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Mr Graham Underwood
The Headteacher
Worple Primary School
Queen's Terrace
Isleworth
TW7 7DB

Dear Mr Underwood

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 21 November 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please extend my thanks to the staff, the pupils, the chair of governors and the school improvement partner.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 7-8 November 2006, the school was asked to:

- 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.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement. The school has successfully built upon the work that had been started at the time of the last inspection and this gives them a firm foundation on which to improve further. The responsibilities of the senior management team (SMT) have been reorganised. They are a strong, supportive team who lead by example.

The school has made good progress in raising pupils' achievement and standards. In 2007 pupils in Year 6 attained satisfactory standards in English, mathematics and science. This represents good progress from their starting points for English and mathematics. Improvement for pupils in Key Stage 2 has been faster than for those in Key Stage 1. Nevertheless, standards are continuing to improve for all year groups with some pupils gaining a whole National Curriculum level in the last academic year. This has helped to make up for lost time in the past when not all pupils were making as much progress as they should. There has been a steady improvement in the proportion of pupils reaching higher levels at the end of each key stage. The reasons

for this continuing improvement lie with the renewed focus on the pupils' progress by the SMT and the way that all staff have embraced the need to do things differently. Following the last inspection the SMT were quick to make changes to the organisation of the curriculum and to lesson planning. There is now more consistency in the way in which staff and pupils approach the business of teaching. The school acknowledges that there is still more work to be done, particularly in Key Stage 1 where actions taken have not yet made as much difference to improving pupils' standards of work. Staff need to remain focused on the high expectations that they now have for their pupils so that they continue to meet the challenging targets that have been set.

The school has made satisfactory progress in improving the way that teachers use target setting to plan for meeting the needs of different pupils. Teachers use the tracking information for their class to plan lessons effectively. Lessons are often well planned with different activities for different groups according to their ability. This includes planning for the targets within individual plans for those with additional learning or language needs. All pupils have individual or group targets for English and mathematics but there is inconsistency in how they are used. Not all pupils know how to achieve their targets. Some do not know what they mean because the targets are not written at the right level for the pupils' understanding. When targets are used well teachers provide the pupils with a range of opportunities and support to practise and develop basic skills independently, and then to review how well they have done. The quality of teachers' marking varies from class to class, as does the way in which the pupils are encouraged to take notice of it. The school needs to look at the best practice and share it more widely. The pupil conferencing for Years 3 to 6 is very popular and effective in involving pupils and their parents in what they need to learn, why and what it will help them to achieve. The teaching of phonics is not planned systematically enough. As a result, pupils of all ages sometimes struggle to sound out words for reading and spelling, and do not always have enough strategies and prompts to do so effectively.

The school has made good improvement in sharpening monitoring and evaluation and this has led to continued improvement in the standard of pupils' work. Monitoring of the school's work by the SMT is now more robust, leading to more consistency in teaching. Staff have confidence that the monitoring of lessons and pupils' work is helping them to improve their teaching because the focus is on the progress that the pupils make. The school assessment leader monitors and analyses the half-termly assessments well, effectively identifying those pupils who may be underachieving. This, together with assessments for pupils' attitudes and emotional well-being, ensures the appropriate intervention at the right time. The SMT has a good understanding of how well pupils are doing. The governors play their part well in monitoring the work of the school. They are making better use of information provided for them and ask for additional clarification from the SMT as appropriate. This enables the governors to ask challenging questions of the SMT and to focus the work of the committees. Before each governing body meeting, representatives meet with the school council and this not only helps the pupils to feel involved in the school but also informs governors of issues that are important to them. The school improvement plan shows that the school has taken the findings from the last inspection very seriously and that appropriate actions have been taken. The school

acknowledges that the plan needs to be revised so that the success criteria are focused more sharply on measurable indicators for pupils' progress.

The school has responded very positively to the support offered by the local authority. This support has been timely and well targeted at the needs of the school. This, together with the drive of the SMT and the positive approaches by the staff, is helping to further improve teaching and raise standards.

I hope that you have found the visit helpful in promoting improvement in your school and I wish you well in the future.

Yours sincerely

Heather Yaxley
Her Majesty's Inspector