

Worlingham Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	124748
Local Authority	Suffolk
Inspection number	315042
Inspection date	16 October 2008
Reporting inspector	Kathleen Yates

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	177
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	34
Appropriate authority	The governing body
Chair	Mrs Brenda Thompson
Headteacher	Miss Elizabeth Percival
Date of previous school inspection	4 May 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rectory Lane Worlingham Beccles Suffolk NR34 7RF
Telephone number	01502712375

Age group	4–9
Inspection date	16 October 2008
Inspection number	315042

Fax number

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Age group 4-9

Inspection date 16 October 2008

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following aspects:

- The progress pupils make in English, mathematics and science across the school.
- The strengths in pupils' personal development and well-being.
- How effective the school's leaders and managers are in contributing to rigorous self-evaluation and the setting of challenging targets.

Evidence was gathered from observing work in classrooms, scrutinising school documentation and records of pupils' attainment and progress. Discussions were held with governors, senior leaders in the school and pupils. An analysis of the responses to the parents' questionnaire was also taken into account. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a smaller than average primary school. Almost all pupils are from White British backgrounds and very few speak English as an additional language. A lower proportion of pupils than usual has learning difficulties and/ or disabilities or a statement of special educational need. Attainment on entry to the school is typical of that normally found. Most of the children in the Early Years Foundation Stage (EYFS) are in the Reception class, while the remainder are in a mixed class with Year 1 pupils. Pupils currently leave to go to middle schools at the end of Year 4.

The school has received the following awards: the Active Mark Award and the Football Charter Mark.

A privately- run playgroup, not managed by the governing body, is also on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Worlingham Primary School is deservedly a popular school where, 'the children's needs come first'. It has some outstanding features. This is how the school sees itself and the inspection findings support this view. Parents greatly appreciate the way in which the school constantly seeks to involve them as partners in their children's education and most of them actively respond to this challenge. The school also works very closely with outside agencies and other schools to ensure that all work together well to the benefit of pupils' academic progress and personal well-being. Major building work has taken place since the last inspection to help provide pupils with a safe and secure environment. The hall and the outdoor area for children in the EYFS have been greatly improved, as has the entrance and office facilities.

Children's achievement in the Reception classes is good. This good progress continues in Years 1 and 2. By the end of Year 2, standards in reading, writing and mathematics have been above average, although in 2008, standards were average. By the time pupils leave at the end of Year 4, standards are above the national expectations in English, mathematics and science. All pupils achieve well, including those who need extra help and the small number of pupils who speak English as an additional language. The school is successful in meeting the suitably ambitious targets it sets for pupils' attainment. Pupils also do well in information, communication and technology (ICT), where there is a high focus on promoting their investigative skills.

Pupils' personal development and well being are good. Spiritual, moral, social and cultural development are also good. Attendance is good and pupils are enthusiastic about coming to school. They have a very clear understanding of the school rules, which they help to create. They show great consideration to one another so that behaviour is excellent. Pupils have a good understanding of how to stay fit, healthy and keep themselves safe. The actions of the school council have had a positive impact on improving the school environment. Pupils contribute well to the school community. They regularly take part in fundraising for those who are less fortunate than they are. Good basic skills in literacy, numeracy and ICT prepare them well for their future lives.

Teaching and learning are good. Very good relationships are fostered, so that pupils learn rapidly and benefit from teachers' good subject knowledge. Many initiatives are in place to help those who fall behind. For example, the high focus on writing has enabled the school to close the gap between reading and writing. It is now rightly concentrating on improving mathematical skills, where there has been a dip in the most recent results at Year 2. Teaching assistants are highly skilled and make a valuable contribution to pupils' learning. On occasions, when the teaching is without inspiration, lessons lack sparkle. Nevertheless, pupils remain on task and this is due to their consistently exemplary behaviour.

A good quality curriculum, with a broad range of activities, promotes enjoyable learning opportunities where pupils learn to work well together and make good progress. Good links are made across the curriculum and visits and visitors to the school enhance these. Theme days promote a good understanding of life in contrasting locations for example, pupils learn to identify antelopes and name exotic fruits grown in Africa. At times within the school year, there is a wide range of additional activities, which include karate, football, music art and ICT. Parents are also involved in running these clubs and many help in school throughout the day, while others are active in fundraising.

Teachers and support staff understand the needs of their pupils well and give them good care, guidance and support. The school gives pupils a good level of pastoral care. Leaders and managers, including the governors, are rigorous in ensuring arrangements for safeguarding pupils and for their health and safety. Pupils and their parents know that any concerns they might have are dealt with swiftly. Care, guidance and support for pupils' academic development are also good. As pupils move through the school they are gaining an understanding of how their individual targets in reading, writing and mathematics can help them to improve their work. Marking is carried out regularly but on occasions, opportunities are missed to show pupils how they might do even better. The school acknowledges that the current arrangements to track pupils' progress are not sufficiently refined, to ensure that the information gained can be readily analysed, to provide all staff with a more powerful tool for measuring performance and to check the targets set are entirely appropriate.

The school knows itself well. There has been good improvement since the previous inspection and there is a good capacity to improve further. The headteacher and her deputy provide strong leadership. They foster good teamwork and give clear direction to the work of the school and a strong lead to the staff and governors. The governing body is hardworking, committed, challenging and keenly aware of the strengths of the school. While the current development plan accurately identifies the key areas for improvement, there is insufficient detail to help the governors monitor provision. The office staff ensure all visitors receive a warm welcome. They are diligent in their duties and ensure that the school runs very smoothly on a day-to-day basis.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Relationships between staff and children are very good and as a result children settle happily and feel safe and secure in their surroundings. They learn and develop well and enjoy their time in school. This is because the environment, indoors and outdoors, is well resourced and staff plan exciting tasks. There is a good balance of activities led by adults and those initiated by children and good links are made across all areas of learning.

Personal development and well being are good. All staff have high expectations of children and therefore their behaviour is good. There is a strong emphasis on children exploring and investigating so that they grow in confidence and thrive in an environment where they are highly valued. Children also learn to work well alongside one another. The quality of the welfare, health and safety of children and leadership and management is good. Teaching assistants interact well with the children, who enjoy the attention they receive. Staff are skilled at observing how well children are doing and move them on to more challenging activities to ensure their individual needs are met. Formal recording of these assessments to provide an overview of how well children are doing is at an early stage of development. Parents take a keen interest in their children's learning and contribute well to homework tasks. Achievement is good so that by the end of their time in the EYFS most children attain the average standards for this age and often exceed them, especially in their personal development.

What the school should do to improve further

- Refine the systems for tracking the progress pupils make to help identify the next steps in pupils' learning.
- Further develop the school improvement planning to include well-defined step-by-step targets that are linked to clear success criteria.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 October 2008

Dear Pupils

Inspection of Worlingham Church of England Voluntary Controlled Primary School, Beccles, NR34 7RF

Thank you for making Dr Ramsey and me so welcome when we visited your school. We really enjoyed meeting you and watching you preparing the healthy salads and mixing the ingredients for the honey biscuits. We also enjoyed talking to you about your views of the school. I am now going to tell you about our findings:

- We agree with you and your parents that your teachers provide a happy caring environment where you all get on well together.
- Your attendance is good and has been so for the last three years. Well done!
- You all achieve well so that by the time you leave the school your work is better than most other children of your age.
- You have a good understanding of the importance of healthy lifestyles and of how to keep yourselves safe.
- Most of all, congratulations on your excellent behaviour.

We have asked the school to do two things in order to make it even better. It is now going to:

- Improve the systems used to record how well you are doing.
- In the plans to make the school better, provide more details to measure how well it is making progress.

I wish you well for the future and hope you continue to enjoy your school as much as you do now.

Yours sincerely,

Kathleen Yates

Lead inspector