



Worple Primary School

Inspection Report

Unique Reference Number 102506
Local Authority Hounslow
Inspection number 286402
Inspection dates 7–8 November 2006
Reporting inspector Nicola Davies

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

Type of school	Primary	School address	Queen's Terrace
School category	Community		Isleworth
Age range of pupils	3–11		TW7 7DB
Gender of pupils	Mixed	Telephone number	020 8321 8100
Number on roll (school)	216	Fax number	020 8321 8101
Appropriate authority	The governing body	Chair	Mrs Cathy Baxter
		Headteacher	Mr Graham Underwood
Date of previous school inspection	19 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a one form entry primary school in Isleworth. More than half of the pupils are from a range of minority ethnic backgrounds. Approximately 40% of learners are bilingual and a quarter are at early stages of learning English as an additional language. The percentage of pupils entitled to free school meals is more than double the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory overall. After an uncertain period following the illness and sad loss of the well respected previous headteacher, the school is now back on track. Consequently pupil achievement throughout the school is improving. Although pupils' standards are very low compared to other schools nationally, they make satisfactory progress from their starting points and achievement overall is satisfactory. The school is fully and permanently staffed and the relatively new management team has begun to make further improvements. For example, a decline in the quality of provision in the Foundation Stage has been halted and is satisfactory overall. An effective specialist provision for Foundation Stage children with significant social and communication difficulties has been established. Weaknesses in teaching have been addressed and teaching is satisfactory across the Foundation Stage and the school. Behaviour has also improved and newer initiatives such as the school's learning mentor contribute well to the care provided for individual pupils which parents value. Parents wholeheartedly support the school and praise the commitment and friendliness of its headteacher, deputy and staff, relishing in particular the school's 'community feel' and its concern for individual pupils. The environment for pupils is good. Classrooms are bright and attractive and the well used accommodation and grounds provide pupils with good opportunities to learn and play. Pupils are proud of their school, recognise its strengths and make a good contribution to continuing to improve it.

However, there is more to be done to ensure that the overall quality of education matches the school's aspirations and environment. For example, not all pupils make consistent progress from the time they enter the school to when they leave because although teaching and learning are satisfactory overall, there are still some weaker areas. The way that the school tracks progress has improved, but teachers do not yet make good use of this information to set clear targets, which both they and pupils understand and work towards. This lack of clarity means that work is not always well adapted to meet pupils' needs. School leaders have recognised these weaknesses and have made progress in addressing them. However, monitoring and evaluation of improvement is not yet sharp enough. Despite these shortcomings, the school has demonstrated a satisfactory capacity to improve which is combined with a shared and strong determination to do so.

What the school should do to improve further

- Raise achievement and standards by improving the consistency of teaching
- Sharpen monitoring and evaluation to secure a faster rate of improvement
- Improve the way teachers use target setting to plan for meeting the needs of different pupils in their classes

Achievement and standards

Grade: 3

Children enter the Foundation Stage with a very wide range of experiences but overall their skills are lower than those found nationally, particularly their English language skills. Children make satisfactory progress during their time in their nursery and reception classes. Although some meet or exceed the expected goals by the end of their reception year, only a few reach those in early reading and writing.

Pupils' standards across the school are very low but improving. This is most clearly shown in the standards at the end of Year 2 which have improved year on year although they remain below average. Although the results for Year 6 pupils in the 2006 national test were low in English and exceptionally low in mathematics and science, they represented satisfactory progress from their starting points at the end of Year 2. The progress that pupils are making currently is satisfactory overall, although there are aspects that need improvement. For example, only a few more-able pupils attain at higher levels. This is particularly the case for older pupils in mathematics and for younger pupils in reading and writing.

The progress made by different groups of pupils, such as those learning English as an additional language or those with learning difficulties and disabilities is also satisfactory due to the support of specialist teachers and other adults.

Personal development and well-being

Grade: 3

Pupils' personal development and well being, including their spiritual, moral, social and cultural development, is satisfactory. Although incidents of racism and bullying occasionally occur, pupils know how to deal with these and where they can get effective help. Considerable thought has gone into improving behaviour in lessons and around the school. As a result, pupils have good relationships, both with each other and with adults, and are polite and friendly. Behaviour has improved and is satisfactory overall. Attendance is slightly below the national average, largely due to extended holidays.

Pupils know how to keep safe and healthy, and take care of themselves and others. Both the school council and pupils more generally, help improve the school. For example, all the pupils help decide which after-school clubs their teachers will run each term. Making these choices or campaigning for lower speed limits on the roads around the school means pupils contribute well to their school and their local community. They generally enjoy their lessons, the well-attended clubs and opportunities to take on responsibility. Although few pupils reach high standards in academic skills, they develop appropriate personal and social skills which help prepare them for the next phase in their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. The school has recruited new staff and worked hard to remedy weaknesses in teaching. As a result, teaching has improved. For example, the school's records show that provision in the Foundation Stage has improved from inadequate to satisfactory over the last year. However, there are still weaker areas resulting in inconsistencies in pupils' progress as they move through the school. In particular, class teachers are not yet skilled enough in planning to ensure that all pupils' needs are well met in lessons. More able pupils are too often not challenged sufficiently. This was summed up by pupils saying 'this is too easy' in one lesson where all pupils were set the same task. Similarly, some teachers rely heavily on specialist support for learners with more difficulties or those beginning to learn English and do not always match activities well enough to their needs.

Teachers generally have good subject knowledge and relationships with pupils are good although not all lessons excite their interest. Marking is helpful and pupils do well in lessons where the teachers are clear about what they are expecting and give specific feedback on how to improve.

Curriculum and other activities

Grade: 3

The satisfactory curriculum is balanced and covers all subjects. Provision in English and mathematics is adequately planned. Facilities for information and communication technology (ICT) have improved significantly since the time of the last inspection and the school's interactive whiteboards are used well by teachers to interest and motivate pupils. However, planning for pupils' progress in ICT and in a number of other subjects is at early stages. Provision for physical education and music are good and pupils benefit from specialist teaching, events and good links with other schools and organisations. The school provides a stimulating range of additional activities such as residential trips, visits and a variety of lunchtime and after school clubs. These broaden pupils' personal experiences and learning and are much enjoyed. The school is beginning to adapt the curriculum to meet the needs and interests of learners more closely, for example by making links between different subjects.

Care, guidance and support

Grade: 3

Care, guidance and support of pupils is satisfactory overall. Staff and governors work hard to ensure that pupils are well cared for. They have made good use of opportunities, such as a real fire that occurred last year, to ensure that safety procedures are good enough.

The support of specialist teachers and other adults means that pupils with particular needs, such as those learning English as an additional language or those with learning difficulties and disabilities make satisfactory progress. Successful recent initiatives include the employment of a learning mentor who has improved the behaviour and attendance of particularly vulnerable pupils.

Pupils' academic guidance is not yet good enough. Whilst pupils in the Foundation Stage and in some classes have individual targets or 'next steps', currently most pupils have no guidance other than ongoing oral and written feedback.

Leadership and management

Grade: 3

Leadership and management of the school is satisfactory overall. Despite the recent difficult period, the headteacher has managed improvements in provision such as the good new specialist provision for Foundation Stage children with significant social and communication difficulties. With the support of staff and specialist agencies, pupils' behaviour and well being has also improved. The tracking of the progress which pupils make has improved, as has teaching. However, there are weaker areas of management. Although monitoring and evaluation is regular, it is not yet rigorous enough as areas for development are not clearly enough identified and followed up. However, the headteacher has established a management team who work well together and who are in a position to drive further change effectively alongside the active and supportive governors.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

It was a real pleasure to meet so many of you in your lessons and around the school. Although we did not speak to all of you, when I met your School Council they had a list of questions for me that you had asked about our visit. One of the things you asked was what do we think of your school.

Like your teachers, we think that the school is satisfactory. This means that there are some good things, and some things which could be better. One of you told us that the shape of the school is one of their favourite things and we could see why. You have good opportunities to learn and play which we were pleased to hear about. We also were pleased to see that you contribute to the school well. Things like helping to choose which clubs run each term and your school council mean you really get involved in improving the school. We could also see that the school takes care of you and many of your parents told us just how helpful the teachers are.

We could also see that although the school has had a difficult time, the headteacher and all your staff are making sure that things get better. We have asked them to make sure all of your lessons are as good as your best ones. We have also asked them to be clearer about how well they make improvements. Finally we have asked them to make sure that all your teachers are clear about exactly what you need to learn and do next to make good progress. All these things happen sometimes, but not enough. We think this will help all of you do as well as you can and enjoy all of your lessons.

I hope this letter has answered your questions and thank you once again for being so friendly when we visited.

With kind regards

Nicola Davies

Lead inspector