

Wentworth Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 114933 |
| Local Authority | Essex |
| Inspection number | 338481 |
| Inspection dates | 29–30 April 2010 |
| Reporting inspector | Cheryl Thompson |

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

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|--|--------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 416 |
| Appropriate authority | The governing body |
| Chair | Geoff Skewes |
| Headteacher | Jan Myers |
| Date of previous school inspection | 5 December 2006 |
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Introduction

This inspection was carried out by four additional inspectors one of whom was in school for only half a day. Twenty lessons were observed. 15 teachers were seen and additional time was spent looking at pupils' books. Inspectors also held meetings with governors, groups of pupils and senior staff. They observed the school's work and looked at the school's progress tracking system, policies, safeguarding documentation and improvement plans and analysed 214 parental questionnaires and 100 pupil questionnaires.

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

- whether all pupils are making satisfactory progress, especially the more able and those in Years 3 to 6
- the extent to which the quality of teaching is consistent and assessment used to ensure progress, especially for more able pupils
- the effectiveness with which the leadership and management ensure that identified weaknesses are addressed and improvement secured.

Information about the school

This is a larger than average school serving the local area. Children in the Early Years Foundation Stage are taught in the Foundation Unit which has two parallel Reception registration groups.

Almost all pupils are from White British backgrounds. A very small number of pupils are learning to speak English. The proportion of pupils with special educational needs and/or disabilities is lower than that found nationally as is the proportion of pupils with a statement of educational need. The proportion of pupils known to be eligible for free school meals is below average.

The school has attained the national Healthy Schools Status, Activemark and the Eco-Schools Silver Award. It has recently gained the foundation level of the International Award. The school has had a relatively high turnover of teaching staff in the past two years.

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

Wentworth primary provides a satisfactory education for its pupils. Its effectiveness is improving and it has notable strengths in its provision for pupils' personal development. Attainment at the end of Year 2 and Year 6 is broadly average. For the past three years, data related to pupils' progress indicates that they have not been making enough progress as they move from Year 2 to Year 6. However, pupils' current progress is satisfactory. Pupils who have special educational needs and/or disabilities also make satisfactory progress and have good self-esteem.

Children start in Reception with levels of skill and knowledge a little below that expected for their age. They have a good start to their education, and through good teaching, progress well, especially in learning basic literacy and numeracy skills. When they start in Year 1, attainment is broadly in line with that expected for their age.

A strength in the school's provision is how it helps pupils become thoughtful and responsible young people. They develop good social skills and play and work well together so that, together with their sound basic literacy and numeracy skills, they are satisfactorily prepared for the next stage of their education.

Behaviour is good. Pupils get on well together and enjoy taking on responsibilities such as being a buddy or a peer mediator. They have an excellent awareness of how to keep themselves safe, fit and healthy. Attendance is above average.

The good relationships within classes throughout the school is a key feature of teaching. The curriculum is enriched with a good range of visits and visitors which has a good impact on pupils' enjoyment of learning.

The school provides outstanding care, guidance and support for all pupils. Links with parents are good. Partnerships with outside agencies, such as with occupational therapists and specialist teachers, have a strong impact on the good provision for pupils with special educational needs and/or disabilities. The school safeguards pupils well.

The school promotes community cohesion well. It has good links within the local community, and is developing a cultural link with a school in China.

Since the last inspection, levels of attainment and rate of progress have declined. However, the staffing situation is now more stable and progress has improved to a satisfactory level and is becoming more consistent. There is satisfactory capacity for sustained improvement.

Three main areas stand out as the key to the school's next stage of successful development.

The headteacher leads a team of senior teachers with responsibilities for particular

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subjects and aspects of the school's work. All undertake their roles assiduously but with insufficient rigour. Consequently, it is not easy for them to prioritise exact areas for improvement and drive these forward.

The quality of teaching is satisfactory overall. While there is some good teaching and good use of assessment in the school, it is not consistent enough to ensure good progress. The use of precise assessment is developing but it is not routinely used to ensure that there is always challenging work planned for more able pupils.

Governors are very supportive of the school and kept well informed by the headteacher. They make effective use of their individual expertise, but are not systematically holding the school to account and challenging underperformance.

What does the school need to do to improve further?

- Raise pupils' attainment further and ensure consistent good progress by:
 - improving teaching and learning to a consistently good level
 - making more precise use of assessment to plan lessons
 - ensuring that there is always sufficient challenge for more able pupils
 - making sure that pupils respond to the comments for improvement and follow up suggestions made by their teachers
 - ensuring the headteacher and senior team monitor teaching and learning with sufficient rigour and precision to inform planning for improvement
 - using the outcomes of monitoring to prioritise and drive improvements at a good rate
 - ensuring that governors hold the school to account and challenge areas of underachievement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment in national assessments in Years 2 and 6 was high in 2007 and since then has been broadly average. In 2009, attainment of more able Year 6 pupils in English and mathematics was significantly lower than that found nationally. The school has had a relatively high turnover of staff which has had an impact on the consistency of progress as pupils move across the school. Staffing is currently more stable which is having a good impact on ensuring consistently satisfactory progress.

In lessons seen, the large majority of pupils made at least satisfactory progress. In a few lessons, more able pupils consolidated their learning but did not achieve as well as they could because work was insufficiently challenging. Proficient teaching assistants provide sensitive support for pupils who need extra help with their learning which helps them make sound progress and develop good self-esteem. Physically disabled pupils are

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fully included in the life and work of the school. They enjoy school and make good progress. Work seen in pupils' books shows satisfactory progress over time and broadly average standards. Pupils at the early stages of learning to speak English make sound progress and have good support from their classmates.

Pupils achieve satisfactorily and say they enjoy coming to school, like their teachers and like being with their friends. They say they feel safe and are very confident that if they have any concerns, any member of staff will help them.

Pupils contribute significantly to the caring ethos of the school and enjoy the responsibility of being 'buddies' and members of the school council and eco-group. Older pupils discuss in depth the theme of 'what it means to be British' and have developed a good understanding of Britain as a culturally diverse society. They enjoy physical activities immensely and are keen swimmers. Most belong to a school sports club and can talk at length as to what constitutes a healthy diet. Through their excellent cookery lessons, pupils learn a great deal about the ingredients and nutritional values of the food they cook.

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 | 1 |
| Pupils' behaviour | 2 |
| 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 | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

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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Teachers are enthusiastic, imaginative and manage their classes well so that pupils are keen to work hard. All teachers make good use of their interactive whiteboards to reinforce learning. In good and outstanding lessons, there is a productive balance between teachers talking and giving pupils time to work. These lessons move at a brisk pace but with time for pupils to consider how well they are doing and if they need help. Where teaching is satisfactory, pupils spend too long on the carpet at the start of sessions and more able pupils are not always sufficiently challenged. Teachers are beginning to use precise assessment to plan future lessons but this new type of assessment is not fully embedded across the school. Consequently, not all lessons have enough challenge for more able pupils. Teachers always mark pupils' work and usually provide good ideas for improvement. However, from work seen, pupils do not always follow up these suggestions so the impact of this good marking is limited.

The curriculum provides a good balance of relevant and interesting themes which are further enriched by a good range of visits. Opportunities to use information and communication technology (ICT) are included in curriculum planning so that pupils can use, and hence further develop, their ICT skills for example, through internet research. French is taught throughout. All pupils have regular swimming lessons in the school pool. Partnerships with external providers to develop and support the school's creative curriculum are having a positive impact especially on Year 5 boys' enthusiasm for writing. Excellent provision is made for pupils to learn to cook. Consequently, they take a keen interest in planning and preparing healthy meals.

Pupils are known exceptionally well by all staff and any unhappiness or difficulty in learning quickly noted and appropriate strategies put in place. Support for pupils with a high level of need is good and ensures pupils are fully included in all the school has to offer. Support for vulnerable pupils is good. Those who have difficulty attending school through medical needs are well supported when they can attend and work is provided for home.

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 | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher and governors are keen to promote a welcoming and inclusive school where pupils develop as responsible citizens and feel safe. In these areas the school is very successful. The school's links with parents and carers are productive. The senior team undertake a comprehensive programme of lesson observations and looking at

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pupils' work. However, this monitoring has not been rigorous enough to enable the team to reflect on their findings and prioritise areas to accelerate pupils' progress and to raise standards by the end of Year 6, especially for more able pupils. The special educational needs co-ordinator provides sound leadership for the provision for pupils who need extra help with their learning. Equality of opportunity is promoted satisfactorily. For example, a range of groups led by teaching assistants provide support for pupils needing a little extra help to catch up; identified gifted and talented pupils have opportunities to work with others from nearby schools.

The school promotes community cohesion within its own and local community well and has gained the foundation level of the International Award from the British Council. While there is more to do in relation to developing wider links across the United Kingdom, plans to do so are well in hand. Safeguarding procedures are good, updated regularly and known by all.

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

Children make good progress in all areas of learning. Assessment is good and guides the planning for exciting activities matched to children's needs. These activities sustain children's interest for extended periods of time, especially when the activities are based on an exciting visit such as the recent one to 'Tropical Wings'. A strong feature is the development of basic literacy and numeracy skills through well taught short daily sessions for letter sounds (phonics) and carefully planned activities to develop knowledge such as counting. Good leadership and management have ensured that

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effective transition arrangements are in place for starting and leaving Reception. A key feature of the Early Years Foundation Stage is good teamwork. All staff work together to evaluate what is provided and how well children are learning as a result. They make changes as necessary; for example, to provide extra opportunities to develop number recognition skills. More able children are generally well challenged but there is scope for extending their thinking even more. Links with parents and carers are good. The school values parents and carers as key partners in their child's education and provides a good deal of information as to how they can support their child with learning.

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

Parents and carers hold very positive views about the school. Very few parents were in disagreement with the 13 aspects included in the questionnaire. A very small number of parents had reservations about three areas of the school's work: helping their child to make enough progress, dealing with unacceptable behaviour and taking account of their concerns and suggestions. Inspectors found that pupils make satisfactory progress overall though the more able pupils are not always challenged as much as they could be. Inspection evidence indicates that the links with parents and carers are good and that there are many ways for them to put forward their concerns and suggestions. Governors survey parents regularly with questionnaires and make changes as a result of their views. No unacceptable behaviour was observed during the inspection. Inspectors spoke with many pupils and all were very confident that any behaviour issues would be dealt with swiftly by the school and to their satisfaction.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wentworth 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 214 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 143 | 67 | 65 | 30 | 5 | 2 | 0 | 0 |
| The school keeps my child safe | 155 | 72 | 57 | 27 | 1 | 0 | 1 | 0 |
| The school informs me about my child's progress | 91 | 43 | 116 | 54 | 6 | 3 | 1 | 0 |
| My child is making enough progress at this school | 93 | 43 | 105 | 49 | 12 | 6 | 1 | 0 |
| The teaching is good at this school | 112 | 52 | 95 | 44 | 5 | 2 | 1 | 0 |
| The school helps me to support my child's learning | 92 | 43 | 114 | 53 | 8 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 95 | 44 | 117 | 55 | 1 | 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) | 80 | 37 | 115 | 54 | 6 | 3 | 1 | 0 |
| The school meets my child's particular needs | 89 | 42 | 114 | 53 | 8 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 74 | 35 | 123 | 57 | 11 | 5 | 4 | 2 |
| The school takes account of my suggestions and concerns | 60 | 28 | 134 | 63 | 14 | 7 | 1 | 0 |
| The school is led and managed effectively | 94 | 44 | 114 | 53 | 3 | 1 | 3 | 1 |
| Overall, I am happy with my child's experience at this school | 121 | 57 | 86 | 40 | 4 | 2 | 2 | 1 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



3 May 2010

Dear Children

Inspection of Wentworth Primary School, CM9 6JN

Thank you for welcoming us to your school and for sharing your thoughts and ideas about it. This helped us to make our judgements about your school.

You make satisfactory progress and attain average standards.

You all enjoy school very much and feel happy and safe.

Your behaviour is good and you work and play together very happily.

You are taught satisfactorily.

There is satisfactory leadership and management to help your school to become even better.

You are extremely well looked after.

The school works effectively with your parents to make sure your education is successful.

We think there are three main areas where the school can improve. We have asked your headteacher to:

- help you to make faster progress, especially those of you who are quick learners and can do even better
- to make sure that the day-to-day teaching you receive is at least good
- to work with senior teachers to check on the school's work even more carefully to make sure they can pick out what needs to be done to help you make better progress.

You make a good contribution to the life of the school. You are positive about learning and we were impressed with your good manners and how welcoming you are to visitors.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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