



Worth Primary School

Inspection Report

Unique Reference Number 111028
LEA Cheshire
Inspection number 278575
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Mrs Dee Brigstock CfBT Lead Inspector

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

Type of school	Primary	School address	Birch Road
School category	Community		Poynton
Age range of pupils	4 to 11		Stockport, Cheshire SK12 1QA
Gender of pupils	Mixed	Telephone number	01625 875 900
Number on roll	211	Fax number	01625 850 432
Appropriate authority	The governing body	Chair of governors	Mr R Moorcroft
Date of previous inspection	30 October 2000	Headteacher	Mr P.R. Taylor

Age group 4 to 11	Inspection dates 30 January 2006 - 31 January 2006	Inspection number 278575
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Worth is an average sized school. Most of the pupils are white British, with few from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. When pupils start school their skills and knowledge are above average as is the social and economic background of most pupils. Few pupils leave the school between Reception and Year 6 but several transfer into the school from others each year.

The school has several awards, including a European Foundation Quality Mark and Investors in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Worth is an outstanding school. The pupils are happy, safe and secure and most make rapid progress because the school caters for their individual learning needs exceptionally well. Standards are very high and have been for some years. Pupils really enjoy coming to school. Their behaviour and their personal development are first class. Their confidence and self-esteem increase rapidly as they mature into responsible and thoughtful young people.

The quality of teaching and learning is exceptionally consistent across the school and excellent overall. Relationships between adults and pupils are distinguished by mutual respect. Pupils learn so well because the work they are set is pitched at a level that challenges them but leads to success. Provision in the Foundation Stage is good rather than outstanding as the school's self-evaluation suggests. Children make rapid progress in their learning but the curriculum plans do not make explicit links between each area of learning. Overall, however, the school's curriculum is excellent, as is the quality of care, guidance and support.

The school is led and managed exceptionally well and so it provides outstanding value for money. The headteacher, senior leadership team and governors are firmly focused on raising standards; everyone in the school shares their vision. Pupils' well-being and achievement are at the core of school development. The school has a clear view of its strengths and areas for development. Improvement since the last inspection is good. The school's aim of providing a World Class education is on the horizon, but no-one is complacent. The school is exceptionally well placed to improve even further.

What the school should do to improve further

The inspection found no significant areas for improvement but the school should consider seeking ways of making more links between each area of learning in the Foundation Stage curriculum.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. Children start school with standards that are above those expected for their age, particularly in language skills. By the time they join Year 1, they reach above expected standards in reading, writing and mathematics. By Years 2 and 6, consistently high standards have been maintained over several years. Measures of children's progress from Year 3 to Year 6, based on national test results, show that Year 6 pupils in 2005 did no better than most. This data is misleading because it did not include all the pupils. More accurate data, available in school, shows that the pupils did just as well as those in previous years. Currently, pupils' progress is outstanding with over half of the present Year 6 pupils having made at least two years progress in four school terms. This progress is due to teaching which is never less than good and is frequently inspirational.

Pupils with learning difficulties and/or disabilities and those at an early stage of learning English are enthused with the same will to learn. They are helped by additional, practical support from very well-informed learning assistants and well focused planned activities that cater for their individual learning needs. Many of these pupils make exceptional progress and meet the challenging targets set for them.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Their enthusiasm for school is stimulated by lively teaching and a rich curriculum. Pupils say 'We have fun in lessons because the teachers make them interesting', which is one reason why they learn so rapidly. Pupils' excellent behaviour assists their learning. Exceptionally productive relationships between pupils and with teachers underpin the development of personal skills, as seen when Year 3 pupils worked industriously, in the computer suite, researching Ancient Egypt. Arrangements for pupils' spiritual, moral, social and cultural development are outstanding. A rich range of experiences develops pupils' understanding of themselves and their place in the wider world. Attendance is very good.

Pupils develop a strong sense of their own well-being. They know the best ways to stay healthy through eating the right things and taking exercise. They feel safe at school and are aware of dangers out of school, such as being careful near roads. They are confident to express opinions. 'We like the chance to talk about our school and how we can make it even better.' They like the way staff listen to their ideas and act upon them, such as the improvements made for play at lunchtime. Many pupils have special responsibilities in their class and around the school, which give them a good understanding of contributing to the community.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is exceptional. It is consistently good, frequently outstanding and often inspirational. The school has excellent systems for assessing pupils' attainment and tracking their progress. These have a direct impact on pupils' learning, because learning targets are linked exactly to the skills pupils need to learn next. Teachers use these accurate assessments of individual pupils' learning needs, and plan interesting and challenging lessons. The lessons captivate pupils' interest and motivate them to learn more. Teachers' marking is consistently helpful and very specifically points out to pupils how they can improve further.

Relationships between all staff and pupils are respectful. As pupils' behaviour is managed so well: no time is wasted in maintaining discipline. Lessons are brisk and purposeful. Teachers' use of information and communication technology (ICT) in lessons focuses pupils' attentions extremely well on what they are going to learn and how. For example, in an outstanding English lesson in Year 6, pupils downloaded

prepared answer sheets to complete a comparison between two very different and challenging texts. The work encouraged them to share ideas and learn alongside a partner, and saved them time in drawing tables to record their ideas allowing them to concentrate fully on the content of their learning.

Curriculum and other activities

Grade: 1

The curriculum is rich and exciting. It is planned and organised to ensure all pupils build their skills and knowledge step by step. The school strives for excellent provision in all subjects, creating a broad and vibrant curriculum. For example, provision in ICT has improved considerably since the last inspection. Pupils say they particularly enjoy the 'off-timetable' weeks at the end of each term because 'We can choose to find out about any topic we want'. In the Foundation Stage, children have full access to their curriculum but planning does not make enough specific links between all areas of learning. The personal, social and health education programme is very effective. Activities outside lessons are wide-ranging and much appreciated by pupils.

The curriculum very successfully meets the needs of pupils with learning difficulties and/or disabilities. High-quality plans for these pupils' learning are linked closely to work in lessons and they are well supported so they are fully involved in all activities. Pupils who are particularly able have been identified and are challenged effectively.

Care, guidance and support

Grade: 1

Outstanding levels of care, and excellent guidance and support for learning, help the pupils to get the best from their education. A welcoming, calm and purposeful environment, and close attention to each pupil's needs, support learning very effectively. The pupils say they know who to turn to for help. 'The teachers always take care of us when we are not feeling happy'. Parents are particularly pleased with arrangements for settling children in the Reception class and there are good procedures for the transfer of pupils to secondary education. Staff implement effectively the good procedures for first aid and child protection, and are vigilant about health and safety checks.

Staff have a crystal clear view of individual pupil's academic needs and provide very effective guidance to help them improve, both orally and through marking of work. The school's systems for tracking pupils' progress, and providing additional support when needed, are first class. As a result, pupils have all the guidance they need to make outstanding progress.

Leadership and management

Grade: 1

The headteacher leads with a very perceptive vision of educational innovation and reform, which is shared and celebrated by all staff and governors. He has the

overwhelming support of the school community. Parents recognise how well their children are doing in school and why.

Senior leaders work with all staff with a first rate commitment to teamwork. This enables curriculum leaders to drive improvements through established, thorough and effective systems of monitoring. The systems for monitoring all pupils' progress, including those with learning difficulties and/or disabilities, are exceptionally rigorous. Meticulous checks on pupils' progress dictate the 'catch up' programmes they are on, and diagnose other factors that have an impact on their progress. These programmes result in excellent pupil progress and provide the school with accurate information to update future targets regularly.

The school's own evaluation of its performance is accurate in all respects except one. Inspectors judge that the quality of the Foundation Stage is good rather than outstanding because not enough links are made in planning documents between each area of learning.

The work of the governors is excellent. They take an active role in school self-evaluation and are involved well in the successful initiatives, which have both maintained high standards and raised the profile of the school at a national level. School improvement planning focuses very clearly on further improving the school's commitment to the principles of 'Every Child Matters' and trialling new initiatives to fulfil this aim. Improvement since the last inspection is good and the school is well placed to improve even further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome in your school and for being so helpful when we asked you questions. We enjoyed talking with you, looking at your work and finding out about the things you like doing.

We think there are lots of really good things about your school. The things we particularly like are:

- your school is a very friendly and pleasant place to be and so you enjoy your learning
- your teachers make lessons lively and interesting and they expect you to work hard
- your work is splendid, particularly in English, mathematics and science
- everyone seems to get on well with one another
- there are lots of interesting activities, both in lessons and in school clubs
- your headteacher and the teachers are doing a wonderful job in always trying to make the school a little bit better.

To improve your school even more, we have asked your headteacher to have a look at the way in which activities are planned for the Reception children to create better links between the different 'subjects.'

We both hope you will carry on enjoying learning and helping your teachers to make Worth Primary School a good place to be.