad education for all pupils. Strong leadership by the headteacher, deputy head and team leaders enables staff to reflect on and improve their skills in order to challenge pupils effectively. Good teaching ensures that standards are high and pupils achieve well. Overall the school provides good value for money.

What the school does well

- Standards are high in English, mathematics and science.
- Very good relationships between all members of the school community foster pupils' positive attitudes and very good behaviour.
- Pupils' achievements in music are a particular strength of the school.
- Teaching is strong, with a high proportion of very good teaching.
- There is a clear educational direction for the work of the school.
- There are good systems for helping teachers to reflect upon and improve their work.

What could be improved

- Standards and the planning for work in information and communication technology (ICT), although satisfactory, are not as strong as work in other areas.
- Consistency in homework arrangements.
- The use of personal targets to help pupils to improve.
- Provision for multicultural education.
- Planning for maintenance, redecoration and refurbishment of the building and grounds.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection four years ago. At that time pupils did not make sufficient progress, standards of presentation were not high enough, the school was not evaluating its work sufficiently to plan for improvement and the role of governors was underdeveloped. The headteacher, staff and governors tackled the areas for development resolutely and have worked hard to improve provision. A significant contributory factor in this improvement has been the impact of the work of new staff and governors, most particularly the new deputy headteacher and new chair of governors. Standards have risen across the school and pupils are now making sound progress, with some moving forward more quickly. The quality of teaching has also improved significantly. At the same time staff have maintained their commitment to providing 'a caring and positive atmosphere within which all members of the school community, both adults and children, can learn effectively from each other'. There is a new sense of direction for the governing body. The roles and responsibilities of governors are now more clearly defined and they are now more effectively involved in the work of the school. Strategic planning is much improved, with a very clear focus on driving up standards.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	B	B
mathematics	A	A	A	A
science	B	A*	A	A

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Similar schools are those with a similar percentage of pupils entitled to free school meals.

This table shows that for the last three years standards have generally been well above average at King's Worthy in Year 6 national tests, with pupils doing especially well in 1999. At that time standards at the school were in the top five per cent of all schools. In 2000, pupils did not do so well in writing, although standards were still above average. This apparent drop was largely related to the larger than usual number of pupils in the year group with special educational needs. Pupils at King's Worthy did well in comparison with their peers in similar schools. There was a similar picture of high attainment in 2000 in national tests at the end of Year 2. Standards were well above average in reading, writing and mathematics and much better than those in similar schools. Reading has been good for some years, with writing and mathematics improving over the last few years.

In the current year, standards remain high in English, mathematics and science. The school has identified the need to raise standards in writing to match those in other subjects. This includes challenging higher attaining pupils in Year 2, as well as supporting a small group of lower attaining boys in most year groups. Strategies already in place are ensuring that these pupils make sound progress, with some doing better.

It is evident that pupils also do well in both music and art. Pupils sing well and some pupils in Years 3 to 6 achieve very high standards in instrumental work. Displays in public areas and classrooms indicate that pupils also achieve well in art. Standards in ICT, while satisfactory, are not as high as they are in other subjects. This is because pupils use the computers for work in a range of subjects, but are not taught skills systematically.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Very good. Most pupils respond well to the staff's expectations of good behaviour. They listen carefully to their teachers and most are sensible in lessons and at playtimes. A very small minority of pupils occasionally disrupt lessons in one or two classes. There was no evidence of any bullying in school and no pupils have been excluded for bad behaviour.
Personal development and relationships	Very good. Children settle quickly into the reception classes and are happy and confident in their new surroundings. Pupils develop very good relationships with each other and the staff. They act in a responsible way.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of the teaching is a strength of the school. Twenty lessons were seen during the inspection and of these 50 per cent were very good, 20 per cent were good, 25 per cent were satisfactory and 5 per cent were unsatisfactory. Good teaching underpins pupils' learning throughout the school. This strong teaching enables all pupils to achieve well.

Some teachers have particular strengths, but in all classes very good relationships underpin the teaching and learning. Teachers in parallel classes plan together and this means that pupils cover similar work. Support assistants make an important contribution to work in classrooms, especially to pupils with special educational needs.

Both English and mathematics are taught well. Planning is good and ensures that all pupils in the class are sufficiently challenged. Teachers explain new ideas clearly and in the best lessons the quality of questioning is challenging.

There are some inconsistencies between parallel classes in areas like homework and the setting of individual targets for pupils' next learning step.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Interesting work is planned for pupils, with good links made between different subjects. All statutory requirements are met. Tasks set in ICT support work in English and other areas, but planning for the development of ICT skills needs improving.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are well supported in class and when they are withdrawn for special help. The school makes very good provision for pupils with statements of special educational need, who are very well cared for.
Provision for pupils with English as an additional language	The very few pupils learning English as an additional language are all fluent English speakers and need little extra support. Staff are sensitive to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for pupils' moral and social development. Provision for spiritual development is good, with assemblies and some lessons giving opportunities for pupils to reflect on the meaning of life. Some aspects of cultural provision are very strong; there is a wide range of musical opportunities, for example. There is less systematic teaching about the diverse range of multicultural traditions in modern society.
How well the school cares for its pupils	Very well. This is a strong area, which has been maintained well since the last inspection. There are sensible procedures to ensure that pupils are kept safe, including good child protection arrangements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide a very clear educational direction for the school. They are well supported in their drive to raise standards further by team leaders and subject managers.
How well the governors fulfil their responsibilities	The work of the governing body is much improved and they now have a clear understanding of their roles and responsibilities. Governors use their talents and expertise well to support the school. They are currently doing a sound job and improving rapidly.
The school's evaluation of its performance	The school is monitoring and evaluating teaching and learning very well through a planned programme of classroom evaluation. Staff at King's Worthy are particularly reflective and self-critical and strive to improve their practice.
The strategic use of resources	Financial planning has improved. Spending decisions are carefully considered and the principles of best value are applied well. Budgeting is now more closely linked to identified priorities, although a closer link needs to be made between the budget and the plans for redecoration and refurbishment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school (94 per cent). • They feel comfortable about approaching the school (92 per cent). • They feel that the teaching is good (90 per cent). • They feel that their children are making good progress (89 per cent). 	<ul style="list-style-type: none"> • The range of activities outside lessons (33 per cent). • Homework arrangements (21 per cent). • Information about their children's progress (18 per cent). • The way that the school is led and managed (18 per cent). • Behaviour at lunch times (15 per cent).

The percentages in brackets refer to questionnaire returns

Twenty-five attended the meeting held for parents before the inspection and 117 of the 320 questionnaires seeking parents' views were returned. Overall most parents are pleased with the education provided, with a significant minority concerned about a range of issues. The most significant of these concerns are listed above.

The inspection endorses parents' positive views and agrees that the school is a good one. It found that there is a reasonable range of after school clubs, as well as some interesting activities planned outside lessons. These include two residential trips, visits and concerts. These all enhance the work planned in school well. Information given about children's progress is good. Written reports are clear and informative. There are termly parent consultation evenings and parents are welcome into school to discuss their child's progress at other times. The inspection found that the school is led and managed very well. There is no indication of bad behaviour at lunchtimes. Pupils are very sensible at this time. Most play happily in the playground, while others work quietly on computers in school. Homework is an area that needs improvement, with some inconsistencies between parallel classes. The school takes parents' concerns seriously and is aware that there is still room for improving the partnership with a minority of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English, mathematics and science

1 Standards in national tests

Standards have improved since the last inspection in English, mathematics and science. In national tests in Years 2 and 6, standards have been well above average for the last few years, with writing being a relative weakness. Pupils at King's Worthy have done better than their peers in similar schools (in relation to the percentage of pupils entitled to free school meals), although the difference has not been so wide in writing.

2 Standards at the time of the inspection

The inspection found that standards in the current Year 2 and 6 remain high and match those indicated by last year's national tests. They are well above average in English, mathematics and science in Year 2. At the end of Year 6, standards are above average in English and well above average in mathematics and science. Pupils also achieve particularly well in art and music.

3 Standards in writing

The focus for this short inspection was on the development of writing skills, although work in mathematics and science was also seen. Staff have worked hard since the last inspection to improve handwriting, spelling and presentation, which were identified as areas for development. They have been largely successful. Pupils throughout the school write neatly. They learn a simple style, which enables them to write quickly. A few pupils write very small in their attempt to keep their writing tidy. Pupils' spelling is generally good. There was a big improvement in spelling standards in the infants in 1999, which has been maintained. This improvement is partly due to the school's concerted efforts and partly due to the introduction of the literacy hour and an increased emphasis on building words phonetically. Presentation of writing is very good in all classes. Pupils' final drafts are attractive and well presented. Teachers frequently display work on walls or in class books and this encourages pupils. A very good example of this is the writing about pebbles from Southwold beach, displayed in the main corridor. This is very well crafted with sensitively worked pastels and drawings of pebbles behind the writing.

4 Pupils write with imagination because the work set is interesting and relevant. Throughout the school they write in many forms and for a range of purposes. These include poems, stories, accounts, descriptions, note taking, play scripts and many more. Children make a good start on developing writing skills through purposeful activities in the reception classes. In one session, for example, some children made shopping lists, while another group made their own books about an enormous vegetable. They were fully involved and achieving well. Pupils in Year 2 talked in a lively way to an inspector about the crafting of writing. Their clear explanations of what they had to do each week and what was expected of them showed a mature understanding of the many purposes of writing. The oldest pupils in the school were writing detective stories during the inspection. These were based on the work of Sherlock Holmes and pupils worked hard to develop their plots, planning them carefully and drafting their initial thoughts. There is some work displayed in final draft of a high quality, with some very sensitive use of language. Pupils in Years 3 and 4, for example, have been writing poems about trees, using phrases like *'into your bud-laden feathery branches'*. Year 5 and 6 pupils have presented their work in class books. A recent one called *'Storm'*, based on *'The Giant's Necklace'* by Michael Morpurgo included some very expressive pieces. *'No sign of surrender/A nightmare never ending'* is a good example of this.

5 Staff have worked hard and successfully to improve both the planning for writing activities

and pupils' standards. As in many primary schools, there is a small group of boys in most year groups who do not do as well as the rest of the class. Staff have identified these pupils, given them appropriate support and planned tasks that will interest them. One teacher has trialled other strategies, such as sitting boys and girls separately to see if this makes a difference. These strategies have been successful, in that this particular group are making satisfactory and sometimes good progress, but many remain a little behind their peers. Staff have also identified the need to challenge the higher attaining pupils in Year 2 and as a consequence of this focus these pupils are achieving well.

6 Standards in mathematics

Mathematics was not a focus for this inspection, but a few lessons were seen and pupils' work was looked at. It is evident that standards are well above average throughout the school. This is because teachers plan carefully, lessons move at a good pace and much is achieved. In one Year 1 and 2 lesson, for example, pupils enjoyed a mental activity which involved counting forwards and backwards in fives, with higher attainers challenged to count on in nines beyond 100. They achieved this and moved on to work on number patterns in a 100 number square. Pupils in Years 3 and 4 were learning about shapes. They did particularly well in the lesson seen because the work was planned carefully for pupils with different levels of attainment.

7 Standards in science

Again, only a few lessons were seen. It was evident from these that the standards achieved are well above average. The reasons for this are related to thorough planning, challenging questioning and teachers' own good subject knowledge. These were all evident, for example, in a very good lesson in Years 3 and 4 about electrical circuits.

Very good relationships between all members of the school community foster pupils' positive attitudes and very good behaviour

8 Very good relationships have been established between pupils and their teachers and these set a firm foundation for pupils' learning. Consequently most pupils are positive about their work and behave very well in lessons and at playtimes.

9 Attitudes

These positive attitudes to learning are established well in the reception classes. Staff are friendly and encouraging, while at the same time expecting children to think for themselves, make choices about their work and act responsibly when tidying away. The warm relationships established help pupils to feel accepted and safe.

10 Pupils enjoy school. Many arrive before the official start of the school day to talk to their teachers and friends and to carry on with their work. There is a purposeful and calm atmosphere in classrooms. Most pupils listen attentively to teachers and work hard on the tasks set.

11 Behaviour

Behaviour in lessons, assemblies and at playtimes and lunch times is generally very good. In one or two classes the behaviour of a small minority occasionally disrupts lessons, but generally this is managed well by the teacher and support assistants. Staff are very good role models. Consequently, during the school day pupils experience contact with calm, sensitive and caring adults, who respect those around them. Pupils respond well to this and reflect the staff's behaviour. In lessons they take turns, respect other people's opinions and help each other. In assemblies their behaviour is very good.

12 At playtimes pupils move around the building quietly, saving their more exuberant play for the playground. They are polite and considerate, holding the door open for visitors, for example. The dining hall is a civilised place, with willing volunteers to help with the washing of tables and clearing away. In the playground there was no evidence of the unsatisfactory behaviour mentioned by a few parents. The vast majority of pupils played very happily with each other and any minor incidents were dealt with very effectively by the lunch time supervisors.

Pupils' achievements in music are a particular strength of the school

13 Music was not a focus for this inspection, but the quality of pupils' singing in assembly and a short concert given by some pupils from Years 3 to 6 indicates that some pupils reach very high standards. This is because the school provides very good opportunities for pupils to learn to sing and play instruments.

14 There are several staff with good subject expertise. This means, for example, that there is a good piano accompanist in assemblies, which helps pupils to sing well. There is a range of experiences offered to pupils outside lessons for pupils from Year 3 upwards. These include the opportunity to learn the recorder as well as other instruments within the strings, woodwind, brass and percussion sections. Recorders are taught by school staff, with other instruments taught by a variety of peripatetic music staff. A retired headteacher works on a voluntary basis in school each week with the band and choirs and has a significant input into the high standards reached.

15 At the moment there are several recorder groups, a band, a singing group and two choirs. This means that pupils have many opportunities to sing and play together, as well as performing to their parents and the general public. The school takes part in local music events, with one of the choirs singing at the Albert Hall. In the informal concert given during the inspection week the recorders played a complex arrangement of 'White Christmas'. The band, made up of about twenty boys and girls, played 'Good King Wenceslas' to a high standard. The choir performed very well; singing a medley of songs, as well as some excerpts from 'Amahl and the night visitors'.

Teaching is strong, with a high proportion of very good teaching

16 The overall quality of teaching is good, and much improved since the last inspection. Fifty per cent of the lessons seen were very good, 20 per cent were good, 25 per cent were satisfactory and five per cent were unsatisfactory. Good teaching underpins the quality of pupils' learning through the school. Very good lessons were seen throughout the age ranges.

17 There are common strengths that run through all the teaching. One is the very good relationship that exists between teachers and pupils. This helps pupils to feel valued by their teachers and enables them to approach work confidently. Another strength is the good liaison between teachers in parallel classes. Teachers in these 'teams' meet together on a regular basis to plan work and agree routines so that pupils in the same year group, but in a different class, undertake similar work. Within these teams, teachers also share good ideas and offer support and help to colleagues.

18 Support assistants make a very important contribution to the work in classes. They are an integral part of the teaching team. They usually work with small groups of pupils and give them sensitive support. Their encouragement helps pupils to move forward well in their learning. Special needs assistants also work mainly in classrooms, often with individual

pupils who have statements of special educational need. They too give very effective support to pupils and respond very well to the individual needs of pupils.

19 A further strength is the way in which all teachers organise their rooms and create a stimulating and interesting environment in these and in the public areas of the school. Displays are attractive and informative. They often provide a focal point for learning and many are used to celebrate good quality work by pupils. Classrooms are well organised, with resources, equipment and books stored tidily. All this helps to establish a purposeful working atmosphere and enables pupils to focus more effectively on their work.

20 Overall, English is taught well, with some teachers having particular strengths. Teachers incorporate the main elements of the literacy strategy into their teaching and lessons are planned well. In several lessons seen the shared text was used effectively as a basis for the work. In Years 5 and 6, for example, imaginative use of Sir Arthur Conan Doyle's work was used as a basis for pupils' own writing. Pupils are challenged well in literacy sessions. This is because teachers use questioning carefully to move pupils' learning forward and because pupils work in the activity part of the session on tasks designed for their learning needs.

21 Some lessons were seen in mathematics and science and again the teaching was good overall, with some satisfactory and some very good lessons seen. A high level of challenge was characteristic of the very good lessons. In the very good mathematics lesson, for example, very good planning and challenging questioning contributed to the very good learning. In a lesson in a Year 1 and 2 class, related to addition, the teacher constantly challenged pupils to explain or justify their answers. This helped them to consolidate and extend their understanding of place value. In a very good science lesson in Years 3 and 4, the teacher's own scientific subject knowledge enabled her to intervene very effectively to help and challenge pupils with their work on electrical circuits.

22 Within the context of this very positive picture, there are some areas for development. In one or two classes a very small number of pupils are sometimes less attentive than they should be. On the whole teachers manage these pupils well, but from time to time their behaviour disrupts the flow of the lesson. The teaching of information and communication technology is not as strong as teaching in other subjects and this is mentioned in another section of the report. Consistency in homework arrangements and the use of target setting are also areas for development that are discussed elsewhere.

There is a clear educational direction for the work of the school

23 The educational aims of the school are written clearly in the prospectus. They are quite detailed and based on the premise that all children are unique, with individual needs, qualities and aptitudes. These aims have not remained buried in paperwork, but are evident in the everyday life of the school. Consequently, there is a clear focus on striving to improve and refine provision for the pupils so that they can reach their full potential.

24 There are several reasons for this clear educational direction. One is the vision of the headteacher, who is a very experienced teacher with substantial management experience. She inspires and supports her staff very well. She gives them opportunities to take on responsibility, for managing a subject, for example, while at the same time keeping a close eye on day to day work in classrooms. During the inspection, for example, she was constantly in and out of classrooms, encouraging staff and pupils and offering support where needed.

25 Another important factor contributing to the educational vision for the school is the commitment and calibre of the teaching and support staff. Staff are excited about education. They enjoy discussing teaching and learning and are willing to try out new ideas. This was evident in the discussions that the inspection team had with teachers about their work. At the end of the day it is quite usual to find teachers talking in pairs or small groups about what went well and what needs improving.

26 Teachers with management responsibilities give a very effective lead to colleagues. This also helps the school to remain focused on improving teaching and learning. The deputy headteacher, for example, leads the teaching by her very good practice. She also spends a good proportion of her time, outside teaching hours, in encouraging and advising other staff. Team leaders and subject managers are clear about their roles and responsibilities and this gives a clear focus to their work.

27 A further reason for clear educational direction is the priority given to raising standards in the school's improvement plan. Currently, for example, there are two areas that staff are working hard to improve. One is raising the standards of writing, with a particular focus on boys in Year 6, and the other is to develop pupils' creative thinking within independent work. Detailed plans are in place to work on these initiatives and these give a real focus to work in these particular areas. At the moment the school has moved further forward on the writing issue, with some sensible strategies in place. Work to develop pupils' creative thinking in independent work is planned for the year and is providing an interesting focus for teachers' thinking.

There are good systems for helping teachers to reflect upon and improve their work

28 Teachers at King's Worthy are self-critical and are constantly striving to improve their practice further. The school has good arrangements for monitoring the quality of teaching and these help teachers to develop their skills.

29 Monitoring is closely linked to the areas that are identified for development within the school improvement plan. This helps to sharpen the focus for classroom observations. Recently the teaching of writing was monitored, for example, in order to tease out strategies that worked well and those that did not. The headteacher and deputy headteacher undertake most of the monitoring. This means that teachers are observed by experienced practitioners who have the necessary skills to monitor effectively. Teachers are given time to talk over the lesson with the person who observed them. This provides a good opportunity for a professional dialogue. Teachers are also given written feedback, so that they can look over the strengths and areas for development at a later time.

30 Subject managers also have time to monitor work in classrooms. This is not always focused on teaching skills, but nonetheless provides a good basis for discussion about teaching and learning.

WHAT COULD BE IMPROVED

Standards and the planning for work in information and communication technology, although satisfactory, are not as strong as work in other areas

31 Work in information and communication technology was not a major focus for the inspection, but pupils were observed working with computers in a number of lessons, as well as at lunch times. Standards in work seen are broadly average. The youngest children, for example, are developing confidence in mouse control. In one session, two children worked well together to count up to ten, using the mouse to select the right answer. In a Year 5 and 6 class, older pupils also used the computer to play a game involving mathematical calculations. Pupils frequently use computers to work on their final draft. In Years 3 and 4, for example, pupils typed their poems based on a visit to Hillier's Arboretum. They centred the text and used 'clip art' to insert appropriate illustrations. There was little evidence of pupils' work on spreadsheets or control technology at the time of the inspection.

32 It is evident that many pupils are very enthusiastic about work in ICT. They are happy to spend playtimes working on computers. They work sensibly and responsibly and co-operate very well with each other.

33 At the moment planning for the development of skills, knowledge and understanding is firmly based in work in other subjects. It was evident that teachers include the use of computers in their planning for English and mathematics, as well as some other areas. This work often extends the tasks set in the main part of the lesson and poses some interesting challenges for pupils. However, it does not provide a firm basis for the systematic development of ICT skills. Staff are aware of this and strategies for improvement are noted in the school improvement plan. Parts of a government scheme have been adopted to guide teachers planning, but these are not yet fully implemented. This means that although at the moment pupils are achieving standards expected for their age, they could do better.

34 There is not a clear overview of the skills pupils are to be taught year on year and there is no systematic record of individual pupils' progress. The time that pupils spend on computers is not always noted and so teachers do not have an accurate measure of how much work different pupils have undertaken.

35 The school is aware that this subject needs developing and has a clear agenda for improvement. This term, for example, staff are involved in further training to improve their own subject knowledge.

Consistency in homework arrangements

36 The school has introduced some new homework diaries this academic year for pupils in Years 3 to 6, in order to make homework arrangements clearer to pupils and their parents. In spite of this there is still a significant minority of parents who are not happy with the work that their children are expected to do at home. (21 per cent of questionnaire responses show dissatisfaction). The inspection found that their concerns were justified to some extent and that there is room for improvement.

37 The main problem is a lack of consistency between parallel classes. In the four age-bands in the school (reception, Years 1 and 2, Years 3 and 4 and Years 5 and 6), teachers have agreed on the tasks that they expect pupils to undertake at home. Reading is a common thread through all year groups; otherwise the homework increases as pupils become older. This is appropriate. The inconsistencies lie in two areas related to communication with parents. One is in the use of the homework or planning diaries. In some classes these are completed carefully and checked on a regular basis by the teacher and in others they are used more spasmodically. This does not help all pupils and their parents to feel that the work done at home is important or valued by staff. The second inconsistency is related to communication with parents about what their child is expected to

do. It was evident from the parents' meeting held before the inspection that parents of children in some classes were clear about the work expected from week to week, while in others there was some confusion. The inspection found that the way teachers informed parents about the homework did vary. In one age band, for example, parents were sent clear information in a letter at the beginning of term in one class, while in the other two classes they were not.

The use of personal targets to help pupils to improve

38 King's Worthy, like many other schools, is in the early stages of setting personal targets for pupils, in order to help them to make progress. There are several good initiatives, which have all helped pupils, parents and teachers consider the next step in individual pupils' progress, especially in English and mathematics. These now need pulling together in order to make the process more cohesive and consistent.

39 There are three formal parent-teacher consultations during the year, when pupils' attainment and progress is discussed. These do not routinely include discussion about the next step in pupils' learning. One very positive move has been the inclusion of 'what pupils need to do to improve' in the annual written report sent out at the end of the summer term. This gives parents and pupils a clear picture of what needs to be learnt next. At the moment these targets are not used sufficiently by the pupils' new teacher in the autumn term. Pupils are not reminded of their summer targets and do not review them with the teacher subsequently.

40 In some classes there has been some interesting work undertaken in setting half-termly targets. In Years 1 and 2, for example, pupils have a 'bull's eye' chart on the wall with targets identified. Pupils colour in the appropriate sections as the target is reached. This helps them to appreciate what they need to do to improve and gives them some sense of achievement. In Years 5 and 6, the planning books provide a space for both half-termly and weekly targets. In some classes these are used more consistently than others. In the best examples the teacher and pupils fill in the half-termly targets together and the pupils complete the weekly section. This gives these older pupils a real involvement in their own learning. The next step is to agree a whole school approach to target setting, with appropriate activities for different age groups, based on the best practice in the school.

Provision for multicultural education

41 Overall the school's provision for pupils' cultural education is good. Pupils are given many opportunities to listen to music, appreciate artists' work and enjoy good literature. They also experience what it is like to perform themselves, to create and to write for others. Within this rich provision there is insufficient emphasis on the culture of non-Western societies.

42 At the moment the school's work in this area is planned in addition to the normal day to day activities, rather than as an integral part of the whole curriculum. Consequently pupils experience very worthwhile events, such as the work with African drummers last year, but these are not part of a planned programme of work. The school is working towards a more integrated approach and in religious education especially pupils learn about the religious traditions and practices of a range of cultures. There is still work to do in other areas. In English, for example, books and stories from other cultures are sometimes used in the literacy hour, but this is on an ad hoc rather than a systematic basis.

43 Resources for multicultural education, especially books, are currently insufficient to meet

the demands of the curriculum. There are few books in the library, for example, about a range of cultural traditions. Currently there are no displays in school to help pupils to become more aware of the rich cultural traditions represented in society.

Planning for maintenance, redecoration and refurbishment of the building and grounds

44 The school is housed in two buildings, one a purpose-built school, now almost fifty years old, and the other a substantial late Victorian house. It also has extensive playing fields and a large garden and wild area. It is expensive to maintain these to a high standard. Parts of the building have been redecorated fairly recently, but there are long on-going problems with a leaking roof in the main school. Hinton House suffers from cracks and rotting window frames, although still providing a very good working environment.

45 Strategic planning for the development of the school has improved since the last inspection. It now includes a prioritised list of building and grounds improvements needed. However, these are not currently set in a realistic time scale. There is no indication of the annual budget allocation to this area or to specific projects. The source of possible grants is not included.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46 In order to build on the many strengths of the school the headteacher, staff and governors need to:

- (1) Raise standards in information and communication technology by:
 - improving planning for the teaching of skills;
 - improving the assessment of pupils' skills, understanding and knowledge;

- (2) Improve homework arrangements by:
 - identifying clear requirements for each year group;
 - using the same reading diary or planning book in parallel classes;
 - monitoring regularly the work pupils have done at home;
 - making arrangements clear to parents and carers;

- (3) Extend the use of targets to help pupils to develop skills, knowledge and understanding by:
 - using the areas for improvement on pupils' annual written reports as targets for the following term;
 - sharing the good practice in some classes to involve pupils in self-evaluation;
 - sharing targets with parents and carers;

- (4) Improve the provision for pupils to learn about the rich variety of cultural traditions in our society by:
 - incorporating teaching about cultural traditions into planning for different subjects;
 - improving the resources, especially books, for work in this area;

- (5) Improve the planning for maintenance, redecoration and refurbishment of the building and grounds by:
 - setting the planning for this area of the school's work into a time scale;
 - allocating a budget figure, where possible, and including the amount and source of possible grants.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	20	25	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	320
Number of full-time pupils known to be eligible for free school meals	20
<i>FTE means full-time equivalent</i>	Y R – Y 6
Special educational needs	
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	61
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	22	23	22
	Total	37	39	38
Percentage of pupils at NC level 2 or above	School	93 (96)	98 (90)	95 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	22	22	22
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	93 (94)	95 (96)	95 (96)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	19	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	22	24	27
	Total	38	42	46
Percentage of pupils at NC level 4 or above	School	81 (92)	89 (95)	98 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	22	23	24
	Total	37	39	42
Percentage of pupils at NC level 4 or above	School	79 (89)	83 (86)	89 (100)
	National	70 (68)	72 (86)	80 (89)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	265
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: Y R – Y 6

Total number of education support staff	12
Total aggregate hours worked per week	228

Financial information

Financial year	1999 - 2000
	£
Total income	509541
Total expenditure	510633
Expenditure per pupil	1686
Balance brought forward from previous year	31532
Balance carried forward to next year	30440

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	3	3	0
My child is making good progress in school.	34	55	5	1	5
Behaviour in the school is good.	21	56	13	2	9
My child gets the right amount of work to do at home.	25	50	19	3	4
The teaching is good.	45	45	5	0	4
I am kept well informed about how my child is getting on.	35	44	15	3	3
I would feel comfortable about approaching the school with questions or a problem.	47	45	6	0	2
The school expects my child to work hard and achieve his or her best.	36	54	5	1	4
The school works closely with parents.	31	51	9	3	5
The school is well led and managed.	26	48	15	3	9
The school is helping my child become mature and responsible.	38	47	9	0	6
The school provides an interesting range of activities outside lessons.	23	32	26	7	11

Percentages are rounded up or down to the nearest whole number and may therefore not total exactly 100.