



Kings Worthy Primary School

Inspection Report

Unique Reference Number 115922
LEA Hampshire LEA
Inspection number 279701
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Paula Protherough AI

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

Type of school	Primary	School address	Church Lane
School category	Community		Kings Worthy
Age range of pupils	4 to 11		Winchester SO23 7QS
Gender of pupils	Mixed	Telephone number	01962881410
Number on roll	286	Fax number	01962886932
Appropriate authority	The governing body	Chair of governors	Mrs Caroline Kirkman
Date of previous inspection	15 January 2001	Headteacher	Mr Stash Kozlowski

Age group 4 to 11	Inspection dates 3 July 2006 - 4 July 2006	Inspection number 279701
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Almost all of the pupils attending this larger than average semi-rural school are from Kings Worthy and surrounding villages. The majority of pupils are of White British ethnicity. The proportion of pupils with learning difficulties and disabilities is just above the national average and there are nine pupils with statements of special educational need. Pupils enter the school in the September before their fifth birthday from several pre-school playgroups and other providers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Overall the school provides a satisfactory quality of education. Following a sharp dip in standards in 2005 the headteacher, supported by the local authority (LA), has taken effective action to reverse the trend. Regular checks on lessons are improving the quality of teaching, although there continue to be inconsistencies in marking and the accuracy of teachers' day-to-day assessments. Behaviour has improved and throughout the school good relationships are raising pupils' confidence and self-esteem. As a result the overwhelming majority of pupils are now making steady progress and achieving satisfactorily. The children in the Foundation Stage make a sound start to their education. Their achievement and that of pupils with learning difficulties is also satisfactory but those with statements of special educational need make good progress because of the effective support and teaching they receive. The school provides satisfactory value for money.

The school's leadership team has undergone recent change. It has made a mostly accurate assessment of the school's performance and is beginning to work more closely as a team. However, current priorities for improvement are too numerous and not sharply focused on raising standards further. Not enough use is made of assessment data concerning the pupils' progress to pinpoint precisely where action is needed. Even so, the recent upturn in test results, improved behaviour and the pupils' increased use of information and communication technology (ICT) show that there is secure capacity to improve.

The school provides a good curriculum that is enriched by a very good range of sporting and musical activities that are appreciated by both parents and pupils. Pupils are responsible and involved in decisions about the development of their school. Links within the community and with other schools contribute successfully to a stimulating learning environment which supports the development of all pupils. However, pupils have only a limited appreciation of the rich diversity of the faiths and other cultures that form British society.

What the school should do to improve further

- Ensure all teachers develop consistent and incisive approaches to marking pupils' work and assessing their learning
- Make better use of the analysis of assessment information to raise standards further
- Extend pupils' knowledge and awareness of other culture.

Achievement and standards

Grade: 3

Taken overall, achievement and standards are satisfactory. Children enter the Reception class with attainment broadly above that expected. They make satisfactory progress and their attainment is above average in relation to that seen nationally by the end of the year. During Years 1 and 2 the pupils continue to make satisfactory progress

and standards in reading, writing and mathematics are above average by the end of Year 2. Moderation by the LA of the school's Year 2 assessments has improved the accuracy of previously optimistic judgements.

Until 2005, results of national tests at the end of Year 6 had been consistently above the national average. However, last year there was a sharp drop in results, notably in mathematics. Many pupils of all abilities failed to reach their overly-challenging targets. The year group included a high proportion of pupils with learning difficulties and some who presented challenging behaviour which affected their achievement. The results of this year's national tests in Year 6, although as yet unvalidated, show that standards have returned to above average levels, indicating steady progress throughout the school.

The pupils with learning difficulties make satisfactory progress. Those with statements of special educational needs receive additional and very well focussed support. As a result they make good progress towards their targets.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy coming to school and are enthusiastic about their work. Pupils behave well and are attentive and hard working in lessons. In 2005 there were five fixed-term exclusions that related to the poor behaviour of a few Year 6 pupils. There have been no exclusions this year, reflecting the marked improvement in behaviour. Attendance is average.

Pupils' spiritual, moral and social development is satisfactory. They understand the school rules and play and work together happily. They move around the school calmly and are polite and welcoming to visitors. Pupils care for each other and for their surroundings and have a strong sense of moral responsibility, demonstrated in the many examples of fund raising for charity. However, there are insufficient opportunities for pupils to learn about the many different cultures within British society and beyond.

Pupils say they feel safe and listened to. They willingly contribute ideas for improving the school through the School Council. They say, 'we are listened to and our views are acted upon'. They enjoy the opportunities to meet as a community and celebrate their achievements in assembly. Most pupils eat healthily and take regular exercise. Their participation in extra-curricular sports is good. Pupils' increased competence in literacy and numeracy means that they are appropriately prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In most lessons teachers plan carefully and ensure that work is matched to the needs of the pupils. The most effective teachers

explain to the pupils what it is that they are going to learn. In these lessons pupils are engaged and motivated. Focused discussions and questioning develops pupils' speaking and listening skills and raises self-esteem and confidence. However, in some less effective lessons pupils are unclear about the purpose of the activities and sit passively through over-long introductions.

The strongest teachers make incisive, daily evaluation of pupils' work which they share with them in order to point out the next steps in learning. However, this is not yet consistent across the school. Similarly, there are variations in the approaches to marking. A minority of teachers fail to mark work regularly or tell pupils how to improve their work.

The teaching of pupils with statements of special educational need is good because the support provided is well matched to their needs and is particularly effective. Those with less severe learning difficulties are taught satisfactorily but limited use is made of additional intervention strategies as a result of budget constraints.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with strengths in subjects such as physical education (PE) and music. Since the last inspection the school has improved provision in ICT which is now successfully used across the curriculum to develop pupils' research skills and presentation. The Foundation Stage curriculum is securely based upon national guidance and meets the needs of the children.

Programmes of work include activities that help pupils to avoid risks and stay healthy and safe. Pupils enjoy a good range of day and residential visits, visitors and out of school activities. For example, Year 4 pupils recently camped overnight in the school grounds. Links with the community raise the profile of subjects such as music and during the inspection the school hosted an orchestral concert for many pupils from surrounding schools.

Sporting opportunities are outstanding and particularly successful because of the Key Stage 1 coordinator and the deputy headteacher who ably manage this area. Clubs are enjoyed by the large numbers of pupils of all ages who participate. Older pupils also organise their own lunchtime clubs. Pupils value this opportunity to extend their skills and raise self-esteem.

Care, guidance and support

Grade: 3

The care guidance and support of pupils is satisfactory. There is a high level of commitment to make sure pupils are well cared for and safe. The school effectively promotes healthy living, awareness of danger and care for personal safety. There are robust procedures for vetting adults who work with pupils and child protection procedures are in place. Strong links with local schools and outside agencies ensure that pupils are well supported, particularly those with statements of special educational

needs. Projects such as 'social and emotional aspects of learning' (SEAL) and circle times in class improve pupils' understanding of their emotions.

Although the school is developing its systems for tracking pupil progress these are not yet sufficiently robust. The leadership team are not yet using this information systematically to provide carefully targeted guidance for pupils, particularly those at risk of underachievement, to accelerate their progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Recent changes in the school's leadership team, more effective middle management and an increasing involvement of the whole staff in self-evaluation has resulted in a marked improvement in standards this year. Whilst this, improved behaviour and increased use of ICT, illustrates well the school's capacity to improve further, its current priorities are too numerous and not focused sharply enough on raising standards further. The work of the deputy headteacher and key stage coordinators, aided by LA National Strategy advisers, has successfully improved the quality of teaching across the school. The special educational needs coordinator and subject leaders have action plans to improve teaching and raise standards further. However, not enough use is made of assessment data to pinpoint precisely where action is needed. Neither the leadership team nor subject coordinators are making full use of the information available to them to ensure improvement activities are well focused and effective.

Improved attitudes and behaviour have resulted from the headteacher's drive to develop a better ethos within the school by giving more responsibility to pupils. Their opinions are now sought about changes to provision. For example, pupils in Years 5 and 6 have been consulted about the impact of new classroom arrangements on their learning. Parental views and involvement are encouraged. They report improvements in communication with the school through newsletters, the website and questionnaires. Most parents are pleased with, and support, the work of the school. However, a minority feel the school does not respond rapidly enough to their concerns.

The relatively new governing body is increasingly aware of the strengths and areas for development in the school. Its members are becoming more influential in steering the school's work and questioning its performance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Pupils

As you may already know I visited your school recently with a team of inspectors to find out how it is helping you to learn and develop as responsible citizens of the future. We would like to thank all of you for the welcome and help you gave us.

We found your school a lively and happy place with many activities for you to enjoy. At the time of the inspection there was a large music concert in the hall and the Year 4 pupils had been camping in the school grounds on Friday night. We heard about your many sporting achievements and saw your trophies. This is part of your school which you rightly enjoy and feel proud of. We noticed that you behave well in lessons, answer questions confidently and work hard. Around the school you are polite and calm; you look after each other and play happily. You understand about the importance of healthy living, eating healthily and taking regular exercise. You understand how to stay safe. This is because the school looks after you carefully. You make steady progress during your time in school. Many of your teachers plan lessons well so that you are interested in learning and mark your work thoroughly. Most of you work neatly and know how to improve your work.

However there are some areas in which the school could improve and these are: • to make sure marking is regular and always shows you how to improve your work; • to check the progress all of you are making to see where improvements are needed; • to give you more knowledge of other cultures in our society. Thank you once again and we hope that you continue to work hard and enjoy school.

Yours sincerely

Paula Protherough

Lead Inspector