

# Worth Primary School

## Inspection report

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<b>Unique Reference Number</b>	118404
<b>Local Authority</b>	Kent
<b>Inspection number</b>	339215
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Jon Carter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Whitlock
<b>Headteacher</b>	Lynne Moore
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Worth Deal CT14 0DF
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<b>Email address</b>	secretary@worth.kent.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were observed and four teachers were seen. Meetings were held with the school's leaders, a group of pupils and representatives from the governing body. They observed the school's work, and looked at curriculum and lesson planning, tracking and monitoring data, minutes of meetings of the governing body and health and safety documentation, as well as scrutinising 30 parental questionnaires, 38 questionnaires answered by pupils and 12 from school staff.

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

- how well school leaders use information about pupils' progress to improve attainment, especially in mathematics, and for those with special educational needs and/or disabilities
- to what extent the school is being successful in developing pupils' understanding of cultural diversity and the world pupils live in through the curriculum
- how effectively those responsible for the Early Years Foundation Stage are supporting children's development across all areas of learning and in particular in calculation.

## Information about the school

Worth Primary is a small rural school and all classes are of mixed age groups. Pupils mainly come from the village, but the school also serves other towns and villages in the local area. Few come from minority ethnic backgrounds. A higher than average proportion of pupils have special educational needs and/or disabilities. Most of these pupils have moderate learning difficulties and autistic spectrum disorders. A broadly average number of pupils are eligible for free school meals. A new headteacher has been appointed since the time of the last inspection. Over the past year there have been a number of temporary changes at senior level and appointments of temporary staff. The school holds the Healthy School award and Activemark.

**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

Worth Primary is a satisfactory school. One parent describes the school as being 'a safe and nurturing environment'. This is clearly the case as the whole school is friendly and welcoming, with excellent use made of the limited space available to display children's work. The pupils' commitment to the school ethos is visible to all through their outstanding behaviour and is a reflection of the good care, guidance and support pupils receive.

Pupils in Years 1 and 2 are making up for previous lost ground which was largely due to staffing changes earlier in the year. They are now making satisfactory progress, as are pupils in Years 3 and 4. Children in the Early Years Foundation Stage and those in Years 5 and 6 make good progress. Where progress and teaching are good, learning is well structured through effective organisation of the classroom, work is challenging for pupils and feedback helps guide their future learning well, but these good features are not consistent across the school. By the time pupils leave, they achieve satisfactorily. Their attainment is broadly average. The recent improvements in monitoring pupils' progress and the effective self-evaluation of the school's current position by the headteacher, and identification of key areas for development, all contribute to the school's satisfactory capacity for further improvement.

Pupils with special educational needs and/or disabilities make good progress when their teachers make good use of advice from experts brought in by the school. Monitoring of progress by the school's leaders is structured and effective in ensuring that any pupils at risk of underachieving are identified quickly. Although all leaders are not yet involved regularly in monitoring the quality of teaching, they are developing their skills and understanding of pupils' expected rates of progress. There has been insufficient focus on building upon the good level of progress made in the Early Years Foundation Stage, especially for those whose special educational needs and/or disabilities are provided for by the school without external assistance. Teachers' lesson planning does not always take sufficient account of such pupils' specific learning needs.

The school has successfully improved the way in which it delivers the curriculum through establishing interesting and engaging links between subjects and through good use of external partnerships. Pupils are particularly keen to participate in lessons which are practical in nature and the quality of work produced shows that there is appropriate emphasis on both the written word and the use of information and communication technology (ICT).

Arrangements to look after pupils' well-being are well established so that lessons on the school site and at facilities in the local area, such as the allotment, playing field and

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village hall, are conducted in a way which ensures that pupils feel, and are, safe.

## What does the school need to do to improve further?

- Ensure pupils make accelerated progress and improve the consistency of good quality teaching across the school by:
  - more effectively matching the pace of learning to pupils' abilities
  - giving pupils high quality opportunities to reflect upon, and respond to, their teachers' written feedback
  - ensuring teachers' high expectations of pupils are reflected in the quality of work that they produce.
- Ensure pupils who have lower levels of special educational needs and/or disabilities make rapid and sustained progress by:
  - identifying this group of pupils explicitly when planning lessons
  - planning learning activities which provide sufficient challenge and address their particular needs effectively.
- Increase the involvement and skills of leadership in securing good progress throughout the school by:
  - including them in regular monitoring of teaching
  - developing an improved understanding of expected rates of progress using national targets and expectations.

## Outcomes for individuals and groups of pupils

**3**

Pupils' progress is satisfactory overall. In some lessons, where classroom organisation is strong, tasks are well paced, teaching assistants are effectively deployed and pupils make good progress. The introduction of a whole school policy on teaching calculation skills has led to more consistent progress in mathematics in most year groups. Pupils with lower levels of special educational needs, mostly those who have moderate learning difficulties, do not consistently make progress at the same rate as their peers. They make better progress in their last two years at the school because lesson planning is more robust and meets their needs more effectively. Pupils leave the school with average attainment. Their achievement is satisfactory.

Pupils have a good reputation in the local community and are involved in the life of the school and the village through activities on the allotment and an active school council for example. There are good opportunities for meeting, working and playing with other children in the local area through sports activities, but this does not give sufficient chance for pupils to develop their understanding of the diverse nature of the country they live in through first-hand experience. Themed lessons help to extend their knowledge of different world cultures and displayed work demonstrates the understanding they have developed as a result.

Pupils are enthusiastic in their adoption of healthy lifestyles and have a good

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understanding of how to eat healthily. The majority of pupils participate in at least one club that helps keep them active or, in the case of gardening club, helps develop a better understanding of how to grow healthy food. This participation, in addition to the school's provision of additional time for physical education, has been recognised in the Healthy School award and Activemark.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Pupils benefit from the personal attention they get at this small school, where staff know them well and take good care of them. Effective systems support children who go through times of difficulty and the school has good relationships with relevant agencies who can offer support to them and their families. Pupils are well looked after as they make the change from Nursery to Reception and from Year 6 to secondary school.

In lessons, teaching is based upon planning which is at least satisfactory and often good, especially for older pupils. Work is usually planned to meet a range of needs, with different activities so that most children are given learning activities which they enjoy and move them on in their skills, knowledge and understanding. Pupils with lower levels

<sup>1</sup> 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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of special educational needs and/or disabilities receive satisfactory support in their learning. However, planning does not always take account of their specific needs which means that learning activities are insufficiently focused on helping them to make good progress. Where teaching was observed to be most effective, lessons proceeded swiftly, good use was made of mini-summaries which helped focus pupils on what they were expected to learn, and staff used skilful questioning to help pupils explore their understanding. Marking is developmental, but insufficient opportunity is given for pupils to reflect and respond to it so that their learning is accelerated.

Since the last inspection, a concerted effort has been made to establish meaningful links between subjects and this has been effective in engaging pupils in their learning. The enthusiasm this has generated enables pupils to speak animatedly about their learning, as a Year 6 pupil demonstrated through his clear explanation of how cams and mechanisms are used to change direction and type of movement. Pupils' opportunities to write and to use ICT are varied and balanced, and ensure that pupils develop both sets of skills equally well in preparation for future learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Changes in leadership since the last inspection have had a positive and considerable impact upon this small school. Pupils' progress is tracked through systems that have been enhanced by the headteacher. This has ensured that staff have a more accurate view of how well pupils are doing. In their role as leaders with school-wide responsibilities, they are beginning to understand their accountability for the good progress of all pupils. This represents satisfactory progress in embedding ambition and driving improvement.

The school's governing body is extremely supportive. There is a mix of experience and, while new governors actively engage with the training that is provided, the group as a whole is still developing its skills in challenging the school's leaders. Their impact on the school's performance is satisfactory. There are good links with parents who comment positively about the quality of communication they have with the school and the ease with which they have access to staff. Strong partnerships have particularly helped develop the school's approach to linking learning from different subjects through their work with other local schools. These partnerships help the school to provide for pupils who are identified as making slower progress than their peers, but on balance the

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effectiveness in promoting equal opportunity and tackling discrimination is satisfactory because pupils with special educational needs and/or disabilities too often make less progress than their peers. The school has a good understanding of its own and the local community, but the promotion of community cohesion to ensure pupils get opportunities to work with others from more culturally diverse backgrounds or who have different beliefs is not as well developed.

Arrangements for ensuring pupils are safe at school are good. Good systems are in place for thorough vetting of staff and visitors and the site is secure during the school day. The school has a suitable number of trained first aiders.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage because teaching responds well to individual needs and interests. Consequently, children achieve good outcomes when they move into Year 1. There is a good range of resources available in both the indoor and outdoor learning environment to support this. However, while the outdoor area was fully utilised during the inspection, the lack of a covered area prevents this from being effective provision all year round. Few staff are trained in paediatric first aid, although staff look after the children well and are especially effective in ensuring that their emotional needs are well met.

School leaders have put effective plans in place to tackle relative weaknesses in children's skills and knowledge when they enter from local nurseries and, as a result, their understanding of calculations and linking sounds and letters has improved.



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Planning does not always, however, ensure that the most able children are appropriately challenged. Children respond well to established routines and demonstrate a good level of development in their independent learning skills. They work and play cooperatively, share toys and equipment with other children well, and develop their own learning by asking for resources, as shown by one child asking for a magnifying glass to study crickets more carefully.

Teaching usually ensures that children's thinking and language skills are well developed through effective modelling and questioning during conversations. Occasionally, opportunities are missed to extend this when staff do not follow up on children's responses effectively enough. Children demonstrate well their understanding of keeping safe in their village environment, as one said, 'We have to keep to the edge because tractors come round the corner.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 high number of parents and carers responded to the questionnaire. They are overwhelmingly supportive of the school and particularly comment upon the friendliness of staff and their approachability which leads to their children feeling safe and happy at school. They feel that both children and adults are well supported by the school. Inspectors concur with these positive views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worth 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	60	11	37	1	3	0	0
The school keeps my child safe	25	83	5	17	0	0	0	0
The school informs me about my child's progress	16	53	14	47	0	0	0	0
My child is making enough progress at this school	10	33	17	57	1	3	0	0
The teaching is good at this school	16	53	13	43	0	0	0	0
The school helps me to support my child's learning	15	50	13	43	1	3	0	0
The school helps my child to have a healthy lifestyle	17	57	12	40	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)	20	67	9	30	0	0	0	0
The school meets my child's particular needs	15	50	13	43	0	0	0	0
The school deals effectively with unacceptable behaviour	19	63	10	33	1	3	0	0
The school takes account of my suggestions and concerns	16	53	13	43	0	0	0	0
The school is led and managed effectively	14	47	16	53	0	0	0	0
Overall, I am happy with my child's experience at this school	19	63	11	37	0	0	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

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



2 July 2010

Dear Pupils

Inspection of Worth Primary School, Deal CT14 0DF

Thank you for being so welcoming and friendly when we visited your school recently. We were really pleased to hear about all the exciting things you are learning at the moment and it is good that you feel so safe at school. We think that Worth Primary is a satisfactory school. You are clearly very proud of your school and we were impressed with your outstanding behaviour □ well done! Your teachers plan interesting activities for you to do so that you make at least satisfactory progress in your work and you achieve average standards. Older pupils make better progress because their lessons give them lots of opportunities to stop and reflect on what they are learning.

Your work that is on display has shown us that the way your school teaches you different subjects together in one lesson is helping you to enjoy school and learn more effectively.

To help you to learn even more while you are at school, we have asked your teachers to make sure that:

- more of the teaching is good, and to expect more of you and set work to help you really speed up your learning, and give you time to respond to the comments they put on your work to show that you understand them
- those of you who need extra help with your learning are helped to make as much progress as your classmates
- they are helped to check that teaching is always good in their specialist subjects so that you are all making the progress you should.

You can help by looking carefully at your teachers' comments on your work and responding to them.

Yours sincerely

Jon Carter

Lead inspector

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