

Worthington Primary School

Inspection report

Unique Reference Number	106300
Local Authority	Trafford
Inspection number	336653
Inspection dates	13–14 October 2009
Reporting inspector	Stephen Wall

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	297
Appropriate authority	The governing body
Chair	Mr Roy Thomas
Headteacher	Mr C Searle
Date of previous school inspection	2 November 2006
School address	Worthington Road Sale Cheshire M33 2JJ
Telephone number	0161 9733504
Fax number	0161 9763210
Email address	worthington.admin@trafford.gov.uk

Age group	3–11
Inspection dates	13–14 October 2009
Inspection number	336653

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation, policies, pupils' books, assessment information, pupil and staff questionnaires and 64 parental questionnaires.

- pupils' attainment, progress and achievement
- the quality of teaching and how it affects learning
- the impact of leadership and management on pupils' outcomes.

Information about the school

This is a larger than average school. Over half its pupils live outside the immediate neighbourhood. The proportion of pupils entitled to free school meals is broadly average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with statements of special educational needs reflects the national picture. The school holds a number of awards including: the Healthy Schools Gold Award; Activemark; Eco Green Flag; and the Basic Skills Quality Mark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Children enjoy coming to this good school. At the heart of its work are very strong relationships which result in pupils' outstanding behaviour. Pupils are proud of their school. Their success in involving the school in the local community is exemplary. Pupils are very active in improving the local environment and, as a result, the school is held in high regard in the community it serves. For example, the school's highly effective eco-council has been instrumental in winning very significant funding from central government to renovate a local park to turn it into a more attractive and welcoming community facility. Pupils' understanding of the importance of healthy lifestyles is also outstanding. Participation rates in the wealth of physical activities on offer are very high. It was a pleasure to see the enjoyment and commitment of pupils to the school's 'Feel Good Week' activities during the inspection. 'I love coming to school. Lessons are fun and there's always loads of interesting things to do,' is a typical pupil comment. Parents and carers value the school highly. Many comment on how happy their children are and how approachable and helpful the staff are. Strong leadership sets the tone for this caring and happy school. It inspires good teamwork and a secure environment in which pupils enjoy working and playing harmoniously.

Since the last inspection the outstanding standards in pupils' behaviour and commitment to the community have been maintained at the very highest level. Improvements to procedures for checking on pupils' progress are starting to bite as seen in rising standards in pupils' skills in writing and mathematics. The school routinely seeks the views of a wide range of stakeholders, including governors, parents and pupils. As a result, leaders and managers have an accurate view of the school's strengths and where it could improve further. The outcomes form the basis of the school's development plan which is a model of clarity and provides an effective guide for the school's continuing improvement. These facts illustrate the school's good capacity to improve further.

Pupils make good progress in their learning because teaching is good. It is supported by a good curriculum which is developing strongly to add extra relevance and enjoyment to learning. Teaching is never less than satisfactory and most is good or better. However, most classes have a wide age and ability range and teachers do not always set tasks that challenge higher attaining pupils sufficiently. The pace and variety of teaching are consistently good. However, questions posed by teachers do not routinely require extended answers from pupils with the result that pupils are not encouraged to give reasons for their answers or develop their deeper thinking skills. Marking of pupils' work, however, is not consistently effective enough in showing pupils what they need to do to improve their work.

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

What does the school need to do to improve further?

- Improve the consistency of teaching by:
 - making sure that the tasks set in lessons are always challenging enough for higher attaining pupils
 - making sure that teachers ask questions in ways to make pupils justify their answers and develop their thinking skills
 - improving the quality of marking to be more effective in showing pupils what they need to do to improve their work.

Outcomes for individuals and groups of pupils

2

In lessons, pupils' excellent behaviour shows how eager they are to learn. They work together well in pairs and groups. They contribute eagerly in lessons and show a good grasp of basic skills in literacy and numeracy. From broadly average starting points when they join the Early Years Foundation Stage, pupils make good progress and achieve well to attain above average and improving standards by the end of Key Stage 2. All groups of pupils including those with special educational needs and/or disabilities make good progress. Pupils' above average attendance testifies to their high levels of enjoyment. They enjoy taking on responsibilities such as becoming peer mentors. Pupils' environmental awareness and work is second to none; this is a school that does not just believe in being eco-friendly, it actually lives its daily life according to these principles. Pupils' social, moral, spiritual and cultural development is good. They show good understanding of right and wrong, treat each other and adults respectfully and are polite at all times. The school is full of happy, smiling children who are inquisitive and welcoming. Pupils' personal development and happiness are the cornerstones on which the school is built. As a result, children develop into confident and articulate young people ready to take full advantage of the next steps in their education by the time they leave.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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

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	
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers prepare their lessons well and include a good variety of activities to keep pupils' interested and on-task. They nurture positive relationships as part of good learning. Most lessons are conducted at a good pace and with clear learning objectives. In some lessons observed, teachers used questioning effectively to make pupils think about their answers and give reasons for them. However, this was not routinely the case. Despite some lack of challenge for higher attaining pupils, teachers generally know what the needs and abilities of individual pupils are because they are becoming increasingly effective in using the wealth of assessment data. Marking is sometimes, but not always, used effectively to point out to pupils the next step in their learning.

The good curriculum also supports good teaching and learning. The school's move to adopting a more thematic approach is adding extra relevance and enjoyment to pupils' learning. The range of enrichment activities is exceptionally wide for a school of this size. Sports, dance, music and care for the environment are but some of the popular activities the school offers and encourages.

Strong relationships mean that pupils trust adults to help them deal with any problems or concerns. Good transition arrangements ensure children settle quickly into the Early Years Foundation Stage and that Year 6 pupils are prepared and confident about moving to secondary education. 'I'm looking forward to high school but I'm going to miss this school when the time comes. It's been like a big family,' is an opinion from an older pupil that sums up how well pupils are cared for.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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

How effective are leadership and management?

The headteachers strong leadership ensures that this is a school that does not stand still. There is a strong focus on raising standards. The drive for improvement is firmly embedded and rising standards illustrate its success. Systems to check on pupils' progress have improved in leaps and bounds since the previous inspection. Any underachievement is quickly identified and effective remedial action promptly put in place. Leaders and managers at all levels are strongly committed to promoting equality of opportunity and tackling discrimination. Their effectiveness is seen in the good achievement of all pupils regardless of background, gender or ability. Leaders and managers are effective in promoting community cohesion within the school community and in the local area. Links with schools abroad are starting to encourage pupils' global awareness and understanding but are not yet developed sufficiently to have a full impact. Leaders and managers make sure that statutory requirements are in place to safeguard children. However, a few administrative procedures are not fully in place and need tightening. For example, the dates when staff are trained and policies reviewed are not recorded carefully enough. Governance is good. Governors know the school well, take their responsibilities seriously and are eager to ask the necessary questions to hold the school to account.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership and management of the Early Years Foundation Stage ensure that

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

children get off to a good start. Good teaching ensures that the children make good progress in their learning so that they enter Key Stage 1 having achieved the expectations for their age and with good attitudes to learning. The curriculum is effective in providing children with a stimulating range of activities, although the lack of direct access to outdoor facilities for the children in Reception limits their opportunities for physical exercise and exploration of the world around them. Resources are used effectively to capture children's interest and excitement. There is a good range of activities led by adults and others chosen by children. The Early Years Foundation Stage is successful in making sure that children develop in confidence and learn to work in cooperation with others. Children are exceptionally well cared for. Their progress is monitored regularly and accurately. Parents are kept regularly informed of their children's progress. Children with special educational needs and/or disabilities are identified early and, where necessary, outside agencies are used effectively to provide necessary support.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers are happy with all aspects of the school's work and its effectiveness. A few think that their children are not making enough progress and a very small minority think that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to support these few concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worthington 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 297 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	77	14	22	1	2	0	0
The school keeps my child safe	44	69	18	28	1	2	0	0
The school informs me about my child's progress	31	48	31	48	2	3	0	0
My child is making enough progress at this school	29	45	29	45	6	9	0	0
The teaching is good at this school	37	58	25	39	0	0	0	0
The school helps me to support my child's learning	34	53	27	42	2	3	0	0
The school helps my child to have a healthy lifestyle	40	63	24	38	0	0	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)	25	39	30	47	3	5	0	0
The school meets my child's particular needs	29	45	31	48	3	5	0	0
The school deals effectively with unacceptable behaviour	26	41	32	50	5	8	0	0
The school takes account of my suggestions and concerns	23	36	39	61	0	0	0	0
The school is led and managed effectively	39	61	22	34	1	2	0	0
Overall, I am happy with my child's experience at this school	38	59	23	36	2	3	0	0

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.



Dear Pupils

Inspection of Worthington Primary School, Sale, M33 2JJ

Thank you for your warm welcome when we inspected your school. It was good to talk to you. What you told us helped us greatly in making judgements about your school. You will be pleased to know that you go to a good school. We were very impressed with how extremely well you behave. It was very good to see you all enjoying the activities during 'Feel Good Week'. We think you have excellent attitudes to being healthy. We also think you work very hard to make your school a very happy place; it was good to see you happy and smiling. Nearly all of you attend school regularly – well done! Your work in improving your local community is exceptional. The money you have been awarded to improve a local park will certainly help the area around your school to be more welcoming and more cared for. Keep up the good work!

You make good progress in your learning because your teachers go to a lot of trouble to make lessons interesting and entertaining. We were pleased to see how eager you are in lessons to put your hands up and show what you can do. In order to make teaching even more effective for you we are asking the school to do three things:

- make sure that what you are asked to do in lessons is challenging enough, especially for those who are the fastest learners
- make sure that teachers ask you questions which make you really think about your answers
- improve marking so that it gives you a much better idea of what you need to do to improve your work.

I am confident that you will continue to work hard to make sure your school continues to go from strength to strength in the coming years.

I wish you the very best for the future.

Yours sincerely

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.