

Kings Worthy Primary School

Inspection report

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| Unique Reference Number | 115922 |
| Local Authority | Hampshire |
| Inspection number | 326290 |
| Inspection dates | 15–16 June 2009 |
| Reporting inspector | Olson Davis |

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.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 296 |
| 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 | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Caroline Kirkman |
| Headteacher | Mr Stash Kozlowski |
| Date of previous school inspection | 3 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Church Lane Kings Worthy Winchester SO23 7QS |
| Telephone number | 01962 881410 |
| Fax number | 01962 886932 |

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|--------------------------|-----------------|
| Age group | 4–11 |
| Inspection dates | 15–16 June 2009 |
| Inspection number | 326290 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger-than-average school is situated in Kings Worthy near to Winchester. The 'new build', completed in November 2008, features five classrooms, a learning resource centre, music room, food technology room and refurbished corridor and toilets. The proportion of pupils eligible for free school meals is below average. Most pupils are of White British heritage and very few are at the early stage of learning English. The proportion of pupils with learning difficulties and proportion of pupils with a statement of special educational need are slightly above average. The range of needs include pupils with speech and language difficulties, moderate learning difficulties and autism. There is Early Years Foundation Stage provision in the Reception classes. A breakfast club is managed by the governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Kings Worthy Primary provides a satisfactory standard of education. It is making sure and sustainable improvement from a period of turbulence when there were staffing difficulties, during which progress and standards dipped. The highly committed headteacher, ably supported by the new leadership team, has been successful in establishing a renewed common purpose among staff firmly fixed on raising standards. As a result of this teamwork, pupils are making satisfactory progress from their favourable starting points to attain standards that are above average. The school's close links with outside agencies, including the local authority, are helping to improve standards, teaching and aspects of leadership and management. Good partnerships with parents, the local community, and other schools provide benefits for pupils' learning and contribute to the satisfactory promotion of community cohesion. Parents are mostly appreciative of the work of the school and recognise the recent improvements, particularly the way in which learning has become more enjoyable for pupils through the changes to the curriculum. As one parent wrote, 'There feels to be a real ethos of integration, respect, recognition of the and;quot;wholeand;quot; child not just the academic child and an ability by the staff to make learning fun.'

The school has strengths in the pastoral care provided by all adults, and has many positive features that contribute to pupils' good personal development. The staff work hard to include all pupils in school life. As a result, pupils of all abilities and from different backgrounds feel welcome at the school, behave well and work well together. The caring way that older pupils, such as those who act as ambassadors, look after younger pupils helps them to feel safe and promotes a 'family' atmosphere in school.

The school's strong focus on basic skills is leading to improvements, particularly in reading, writing and mathematics. However, standards in writing are still not high enough because too few pupils reach the highest levels in writing in the Year 2 and Year 6 assessments. Also, pupils are not doing as well in mathematics as they could at the end of Year 6 because there are gaps in their knowledge.

Pupils are achieving satisfactorily because the quality of teaching overall is satisfactory. The school assesses and tracks the progress of pupils comprehensively. This helps to identify individual pupils who need additional support or who may be underachieving, as well as those who may be capable of reaching higher levels. The school's data shows that most pupils make satisfactory progress and challenging targets are being used more effectively to reduce gaps in attainment. Nonetheless, teachers do not always make the best use of this assessment information when planning their lessons, particularly for more-able pupils, who can find the work lacks challenge.

Improved leadership and the development of managers' roles have begun to have a marked impact on achievement as well as attendance and the quality of the curriculum, indicating the school's sound capacity to make further improvements. However, the quality of the monitoring of lessons is inconsistent, especially the way in which the impact of teaching on learning is evaluated. As a result, there are sometimes missed opportunities to help teachers to improve their teaching.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children start in Reception with a range of skills and abilities that are above expectations. They make satisfactory progress in all areas of learning so that most meet or exceed the goals expected of children on entry to Year 1, except in writing and linking letter and sounds which are less strong when children start school. There is a greater emphasis on teaching letters and sounds, which is leading to some improvement in children's phonic skills, but there is still not enough emphasis on encouraging purposeful writing within activities. Effective induction and good relationships at all levels help children to settle well into school routines, giving them confidence as learners. Children's welfare is promoted well in a safe and supportive learning environment. Consequently, they interact well, as was seen when they discussed, in pairs, the solution to a problem-solving activity. Teachers organise an appropriate range of direct teaching and play activities, both indoors and outdoors, that satisfactorily engage children in their learning and develop their skills. Although planning for these activities takes account of all aspects of learning, activities are not always stimulating enough to ensure children are excited about their learning or fully challenged. Adults' questioning does not always develop children's ideas sufficiently or extend their vocabulary. Regular monitoring of children's involvement in activities is used to assess their progress. However, it is not always used well enough to provide work clearly matched to children's specific needs within the teacher-directed sessions. New leadership is beginning to have an impact on securing improvement in provision, as can be seen in the development of the outdoor area.

What the school should do to improve further

- Raise standards and achievement in writing and mathematics.
- Make sure that teachers make better use of assessment information to plan learning activities that meet the needs of all pupils, particularly the more-able.
- Sharpen the monitoring of teaching, so that leaders evaluate learning more effectively and thus help teachers to improve their teaching further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter Year 1 with levels of skills that are above average and generally leave at the end of Year 6 with above-average standards. This represents satisfactory achievement. School leaders took prompt and effective action in response to a recent decline in standards at Year 2 and Year 6. The school focused its teaching on improving pupils' basic skills within the context of a livelier curriculum. As a result, standards in the current Year 2 and Year 6 have improved and are above average. However, pupils' writing skills still lag behind their skills in other areas. Also, pupils are not doing as well as they could in mathematics. Previous weaknesses in teaching have led to gaps in pupils' knowledge and pupils are not given enough opportunities to use their knowledge to solve more difficult problems. Although pupils make satisfactory progress overall, more are capable of attaining higher levels. Pupils who find learning difficult make satisfactory progress because of the sound additional support they receive. Pupils from minority ethnic backgrounds make similar progress to their classmates.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They enjoy coming to school and this is evident in their good relationships with adults and with each other, and their above-average attendance. This results in a happy, productive and purposeful learning environment in which pupils are increasingly taking responsibility for their learning. Pupils participate enthusiastically in the wide range of sporting activities, including girls' cricket, showing their strong awareness of the benefits of exercise. However, the snacks that some older pupils eat at break times do not reflect a strong commitment to healthy eating. The active school council enables pupils to contribute positively to improving the school, for example by revising lunchtime arrangements. Pupils show a strong social awareness by raising money for charities at home and abroad. Pupils' sound progress in basic skills and good personal and social skills mean that they are satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is improving across the school and is stronger in Key Stage 1. Throughout the school, teachers plan and work closely to ensure there is a consistent approach to the teaching of the mixed-age classes. Pupils feel involved in their learning because they are given a clear idea of what they are expected to learn and achieve by the end of each lesson. Teaching assistants are used satisfactorily to support pupils who find learning difficult, which has a positive impact on their enjoyment and learning. Teachers use a range of teaching strategies, including 'talking partners', to help pupils to clarify their thinking. They make good use of interactive whiteboards to engage pupils' interest and increase their participation in lessons. However, in some lessons not enough consideration is given to the needs of different groups, for example more-able pupils. Teachers can sometimes expect too little of these pupils. Consequently, their progress slows because the work lacks challenge.

Curriculum and other activities

Grade: 3

There is a strong emphasis on developing pupils' skills in literacy and numeracy. Provision for writing has been enhanced through a weekly writing session. However, there are sometimes missed opportunities for pupils to extend their skills by writing for different purposes in other subjects. Teachers are making better use of assessment and target-setting to identify and close the gaps in pupils' mathematical knowledge so that pupils are making better progress in acquiring number skills. More opportunities for pupils to apply these skills in investigations and solving problems are being planned. The recently introduced 'international' curriculum stimulates pupils' interest and engages them more fully in their learning by making purposeful links between subjects and by providing opportunities for independent work and research. A wide range of school clubs, including cricket and cross-country running, visits and visitors develops skills, promotes fitness and adds to pupils' enjoyment of school.

Care, guidance and support

Grade: 3

The school provides satisfactory guidance and support and good pastoral care for its pupils. Procedures for ensuring pupils' welfare and safety are securely in place and are implemented well by adults. Pupils feel safe because adults respond quickly to their concerns. Pupils new to the school are helped to settle quickly. The breakfast club provides a good standard of care for pupils. Specific programmes are used well to support pupils with speech and language difficulties. There is satisfactory provision for pupils who find learning difficult, which allows them to make the same progress as their classmates. Academic guidance is satisfactory. Pupils are mostly aware of their targets for learning but do not always see their relevance to improving their work. Although most teachers mark work conscientiously, some do not make enough reference to the learning intentions of the lesson or to pupils' targets. Consequently, pupils are not always clear about how they can improve their work.

Leadership and management

Grade: 3

The headteacher and deputy headteacher provide determined leadership while ensuring that staff are encouraged and supported. They have worked well to develop the role of the new assistant headteachers by involving them in the 'learning leadership team'. As a result, there is a more unified drive to raise standards and improve the quality of provision. Although the assistant headteachers provide good support for staff, they do not have enough opportunities to work alongside teachers. Consequently, they are not fully aware of the strengths of teaching and those aspects that need improving within their particular areas. School leaders regularly monitor the quality of teaching, with a focus on raising standards, but some variation in the quality of teaching remains. Areas for improvement, for example planning work with the right level of challenge or support, are not always followed up sufficiently. Lesson observations do not always place a strong enough emphasis on the impact of teaching on pupils' learning. This means that teachers are not always well-enough informed about how to improve their teaching to accelerate pupils' progress. Governors have been effective in helping the school to improve its accommodation for pupils with the new build. They challenge the school to do its best for its pupils. They are keen to establish supportive ways in which they can more fully hold it to account for the progress made by pupils.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| 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? | 2 |
| The capacity to make any necessary improvements | 3 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 3 |
| How well do children in the EYFS achieve? | 3 |
| How good are the overall personal development and well-being of the children in the EYFS? | 3 |
| How effectively are children in the EYFS helped to learn and develop? | 3 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 3 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress | 3 |

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 | 3 |
| 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 | 2 |
| 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 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 |

Leadership and management

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| 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 leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination eliminated | 3 |
| How well does the school contribute to community cohesion? | 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 |

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

26 June 2009

Dear Pupils

Inspection of Kings Worthy Primary School, Winchester, SO23 7QS

Thank you for all your help when we visited your school. We enjoyed visiting your classrooms and talking to you. We think that you are polite and friendly. We found that your school provides you with a satisfactory education.

Here are some of the good things about your school.

- The adults take good care of you, which makes you feel safe and happy.
- You enjoy your learning and the other activities in school.
- You behave well and want to do well in your lessons.
- You take lots of exercise and the younger ones enjoy their fruit snacks at break time.
- The school council represents your views well and you all help the school to run smoothly. Younger pupils like the way that older pupils, like the ambassadors, help to look after them.
- The school works well with outside people to make sure that it improves and that you get the help you need.

We have asked the headteacher, staff and governors to make your school better for you by doing three main things.

- To help some of you to do better in your writing and mathematics.
- To make sure that teachers give you tasks that are at just the right level for you so that you can make faster progress in your learning.
- To make sure that senior staff observe lessons more thoroughly to see how well you are learning.

We hope that you will continue to enjoy your school. We also hope that you will help your teachers as they work hard to make your school better for you by trying your hardest and doing your best work. Some older pupils could set a better example for the younger ones by eating healthier snacks at break time.

Yours faithfully

Olson Davis

Lead Inspector