

Worple Primary School

Inspection report

Unique Reference Number	102506
Local Authority	Hounslow
Inspection number	335915
Inspection dates	20–21 October 2009
Reporting inspector	Christine Pollitt

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Cathy Baxter
Headteacher	Graham Underwood
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons; held meetings with staff, the chair of governors and groups of pupils; and spoke to parents. They observed the school's work, visited the Children's Centre and looked at pupils' books. A range of documentation was read, including the school's analysis of the progress pupils make and the standards they reach, together with evidence of leaders' monitoring and evaluation, plans for improvement, reports by the local authority following their visits, pupil and staff questionnaires, and 94 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how far improvements have been made to attainment and progress, especially in English and for higher-achieving pupils
- how well leaders and managers at all levels, including governors, understand the school's strengths and weaknesses and help it to improve
- the effectiveness and reliability of the safeguarding of children
- the promotion of community cohesion through the school's links with other groups nationally and overseas.

Information about the school

The school is of average size and serves a culturally diverse community. About 68% of the pupils are from minority ethnic groups. Of these, the proportion having a Somali heritage is rising and currently comprises about 14% of the roll. About 40% of pupils speak English as an additional language and there are 20 pupils at an early stage of learning English, mainly in the younger year groups. The overall proportion of pupils with special educational needs and/or disabilities is twice that found nationally and some year groups have a much higher proportion. The number with a statement of special educational need is above average. Most commonly, these pupils have moderate learning needs or speech, language and communication difficulties.

The governing body manages the Children's Centre on the same site. This provision includes privately run childcare for children from the age of six months to five years, for 48 weeks a year, a breakfast club each morning, after-school childcare for pupils up to 11 years, and these are inspected separately.

The school has gained several awards for its work, including Activemark and Healthy School Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Worple Primary is a satisfactory school. The majority of pupils and parents agree. It has improved soundly across a wide range of its work during the past three years, especially in raising progress and attainment in reading, mathematics and science. Managers are working to improve the school's links with parents and the local community and have successfully introduced a Children's Centre to the school site. This additional provision is effective in a number of areas, including improving the level of skills of the children when they start the Early Years Foundation Stage. These improvements, together with the maintenance of extremely high standards of care, guidance and support for pupils, reflect a satisfactory capacity to continue to improve. The inspection team found the following:

- The inclusive and caring environment nurtures pupils' personal and social skills. They have a good understanding of how to keep themselves safe; they have well-rounded attitudes to living healthy lifestyles and behave well.
- The school is a happy community where pupils look after each other carefully and work together in good harmony.
- The school's partnerships with others are good and enable all pupils to succeed in their learning. Such partnerships ensure the school can provide a stimulating range of experiences to build on pupils' interests.
- Parents mostly express positive views, are keen to be involved in the life of the school and their children's learning, and would like to do more.
- All pupils are safeguarded carefully and their welfare needs are met effectively. The school maintains a vigilant watch over the needs of vulnerable pupils, and there is exemplary practice in the individual support for these children and their families.
- School leaders and governors share the ambition to make the school even better. They monitor carefully to ensure areas for improvement are identified, although these could be more regular in order to provide an on-going check of pupils' progress.

Pupils make satisfactory progress because lessons are focused effectively on the development of skills and knowledge and the quality of teaching is satisfactory. In their bid to make activities more interesting, teachers sometimes lose their focus on what pupils are learning: the task becomes more important and expectations of what pupils can do dip. Questioning is not always used well enough to challenge pupils to apply what they have learnt, and marking does not always make it clear how well they are learning and how they can improve their work. Over the past three years levels of attainment in writing have been below national levels, and higher-attaining pupils have not always achieved as well as they should. Pupils are not always given sufficient

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opportunities to work independently and use their initiative. Although pupils have individual progress targets, these are not yet shared effectively with parents. For example, the home'school diaries are not consistently used to inform parents of pupils' progress.

What does the school need to do to improve further?

- Improve the proportion of good teaching in writing and mathematics over the course of this year so that pupils of all abilities make good progress, by ensuring that teachers consistently:
 - set high expectations and give pupils more chance to take the lead in their own learning, work more independently, and use their initiative
 - match activities closely to the learning needs of all pupils of all abilities, and show clearly how the higher attainers will be given additional challenge
 - keep lessons focused on what pupils are learning rather than what they are doing
 - use questioning and effective marking to help pupils understand how well they have achieved, and how they can get even better.
- Involve pupils and parents in pupil learning by using home'school books to share progress and targets.
- Secure the above by embedding clear action plans in English and mathematics, including targets to be measured in December, February and April, with any underachievement identified and acted upon.

Outcomes for individuals and groups of pupils**3**

In one literacy lesson pupils demonstrated positive attitudes to learning when they responded well to the teacher's enthusiasm about myth writing. Good relationships were a key feature in another lesson, where pupils worked together to find the mean of temperatures in Brighton and the Isle of Wight. Pupils are, generally, interested in what they are doing, listen attentively during whole-class sessions, get on with the tasks set for them and behave well. This shows the potential is there for most pupils to make good progress.

Pupils with special educational needs and/or disabilities, and those at the early stages of learning English, make the same progress as other pupils because rigorous tracking identifies them early, so that they get the additional support they need.

Initial national test results for 2009 show that standards at the end of Year 6 are higher than they were three years ago, and are now broadly average. Results in reading, mathematics and science show that the proportion of pupils reaching the expected level was in line with national averages. However, results in writing, and the number of pupils reaching the higher levels in all subjects, continue to be below national expectations.

The impact of the work to gain the national awards is demonstrated when pupils speak knowledgeably about how to keep safe and healthy. For example, older pupils talk of

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the developments they initiated for outdoor play. They very much enjoy taking responsibility as play leaders and school councillors. Pupils' cultural development is effective because they have good opportunities to contribute to many events involving the local community, and choose the charities they work hard to support. This has added greatly to their understanding of the lives, cultures and beliefs of people living in the United Kingdom and overseas.

These good personal qualities, along with average basic skills, equip the pupils for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching quality is satisfactory. Inspectors observed some good teaching, where the teachers used their secure subject knowledge to make learning interesting. The pupils were enthused to learn everyday skills and knowledge in English and mathematics. In a Year 6 lesson, pupils made outstanding progress because they were given every chance to talk about their learning and, throughout the lesson, they worked with enthusiasm and interest. Assessment is thorough and used well to chart pupils' progress. It is not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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always used effectively to plan their next steps in learning or to plan work that reflects their different abilities. There are not always enough opportunities for pupils to give their own thoughts about how well they are learning. There is good support for pupils with special educational needs and/or disabilities that enables them to progress in line with their peers. In satisfactory lessons, teachers take too long over introductions or to explain tasks, leaving too little opportunity for skill development.

The curriculum is brought to life by the visits, theme weeks and visitors who share their expertise with the pupils. The school has an excellent computer suite and bank of laptops to support teaching, and interactive whiteboards are used well in all classes. The programme of out-of-school activities is good. Games and physical activities motivate the pupils well, and they say they especially enjoy swimming and football.

Pupils' welfare and personal, social and health needs are catered for extremely well. The school's very good partnerships with external groups and agencies contribute strongly to this provision. Some pupils encounter particular challenges which can be barriers to their learning and well-being. The school is very proactive and uses modern technology imaginatively so that children not able to attend school for health reasons are fully included and continue to make progress in their studies.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders share the same expectations and show similar determination for improvement. Governors know the school's successes and weaknesses but have not fully challenged the school over pupils' progress. School leadership has created an efficient and thorough system of auditing pupils' progress. New members of the senior management team do not yet have enough opportunities to monitor pupil achievement regularly enough and evaluate the effectiveness of any actions taken. Consequently, they have not secured a full overview of pupil progress.

Statutory requirements are met, and are promoted well by governors, including the school's duty of care and safeguarding. While the school has some remaining work to complete to raise the challenge for higher-attaining pupils, it promotes pupils' equality of opportunity well. The positive effect of leaders' actions is seen in the improving attendance rates, a result of careful monitoring and effective liaison with families.

Regular events celebrate the rich diversity within the local community and beyond, and the school actively seeks the views of parents to make sure it understands their

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particular needs. Consequently, pupils develop a good understanding of each other's backgrounds within a cohesive and harmonious environment. The school has forged strong partnerships with parents, local schools and others to further strengthen the pupils' education. The school knows that it needs to extend the promotion of community cohesion through its links with other groups in the United Kingdom and overseas.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children start in the Nursery class with skills below those expected for their age, and often with very limited language. They make satisfactory progress. Their skills in reading and writing remain low for their age when they move to Year 1. Sound leadership ensures that staff training is closely linked to supporting the well-being of the children and improving the quality of their learning and development. For example, recent training resulted in the creation of a successful snack bar where children can independently decide when they have their snack, choose their healthy fruit and drink, and tidy away after themselves. The children really enjoy this activity and are already showing good levels of confidence.

Staff work very hard to be fully inclusive and to involve all children and their families. This has been particularly successful because of close links forged with the local community through the Children's Centre. Consequently, the children settle quickly and feel secure when they start school. They form good relationships with the adults who support them. They learn to keep themselves safe and healthy and begin to develop an awareness of the needs and feelings of others. Singing and counting activities capture the children's attention and are particularly effective in helping at the early stages of

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learning English acquire the language. Children particularly enjoy the interesting opportunities they have to learn and play outside. They are curious and inquisitive when digging in the garden area. Effective adult support resulted in a group of children being absorbed in learning about snails. However, too many activities are led by adults, and opportunities are missed for children to choose independently and to help to plan their activities. Children enjoy the chance to use crayons and paper, but there is scope for more imaginative and innovative ways to engage children in writing, particularly as this is a priority for both the Early Years Foundation Stage and the whole school.

The children's welfare is firmly at the heart of the satisfactory provision. They respond positively to the care and guidance they are given.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents are happy with their child's experience of school. With one or two exceptions, parents hold very positive views of the school. A small proportion of parents have reservations about the way the school deals with unacceptable behaviour. A few also indicate concerns about their children's progress and the way the school helps them support their children's learning. On the other hand, the overwhelming majority say their children enjoy school, teaching is good, the school is well led and managed, and it helps their children maintain a healthy lifestyle.

Inspectors support the few concerns about meeting children's needs because of the increased challenge required for higher-attaining pupils and the necessity of working with parents to help them support their children's learning more effectively. Inspectors have asked the school to use home'school books to share pupils' progress targets to improve this. However, they disagree with the other concerns because behaviour is well regulated. Inspectors fully support the many very positive views shared by parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worple Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	60	31	33	4	4	2	2
The school keeps my child safe	55	58	30	32	7	7	1	1
The school informs me about my child's progress	34	36	48	51	9	10	1	1
My child is making enough progress at this school	31	33	50	53	10	11	0	0
The teaching is good at this school	37	39	47	50	5	5	1	1
The school helps me to support my child's learning	28	30	54	57	7	7	1	1
The school helps my child to have a healthy lifestyle	34	36	52	55	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	31	50	53	4	4	4	4
The school meets my child's particular needs	33	35	46	49	9	10	0	0
The school deals effectively with unacceptable behaviour	31	33	47	50	8	8	5	5
The school takes account of my suggestions and concerns	28	30	49	52	5	5	5	5
The school is led and managed effectively	37	39	47	50	1	1	4	4
Overall, I am happy with my child's experience at this school	40	43	43	46	4	4	4	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2009

Dear Pupils

Inspection of Worple Primary School, Hounslow, TW7 7DB

It was lovely to meet you when we came to your school. Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. We know that your school takes your views seriously and so do we. We have judged that your school is satisfactory. It is definitely improving and some things it does are good. These are some of the things that we found:

- The headteacher and other staff know what your school does well and what could be better.
- The adults in the school care for you very well and make sure that you are safe.
- You enjoy learning and work hard because lessons are interesting.
- You behave well in class and around the school.

Your headteacher and his staff are determined to make Worple a better school and to make sure you achieve as well as you can. We discussed with them the most important things they need to do and we have said that they should have clear plans to:

- provide more challenging work, especially in English and mathematics, for those of you who are capable of reaching high standards and to involve you more in checking your own progress
- help you understand how well you are learning and what you need to do to learn even better
- use your home'school books to share your progress targets with your parents and carers
- make sure the adults who lead subjects check regularly how well you are doing.

We know that your teachers will work hard to make these improvements. You can help by talking to them about how well you are learning and how you think your lessons could be improved.

Yours sincerely

Christine Pollitt

Lead Inspector

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