

Wentworth Primary School

Inspection report

Unique Reference Number	131599
Local Authority	Kent
Inspection number	341174
Inspection dates	10–11 November 2009
Reporting inspector	Eileen Chadwick

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	472
Appropriate authority	The governing body
Chair	David May
Headteacher	David Edwards
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at school development plans, assessment information, curriculum planning and safety and welfare information. In addition, 205 parental questionnaires were seen and analysed.

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

- Children's attainment on entry to the Early Years Foundation Stage and the progress they make in Reception.
- The progress of different groups of pupils in Key Stage 2, especially boys in mathematics and science.
- The consistency of good teaching across the school and its impact on the rate at which different groups progress.

Information about the school

This is a large primary school which mainly serves the immediate local and surrounding areas. While most children are White British, the proportion of pupils from minority ethnic backgrounds is above average. These pupils come from a wide range of minority ethnic heritages. Very few are at early stages of learning English as an additional language. A below-average proportion of pupils is entitled to free school meals. The number of pupils with special educational needs and/or disabilities is above average, although the proportion with statements of educational needs is average. Their range of needs includes autism, difficulties with speech, reading, writing and numeracy, and behavioural and emotional difficulties.

Since the previous inspection there have been disruptions to the senior leadership team because of the long-term absence of a senior leader. The school has gained a number of awards, including in Basic Skills Teaching, Activemark, Healthy Schools, Platinum Travel Plan and information and communication technology Becta Mark. There is a privately managed pre-school on site.

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

The school's effectiveness is satisfactory with good features. Senior leaders create an environment where relationships are good and where pupils enjoy learning. The ethos is friendly and welcoming and pupils' personal development, including their behaviour and attendance, is good. This stems from the school's strong care, support and guidance and its systems for keeping pupils safe. Pupils' standards are above average in English by the time they leave and, throughout the school, pupils make good progress in information and communication technology. Achievement is satisfactory but it is inconsistent between different subjects and different stages because teaching does not consistently make a positive impact on pupils' learning.

Children in the Early Years Foundation Stage get off to a good start and this continues in Key Stage 1, where pupils do well in reading, writing and mathematics. In Key Stage 2, pupils' progress is satisfactory. By Year 6, while girls reach above-average standards in English and mathematics, boys' average standards in mathematics fall short of their above-average attainment in English. Girls also do better in science, where more capable boys do not always perform as well as they should. Pupils with learning difficulties achieve satisfactorily overall, although those with more pronounced difficulties, including disabilities, achieve well because of the strong support they are given. The school acknowledges that the above average proportion of pupils with literacy and numeracy difficulties in Key Stage 2 includes a significant number of pupils who did not achieve well enough in Years 3 and 4. 'Catch-up' programmes are having a positive impact on raising these pupils' achievement in English and that of more capable pupils in mathematics. However, more remains to be done to increase the proportion of boys reaching the expected standards in mathematics.

The quality of teaching and learning is satisfactory. Improvements in teaching in Years 3 and 4 have led to pupils in these years making better progress. However, there is still a minority of lessons in Key Stages 1 and 2 when challenge for more capable pupils slows or work is too hard for lower-attaining pupils. The good curriculum is enhanced through a rich range of extra-curricular activities and worthwhile partnerships with outside agencies, including other schools.

The senior leadership team works in close partnership and has recovered from the long-term absence which hampered the pace of school improvement. They have a clear vision for future improvement. The positive impact of the work done to redress the dip in achievement in Key Stage 2, as well as improving standards in writing and mathematics, demonstrates the school has a satisfactory capacity to improve. Self-evaluation is satisfactory. Systems for observing and evaluating teaching by school leaders and middle managers are thorough for English but in mathematics they are not

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as regular and do not always pinpoint how well teaching helps different groups to progress. School leaders make rigorous checks on assessment data but middle leaders are insufficiently involved. This prevents them having a clear picture of the whole school and playing a fuller part in raising achievement. The governing body is dedicated but does not monitor the impact of the school's work independently enough, especially for its impact on raising achievement.

What does the school need to do to improve further?

- Raise standards in mathematics and science in Key Stage 2 by:
 - rigorously monitoring the progress of boys and making sure that teaching is as successful in raising their attainment in mathematics and science as it is in English.
- Increase the proportion of good and better teaching by:
 - sharing good practice
 - making better use of assessment to ensure that work is closely
 - matched to all pupils' capabilities so that they make good progress.
- Ensure all those with leadership responsibilities, including governors, play a full part in actively monitoring the quality of provision and use the outcomes to bring about improvement by:
 - ensuring school leaders give more attention to monitoring the quality of teaching in mathematics and its impact on the progress of groups
 - providing systems for middle managers to play a fuller part in checking pupils' assessments and progress across the whole school
 - strengthening governors' ability to evaluate data so they can ask the right questions to provide greater levels of challenge.

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

Pupils enjoy learning because classrooms are calm and pupils feel very safe. In the lessons seen, pupils were observed to be making satisfactory progress and their good behaviour contributed well to their learning. When work is well matched to their range of abilities they sustain concentration very well and work very productively. In a good mathematics lesson in a lower set for Year 6 pupils, when finding the area of different shapes, pupils learned well because of the successful build-up of skills in the lesson and over time. Practical starting points brought learning alive and the careful use of assessment to match pupils' work to their differing abilities ensured their learning needs were met. As a result, most pupils made good progress in this aspect of mathematics. In Key Stage 2, English standards have been consistently above average for last few years, with a marked recent rise in the proportion of pupils reaching the nationally expected standards in writing. This is a measure of the impact of the school's work to raise attainment in writing. Standards in mathematics are continuing to improve and are now

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a little above average overall, although boys' attainment in mathematics and science does not yet match that in English. Pupils write well for different purposes within different subjects, although in science there are not enough opportunities for more capable pupils to apply more advanced mathematics when recording and evaluating results. The achievement of minority ethnic pupils, including those with English as an additional language, is similar to that of their peers.

Pupils learn to work independently and are particularly competent when using computers to learn in their subjects. They are responsible and mature in the way they share ideas with their 'talk partners'. They play key parts in contributing to the work of the school and their community, for example through the school council and fundraising and charity work. Their spiritual, moral, social and cultural development is good and older pupils set very good examples to younger pupils through their attitudes, good behaviour and willingness to take responsibility. Reflecting the school's Healthy Schools' and Activemark awards, pupils demonstrate they understand how to lead healthy lifestyles. Pupils' satisfactory achievement in basic skills and good attendance means they are soundly prepared for the future.

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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Lessons are usually enjoyable, behaviour is well managed and pupils respond well. Teachers often use a good range of teaching styles and give pupils good opportunities to discuss and share their ideas. Procedures for assessing pupils' attainment and tracking their progress are good. Most staff are clear about what pupils should achieve each year and learning is most effective when it is well matched to the needs of different groups. However, these good features are not consistent in all lessons because expectations are sometimes not high enough and assessment is not consistently well used to closely match work to pupils' differing abilities. Teaching assistants working with pupils who have statements of educational needs support them well and ensure they are fully included in all activities.

The curriculum links knowledge and skills in subjects particularly well in Key Stage 1 and this is also developing well in Key Stage 2. Practical work, such as art and design, visitors and outside visits, bring the academic curriculum alive. These are particularly effective in underpinning writing and the humanities curriculum. Pupils use computers particularly well for extending their learning, including for research. Partnerships with other schools, including secondary, enrich pupils' learning and prepare them well for their secondary education. Good partnerships with parents and systematic homework, including home reading, enhance pupils' progress. The day-to-day pastoral care is strong. Pupils' personal development is monitored well and those who are vulnerable or need extra support are quickly identified. Help for the minority of pupils who have emotional and behavioural difficulties is extremely good. Pupils feel supported and cared for and their parents agree this is a strength. Induction procedures to Reception and transfer to secondary school are well thought through and enable pupils to settle quickly.

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	2

How effective are leadership and management?

Most parents are pleased with the school. The headteacher has developed a positive school ethos where teachers, pupils, parents and governors work in partnership. The headteacher is well supported by the two deputies, who play a full part in the leadership and management of the school. There are agreed structures for leadership responsibilities for subjects, phases and key aspects across the staff. Tracking systems

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are thorough and help senior leaders to pinpoint how different groups and individuals are achieving towards their satisfactory targets. The headteacher is adequately supported by the governing body. The recently appointed chair of governors is experienced and keen to ensure the governors develop their monitoring role through training so they can better challenge the school on achievement matters.

There are robust procedures for ensuring the safety of pupils and school leaders ensure that staff receive effective guidance to enable them to identify issues that would raise concerns about pupils' well-being. The school is active and effective in tackling discrimination and promotes equality of opportunity satisfactorily. Community cohesion is satisfactory. Pupils develop a clear understanding of the school, local and global community and have a growing understanding of the national community. Leaders have yet to fully evaluate the effectiveness of their provision on outcomes for community cohesion.

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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Early Years Foundation Stage in Reception with skills and understanding that are broadly at the levels expected for their age. Good links with parents and pre-schools help children to settle well into school. Children are kept very safe because of the strong safety and welfare procedures. They make good progress and the majority reach or exceed the goals expected for their age on entry to Year 1. Children love coming to school because there are plenty of interesting and worthwhile things to do. The quality of teaching is good because teachers match learning activities

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well to the needs of children. A good balance is struck between children learning for themselves and the direct teaching of basic skills by adults in small and larger groups. Both indoor and outdoor learning opportunities enable children to learn well across the whole curriculum. Children develop their creativity particularly well through role play and designing and making, for example in 'The Spaceship'. Adults value the children's ideas and intervene well during their play to promote their speaking, thinking and physical skills. A structured and systematic approach to teaching reading and phonics caters well for children's different starting points, and parents are enabled to be true partners in the development of early reading skills. Children enjoy playing in the 'Bank' role play area and this encourages them to learn about the world of work from an early age. However, there are sometimes missed opportunities for children to develop their early literacy and numeracy skills through this role-play activity.

Leadership and management of the Early Years Foundation Stage are good. Assessment is rigorous and used well to evaluate the impact of teaching on children's 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

A large majority of parents who responded to the questionnaire were pleased with the education their children are receiving. A minority felt they were not given enough information about their children's progress and that the school did not always listen to their views or concerns. While inspectors found no direct evidence to support these views, they are matters the school should examine further.

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 205 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	117	57	87	42	1	1	0	0
The school keeps my child safe	125	61	79	38	1	1	0	0
The school informs me about my child's progress	74	36	116	57	13	6	2	1
My child is making enough progress at this school	86	42	107	52	12	6	0	0
The teaching is good at this school	99	48	102	50	2	1	1	1
The school helps me to support my child's learning	88	43	107	52	7	3	0	0
The school helps my child to have a healthy lifestyle	93	45	105	51	2	1	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)	84	41	99	48	6	3	0	0
The school meets my child's particular needs	83	41	109	53	7	3	0	0
The school deals effectively with unacceptable behaviour	80	39	107	52	9	4	0	0
The school takes account of my suggestions and concerns	72	35	115	56	10	5	3	2
The school is led and managed effectively	111	54	85	42	3	2	4	2
Overall, I am happy with my child's experience at this school	121	59	76	37	6	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.



11 November 2009

Dear Children

Inspection of Wentworth Primary School, Dartford DA1 3NG

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. You are a credit to yourselves and the school ' well done! This letter is to tell you what we found out about your school.

The school provides you with a sound education and here are some of the things we found out.

- By Year 6 you reach above-average standards in English and you develop your information and communication technology skills well.
- Those of you in Reception and Key Stage 1 make good progress.
- You help to make your school a special place because you behave well and are very helpful.
- You understand how important it is to keep fit and healthy and enjoy sport.
- You have many interesting learning opportunities, including visits, visitors and clubs.
- Staff take very good care of you and keep you safe.

This is what we are asking your school to do to improve:

- help some pupils reach higher standards, especially boys in mathematics and science
- make sure your work is never too easy or too hard
- ensure school leaders, teachers in charge of subjects and governors keep a closer check on how well you are doing.

We hope you will continue to enjoy school and continue to work hard in all you do.

Yours sincerely

Eileen Chadwick

Lead inspector

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