

Worple Primary School

Queens Terrace, Isleworth, Hounslow, TW7 7DP

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not yet a good school because

- The achievement of the pupils is not good enough over time, particularly in Key Stage 1. The headteacher has taken steps to speed up progress but it is too early to see the impact of this work.
- Achievement in the Early Years Foundation Stage requires improvement overtime. However, recent changes in the management of the provision including more robust tracking and assessment are resulting in significant improvement in achievement being made this year.
- Occasionally, lessons are not structured well enough and, as a result, some pupils are not fully engaged in their learning. For example in Early Years Foundation Stage sometimes Opportunities are missed for children to interact and talk to adults.
- The use of additional adults to support small groups is not always well focused. As a result, their work does not always have enough impact on pupils' learning.
- The quality of assessment in books and in lessons remains too variable. Pupils are not always fully aware of where they are in their learning and how to improve.
- Not all leadership is yet fully effective in managing areas of responsibility. Some leaders are new in post, for example Key Stage1 and the impact of improvements made are not yet measurable.
- The quality of teaching is too variable across the school. This results in the rate of pupils' progress being uneven.

The school has the following strengths

- The headteacher is providing very focused and energetic leadership. She is aware of the school's areas for development and is beginning to tackle these.
- The behaviour of pupils is good. They are always friendly and respectful. Relationships and attitudes to learning are also good and pupils say they feel safe.
- The progress of disabled pupils and those with special educational needs is good. Processes are in place to make sure their needs are clearly identified and they are well supported with their individual learning needs.
- The governing body has started to take a more effective role in supporting the school to secure improvement.

Information about this inspection

- Inspectors observed 16 lessons, all of which were joint observations with the headteacher and the deputy headteacher. They also visited an assembly, one lunchtime club, observed break times and lunchtimes and listened to pupils read.
- Meetings took place with pupils, parents, staff and representatives of the governing body. A telephone conversation was held with a representative of the local authority.
- The headteacher has recently taken up post in September 2012.
- Inspectors looked at the school's documents, including those relating to safeguarding, self-evaluation, pupils' achievement, attendance and development planning, as well as a range of policies, monitoring reports from the local authority and minutes of governing body meetings. They also scrutinised pupils' work in lessons.
- Inspectors took into account the 54 responses to the online Ofsted questionnaire (Parent View), and those from the school's own parental surveys. They also spoke to a number of parents and analysed the views of staff in 34 staff questionnaires.

Inspection team

Michael Merva, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who come from a range of minority ethnic backgrounds is well above the national average.
- A well above average number of pupils speak English as an additional language.
- The number of pupils eligible for support through the pupil premium is above average. This is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. There are very few pupils who are looked after by the local authority and no children who are from service families.
- The number of disabled pupils and those with special educational needs supported at school action is broadly average. The proportion supported at school action plus, or with a statement of special educational needs, is above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' progress and attainment.
- There is a breakfast club, managed by the neighbouring children's centre, which did not form part of this inspection.
- The headteacher has been in post since September 2012 and the deputy headteacher since January 2013. Some middle leaders are also new in post as is the Chair of the Governing Body.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by making sure that:
 - all teachers use assessment and feedback to inform pupils of how well they are doing and of their next steps in learning
 - additional adults are well deployed in all lessons, so that they have a positive impact on pupils' learning, particularly when working with small groups
 - all lessons are well structured so that all pupils are fully engaged in their learning at all times
- Pupils in Early Years Foundation Stage have sufficient opportunities to improve their speaking skills. Raise pupils' achievement at Key Stage 1 by:
 - building on recent work to improve the quality of teaching in reading, writing and mathematics in Years 1 and 2 so that pupils who are falling behind are able to catch up quickly.
- Continue to strengthen the leadership and management at all levels and skill up those managers new in post so that they are fully accountable for their areas, particularly at Key Stage 1.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' progress across the school is too variable. In some year groups, progress is slow and achievement overall requires improvement.
- Attainment by the end of Year 6 is broadly average in English and mathematics, although reading is showing faster improvement.
- Attainment at the end of Year 2 in 2012 was below average. School information indicates that as a result of recent strategies introduced since September 2012, standards are improving strongly in reading and writing and to a lesser extent in mathematics. However, over time, Key Stage 1 remains below average because teaching has not been consistently good enough to bring about improvement.
- Children enter the Early Years Foundation Stage with skills that are generally below expectations for their age. In spite of recent improvements, over time the quality of teaching has not been good enough to result in children making good progress because, for example, a lack of opportunities for children to talk during adult-led sessions.
- Disabled pupils and those who have special educational needs make good progress. A recent reorganisation of the provision is providing clear support for these pupils and their learning is carefully checked.
- Pupils eligible for support through the pupil premium make secure progress in their learning by the end of Year 6. Effective use of extra support has allowed the gap between them and their peers to narrow, as shown in their average point scores in English and mathematics at the end of Year 6. However, their progress at the end of Year 2 is below that of their peers, especially in reading and mathematics. The progress of those pupils who are looked after by the local authority is good.
- The progress of some pupils from minority ethnic groups requires improvement, as does that of all pupils in the school. Pupils who speak English as an additional language are now making progress in line with their peers nationally. They are now receiving more focused support and their achievement is improving.
- The Year 1 check on pupils' knowledge of letters and sounds (phonics) was at national expectations. Pupils at Key Stage 1 are encouraged to read and to choose their own reading books.
- Progress by the end of Year 6 in reading, despite improvements, still requires improvement. Home–school links are now improving and pupils are becoming more confident readers. They say they enjoy reading and use phonics techniques well.

The quality of teaching requires improvement

- The quality of teaching requires improvement. There is too much variability across the school, and as a result pupils' progress over time is not good.
- The use of additional adults is variable in its effectiveness and the clarity of their roles in planning remains underdeveloped so that it does not always provide effective deployment and support.
- Work is not always well matched to the needs of all pupils and occasionally some are given work that is too easy or too difficult.
- There are times when learning is not well planned or structured and as a result pupils are not fully aware of what they are expected to learn. This can lead to pupils losing interest in tasks and activities.

The quality of assessment and marking is variable in maths, this is much more developed in English, where practice is stronger

While there are examples of good practice, this is not yet widely shared across the school.. In

some cases, pupils are very aware of their current progress and how to improve and are also able to assess their own work well. In a Year 6 English lesson, learning intentions were made very clear and this allowed pupils to assess their own learning against what was expected of them.

- There have been some recent improvements to teaching. A new approach to planning activities for pupils is enabling better teaching of reading, writing and communication across the school. It has allowed these key skills to be reinforced across a range of subjects.
- Where teaching is good, work is well structured to support learning across the group. In a Year 3 mathematics lesson, for example, tasks were well structured and delivered using engaging resources to secure the good progress of all pupils.

The behaviour and safety of pupils are good

- Pupils come to lessons ready to learn. They display positive attitudes towards themselves and adults. They support each other well and relationships are good. It is only very rarely that low-level disruption occurs when lesson activities are not well suited to pupils' learning needs.
- Pupils very clearly understand what bullying is and its different forms. They are supported in this by school events such as anti-bullying week and the self-awareness and behavioural aspects of the school's work. Pupils view bullying as rare and are confident the school will deal with it if it occurs.
- Evidence from lessons and from breaks and lunchtimes indicates that pupils are clearly able to take responsibility for their own behaviour and to assist each other.
- Pupils are happy at school and are proud of it. They feel safe. One pupil said that adults in school 'are caring and make us feel safe'. Staff and parents believe behaviour is good and parents are very confident about their children's safety. Pupils' safety is supported by visits from the local police officer and assemblies as well as work in lessons.
- The school manages behaviour well. The behaviour policy emphasises positive attitudes and expectations are clear. The learning mentor provides help and support to vulnerable pupils.
- Attendance is average and improving as a result of robust strategies including weekly monitoring of attendance by the headteacher, effective use of attendance letters and meetings with parents.

The leadership and management require improvement

- Past weaknesses in monitoring and evaluation resulted in too slow progress for pupils over time at all levels of the school, particularly in Key Stage 1. Current leaders and managers have set about making improvements but it is too early for these improvements to be fully effective.
- The headteacher is providing very energetic and effective leadership. She clearly understands the school's strengths and weaknesses and has implemented a very strong and focused improvement agenda. Her initiatives are well supported and welcomed by all stakeholders. However, many of these plans are relatively recent and have not yet had sufficient time to fully embed and produce full impact.
- The school's self-evaluation document is accurate and has identified the correct areas and strategies to secure change. It is linked to the school development plan and includes the involvement of all staff and the governors. The tracking of pupils' achievement is robust and is usefully employed to identify and rectify underachievement.
- The school's checks on the quality of teaching are now robust and judgements made by leaders are accurate. The systems for managing staff performance have recently been revised and are rigorous, being linked securely to teachers' pay progression. However, while there are clear indications that the school's new systems have resulted in some improvement in the quality of teaching, these have not been in place long enough to result in significant improvements in pupils' achievement.

- The range of subjects and activities offered to pupils has recently been revised and this is beginning to boost pupils' skills in English, mathematics and communication and to give pupils more ownership of their learning. There has already been some improvement in pupils' writing and their ability to assess their own learning. A range of additional learning activities such as clubs, projects and sports competitions enables pupils to develop self-confidence and expand their learning opportunities.
- The local authority provides a good level of support to the school in a range of management areas.
- The leadership of the Early Years Foundation Stage is improving. Strategies such as involving parents in their children's learning have accelerated progress. As a result, pupils' achievement is starting to improve.
- Opportunities for spiritual, moral, social and cultural education are well evident in the school. Visits and other learning opportunities allow pupils to extend their learning and develop their self-esteem. The school also makes a determined effort to eliminate any discrimination and promote equality of opportunity.
- The school is developing strategies to engage parents. There is a strong element of home–school project work which allows parents to become involved in their children's learning. A range of workshops is available for parents in areas such as phonics and mathematics. Every Friday, parents are invited to attend the Early Years Foundation Stage and engage in learning with their children. Parents' evenings are well attended.
- The school's very welcoming and supportive environment helps to tackle discrimination well.
- **The governance of the school:**
 - Governance is not yet fully effective, but working closely with the new headteacher, governors are now receiving the necessary information and developing the required skills to support the school effectively. For example, they have undertaken training in the analysis of school data and feel they are now able to help check on the school's performance, including the quality of teaching. They are aware of the school's strengths and what needs to improve further, including in teaching. Processes are in place to ensure their understanding of classroom performance and its link to teachers' pay awards. Governors understand the use of pupil premium funding to support eligible pupils and are monitoring its impact. They monitor the school's financial resources well. Governors review school policies at appropriate intervals and ensure they are successfully implemented. They confirm risk assessments are in place and that health and safety requirements are in place. Governors have had the opportunity to engage in a range of training including the use of data, safe recruitment, child protection, finance and self-evaluation. They fully understand the requirements for safeguarding and make sure that statutory requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102506
Local authority	Hounslow
Inspection number	400550

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	232
Appropriate authority	The governing body
Chair	Rob Kemp
Headteacher	Nadine O'Hara
Date of previous school inspection	20–21 October 2009
Telephone number	020 8321 8100
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