

Inspection of Wentworth Primary School

Wentworth Drive, Dartford, Kent DA1 3NG

Inspection dates: 7 and 8 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils feel happy and safe. Every morning, staff welcome them warmly into this caring and harmonious school. Leaders have high expectations and aspirations for pupils to succeed. Pupils benefit from links with famous past pupils in both sport and music. For example, they receive music tuition from Mick Jagger's Red Rooster project.

Parents and carers are delighted with the school and consider that their children are well prepared for the next stage of their education. One said: 'My child has thrived at this school. They have formed strong friendships, been encouraged to take on responsibilities, attend clubs and have been incredibly successful in both their academic and personal achievements.'

Pupils behave well. Bullying is rare. Pupils are confident that if it did happen staff would deal with it quickly and efficiently. Pupils are well prepared for life in modern Britain. Children in the early years develop an age-appropriate understanding of the concept of democracy when voting for their favourite book. Pupils understand how historical influences have shaped modern Britain. For example, in the playground there is a full-sized mock Second World War tank. Pupils commemorate Remembrance Day standing alongside this tank.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum. They want pupils to 'achieve happily, have many life opportunities and become lifelong learners'. The curriculum is broad. As well as studying French in Years 3 to 5, pupils in Year 6 also study Japanese. In most subjects, the curriculum is well designed and sequenced. This enables pupils to make rapid gains in their understanding. However, in some subjects the curriculum is at an earlier stage of development. Leaders have not yet identified the key building blocks of knowledge and subject-specific vocabulary that pupils need to learn. In these subjects, teachers do not check what pupils already understand well enough so that they know what pupils need to learn next.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) carefully. However, these needs are not always met effectively. Sometimes, teachers do not use the most effective strategies to enable pupils with SEND to meet their targets. Leaders use carefully considered strategies, including well-being support, to ensure that the most vulnerable pupils achieve well.

Teachers have strong subject knowledge. They often review previous learning to help pupils to recall important knowledge. For example, in art pupils review their learning about mixing colours regularly. Pupils are able to discuss their learning confidently. They work well together to share ideas and possible solutions. For example, in science pupils went into the forest school area to source some leaves. They worked together to use an app to identify which trees the different leaves had come from. In most subjects, such as reading and mathematics, teachers use

regular checks to find out how well pupils can remember what they have learned. Teachers identify pupils' misconceptions and address any gaps in learning quickly.

Leaders prioritise reading. Teachers are well trained in delivering the school's chosen phonics scheme. Right from the start of early years, children learn phonics using this well-structured programme. Books are matched well to the sounds that pupils know. As their reading knowledge develops, pupils' love of books grows. They speak confidently about their favourite authors. The school's library is a vibrant and exciting environment for pupils to get lost in a book.

Leaders work to support pupils' personal development is well considered. Pupils enjoy a wide range of experiences that promote their broader development. Extra-curricular activities enable pupils to pursue interests such as animation and drama. Residential trips in Year 4 and Year 6 help to develop pupils' independence. Physical education takes a high priority in school and pupils are encouraged to develop their talents in many sports. Achievements have been recognised by a national sporting award.

Pupils behave very well. The school is a respectful community. Incidents of low-level disruption are extremely rare. Each year, leaders recognise pupils who have shown personal strengths such as care, endeavour, courtesy, achievement and resilience.

Staff are supported well by leaders to do their very best for the pupils at this school. Staff say that they feel valued and have ample opportunities for professional development. Leaders and governors consider staff workload carefully when introducing new initiatives.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established rigorous safeguarding systems. Staff are well trained. They work well together to spot any signs that a pupil may be at risk. Any concerns are reported promptly. Leaders are diligent in making sure that pupils and families who need additional help are supported well.

Pupils learn how to keep themselves safe in a range of situations. For example, they learn detailed information about keeping safe on the internet. Leaders are also keen to support parents to keep their children safe online by helping them to install parental controls on devices at home.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in some foundation subjects do not identify the important knowledge that pupils need to learn precisely enough. Teachers do not always know the key knowledge that pupils need to secure before they move their

learning on. This means that pupils sometimes develop gaps in their understanding and do not achieve as well as they could. Leaders must ensure that curriculum plans include clearly defined content that enables teachers to plan coherent sequences of learning and check that pupils are successfully building their skills and knowledge over time.

- Sometimes, the targets for pupils with SEND are not always implemented in full or tracked. As a result, some pupils are not always achieving as well as they could. School leaders need to ensure that pupils with SEND are supported effectively to enable them to achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137836
Local authority	Kent
Inspection number	10256386
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	654
Appropriate authority	Board of trustees
Chair of trust	Val Churchill
Headteacher	Lewis Pollock
Website	www.wentworthonline.co.uk
Date of previous inspection	7 November 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in April 2022.
- The school currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, art, history, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with senior leaders, looked at pupils' work, visited lessons and spoke with pupils about their work.
- Inspectors met with the headteacher, the deputy headteacher and other senior leaders, including the special educational needs coordinator. Meetings were also held with the early years leader, class teachers, other staff in the school and

pupils. There was also a meeting with governors and members of the academy trust.

- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.
- Inspectors considered responses to Ofsted's online questionnaire for staff and Ofsted's online survey for parents, Ofsted Parent View, including comments received via the free-text facility. There were also informal discussions with parents in the school playground.

Inspection team

Liz Bowes, lead inspector	Ofsted Inspector
Owen McColgan	Ofsted Inspector
Gary Regan	Ofsted Inspector
Kirstine Boon	Ofsted Inspector

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