

St Weonard's Primary School

Inspection report

Unique Reference Number	116740
Local Authority	Herefordshire
Inspection number	366813
Inspection date	28 June 2011
Reporting inspector	Michael Smith HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Paul Davies
Headteacher	David Thomas
Date of previous school inspection	22 March 2010
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. He observed three teachers teach three lessons, met with a group of parents and carers, members of the governing body, staff, pupils and a representative of the local authority. He observed the school's work and looked at documents provided by the school and local authority, pupils' work, recent school surveys of parents and pupils and the records of pupils' achievements. The inspector also drew on evidence from the two previous monitoring visits since the last inspection.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How well has the school progressed against the areas identified for improvement in the previous inspection, namely:
- requirements for keeping pupils safe and ensuring that all pupils feel safe
- eliminating inadequate teaching and improving pupils' progress in Years 3 to 6
- improving the quality of self-evaluation.
- How effective have leaders, at all levels, been at bringing about sustained improvements?
- How well has the local authority supported the school while in special measures?

Information about the school

This very small school serves a rural area. Almost all of the pupils are White British. Very few pupils come from a minority ethnic background. With small numbers in each year group, the characteristics of the pupils change from year to year. Currently, the proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is average. Pupils are taught in three mixed-age classes. Children in the Early Years Foundation Stage are taught as a group with pupils in Key Stage 1. The school hosts the local playgroup, which shares some of the Early Years Foundation Stage facilities. The playgroup is not managed by the school's governing body and so is subject to a separate inspection.

At the time of the previous inspection, the school was judged to need special measures. The school has been visited by one of Her Majesty's Inspectors in September and March to monitor the progress the school has been making. Since the time of the previous inspection, there have been significant changes to the teaching staff and membership of the governing body.

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?**2****The school's capacity for sustained improvement****2**

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. All staff within the school have been motivated and supported so that the school provides a good standard of education. Leadership extends to all staff and it is their commitment and ambition which has been instrumental in ensuring the school is a much improved place since the time of the previous inspection. The headteacher has given clear leadership and he is very well supported by other staff. The local authority has been very supportive of the school. They have provided good support to the headteacher, members of the governing body and subject leaders. The school has an effective system of monitoring its work and subject leaders observe teaching within their subject areas.

Aspects which were identified as good in the previous inspection have continued to as strengths. Children get off to a good start in the Early Years Foundation Stage. In Key Stages 1 and 2, attainment in English and mathematics are above average. Pupils make good progress in lessons and the school's accurate tracking shows that pupils make good progress through the year against their challenging targets. Teaching is very much improved and is good. Lessons are lively and engaging. They get off to a brisk start and the pace of learning is good. Assessment is used well to ensure that teaching builds upon pupils' prior learning and is well matched to individual needs. Among the strong features of the school are the excellent relationships between pupils and staff. Good pastoral care and support ensures that pupils feel safe and develop well as individuals, both socially and morally. As a result, pupils behave well.

Pupils are confident that they will receive support if there are any incidents of bullying. A member of the governing body chairs the school council so that any concerns are quickly known to the governing body. The school recently, quickly and successfully intervened when pupils were using a social network site, out of school, in an inappropriate way and below the age at which they should use such sites. Parents and carers were informed so that pupils were no longer able to access the site and the issue was discussed with pupils in school.

The school's self-evaluation is accurate and it has ambitious plans for further improvements. Areas identified for improvement in the previous inspection report have all been tackled successfully and this demonstrates the school's good capacity for continued improvement. The self-esteem of staff and the pride they take in their work have increased. Other areas of relative weakness have been identified by the school and it is implementing plans to ensure all aspects are at least good. Areas like the curriculum have not been the major focus. However the school is developing plans to enhance it to provide pupils with more interesting lessons based around a variety of topics which include the foundations subjects as well as literacy and numeracy. The school recognises its very rural

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setting and uses this to its advantage. It takes an active part in the Wye Valley Learning Network. It very readily celebrates local culture, for example hosting a sheep shearing demonstration on site and an officer from the local authority celebrating with the pupils the importance of Stowe Fair to the Gypsy, Romany and Traveller communities. Other cultural experiences and education about multi-cultural issues across Britain are not as well considered. The school provides good value for money.

What does the school need to do to improve further?

- Implement plans to enhance the curriculum to include greater opportunities for pupils to:
 - use their literacy and numeracy skills in a variety of interesting topics
 - extend their cultural and multi-cultural understanding of Britain.

Outcomes for individuals and groups of pupils

2

Attainment in English and mathematics at the end of Key Stage 1 is average. Key Stage 2 results in 2010 were above average in both English and mathematics and early 2011 results show significant improvements to attainment in English. Progress is good. Pupils identified as needing additional support because they have special educational needs and/or disabilities are helped to make equally good progress as their peers.

Classroom observations and work in books show that pupils are confident with their work and they make good progress in lessons and between termly assessments. Pupils are fully engaged in lessons, and they work with an enthusiastic buzz. Teachers use information on the level at which pupils are working to make sure work is well matched to the differing needs of the mixed-age classes.

Pupils behave well in lessons and around the school. They are polite and courteous to adults. Attendance is above average and shows that pupils enjoy coming to school and they are prepared well for their futures. Pupils take pride in their school and enjoy harvesting and eating the apples from their orchard in the autumn. They enjoy healthy lifestyles and have a good understanding of local culture but less well developed awareness of other cultures. They have opportunities to develop spiritual awareness and often consider issues to do with nature and their surroundings. Pupils identify how to improve the school through the school council and they make a good contribution to the local community.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has improved greatly since the previous inspection. Lessons are active and pacey. Work is well matched to the differing abilities and needs of pupils. Pupils regularly have opportunities to work independently or collaboratively in small groups. They enjoy practical activities and investigating, for example within mathematics. Relationships between staff and pupils are good. Staff use lesson objectives well. Objectives are referred to during lessons to consolidate learning and remind pupils what they are aiming for; they are also used well at the end of lessons to identify how well pupils have achieved. Marking supports pupils' progression by identifying errors, indicating how to improve and then giving pupils time to make the improvements.

The curriculum is an area the school recognises needs development to ensure greater variety of activities based around the foundation subjects and to develop a thematic approach over a four year period to ensure pupils do not repeat work across Key Stage 2. Pupils enjoy the variety of lessons and also the way in which literacy and numeracy are used in different subjects. They also like how their topic work is used well to support English and mathematics lessons. Pupils enjoy learning French. Those that went on the trip, enjoyed their visit to France.

Staff provide good support for pupils. Safeguarding has been a major focus for improvement so that now all pupils feel very well supported in school. Pupils receive good

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care from their teachers and, consequently, feel safe and secure. Because of the small size of the school, all pupils are known well as individuals.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership of the school has improved and leaders at all levels give a strong steer on how to carry on getting better. The strong commitment and ambition of all staff has meant that the school has improved greatly and is well set to carry on these improvements. Staff feel empowered and supported to carry out their leadership roles. They have worked well with local authority subject advisers to extend their role to classroom observation and scrutiny of pupils' work. The school has worked well with partners, both within the Wye Valley and the local authority, whose very good support has brought about improvements to the quality of the provision within the school and to the expertise of middle leaders. The school plays an active role within the local community and is extending pupils' experiences but there are relatively few opportunities for pupils to gain a good understanding across a wide variety of communities and cultures within Britain.

The governing body holds the school to account from an informed viewpoint. It works through a programme of observations and monitoring to ensure that it has a clear understanding of how well the school is doing and what it needs to do to improve. Through its thorough monitoring of work and achievement, the school ensures that pupils have equality of opportunities to achieve their potential. The school complies fully with current requirements and ensures good safeguarding procedures, for example its very good work on ensuring pupils feels safe and are safe.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
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	2

Early Years Foundation Stage

Children generally join the Reception class with skills and knowledge in line with those expected for their age. They enjoy their learning and make good progress to reach above average attainment when entering Year 1. A group were observed working well in pairing objects, some were able to self-correct when they had made a slight error with the pairs of wellingtons and could count to 12 in twos when counting the objects on a washing line.

Children understand how to keep safe and healthy and they formulate good relationships with adults and the other children in their class. A good understanding by staff of the children's needs, and how they learn, ensures good quality provision. The inside and outside environments inspire children's learning and generate an interest in their surroundings. The outdoor area is used well and children make appropriate choices for themselves without undue adult direction. Good use is made of assessment information to identify how well children achieve to plan their next steps.

The leader is successful in bringing about good outcomes. She has an accurate understanding of the strengths and weaknesses of provision and takes effective steps to improve it. There are good links with the on-site pre-school provider.

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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 spoken to as part of the inspection feel that the school has improved significantly and their children feel safe. These views were also reflected in the large proportion of parents and carers who responded to the questionnaire which had recently been distributed by the school.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



29 June 2011

Dear Pupils

Inspection of St Weonard's Primary School, Hereford, HR2 8NU

I visited your school this week. As many of you are aware, I have been visiting every term for the last three terms. In fact, some of you know me so well you greet me like an old friend. As always, I was impressed with how well you behave, how hard you work, and how polite and courteous you are. Well done, as these attitudes have helped your school to improve, and you can help it further by continuing always to work hard and do your very best. It is with happiness that I tell you that your school has improved and is now good. It is well run and it no longer needs special measures. Sadly though, for me, that means that I will not be returning to see how well you are getting on.

You are all doing much better in English and mathematics. That is because the teaching has got better and lessons are exciting and interesting. Some of you told me that you think it is great now that you always have the same teacher. Your teachers have concentrated on making sure that you all do well in lessons and have improved all you do. They provide good pastoral support and they know you very well. As you told me, bullying is not a worry or concern, and you feel that there are always adults with whom you can discuss your feelings.

We have asked the school to build upon the many improvements so that you cover a wider range of activities and topics. These should also include opportunities for you to understand more about your own and other people's cultures and how you live in a multi-cultural Britain. I was pleased that those of you who went to France enjoyed the visit even if you did not like the cheese.

I hope you all carry on improving and that you do well in the school before you go on to secondary school.

Yours sincerely

Michael Smith

Her Majesty's Inspector

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