

# St Martin's Church of England Primary School

Spring Hill, Worle, Weston-Super-Mare, BS22 9BQ

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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 good because

- There is not enough good or better teaching to ensure that pupils achieve consistently well, particularly in writing and mathematics.
- Pupils' achievement is not consistently good over time. Recent improvements in the strategies to accelerate progress have not been in place long enough to improve achievement across the school.
- In too many lessons, progress is too slow because teachers do not move pupils on quickly enough to more challenging work, and there are not enough opportunities for pupils to learn and think for themselves.
- Teachers do not always match tasks and targets closely enough to pupils' needs.
- Checks made by senior and middle leaders on the quality of teaching do not focus sharply enough on how well pupils are learning.
- The systems to track how well pupils are doing are not sufficiently analysed often enough. Teachers cannot, therefore, always use the information to plan how to meet the needs of all pupils in each lesson.
- The school does not have sufficiently detailed records of how additional support is used. It is therefore unable to assess the extent to which it helps pupils, including those supported by the pupil premium, to make good progress.

### The school has the following strengths

- The headteacher and governors have made a good start in speeding up the rates of pupils' achievement, and in improving the quality of teaching.
- Staff strongly support the headteacher and senior leaders in their determination to improve.
- Parents are positive about improvements in the school.
- Marking has improved and gives pupils more information about how well they are doing and what they need to do next.
- Pupils are happy at school, behave well, enjoy positive relationships and are kept very safe.

## Information about this inspection

- Inspectors observed 18 teachers in the course of visiting 35 lessons or parts of lessons, including short visits to observe group work. Eleven of the observations were carried out in partnership with the headteacher, an assistant headteacher or the early years leader.
- Meetings were held with groups of pupils, members of the governing body and staff. A discussion was also held with a representative of the local authority.
- Inspectors studied the responses of the 38 parents who filled in the on-line questionnaire, Parent View. Discussions were held with some parents of younger children at the start of the school day. Questionnaires from 30 staff were also analysed.
- A range of documentation was scrutinised, including the school's checks on its progress, the school's plans for improvement, the school's records on pupils' academic levels and progress, reports on pupils with special educational needs, and documents relating to health and safety and child protection. Inspectors also analysed the work in pupils' books.
- Other documents looked at included curriculum planning, records of behaviour, and records relating to checks on the quality of teaching.

## Inspection team

Claire Thompson, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

David Williams

Additional Inspector

## Full report

### Information about this school

- The school is larger than average. It changed from being an aged 8–11 junior school to an all-through primary school in September 2012. Currently the school has pupils who are aged 4–6 and 8–11. There are no classes of Year 2 or Year 3 pupils.
- The school is part of a formal collaboration of three local schools formed to help school improvement, staff professional development, and the sharing of good practice within the local community of schools.
- The vast majority of pupils come from White British backgrounds, with only a small number coming from minority ethnic backgrounds. Few pupils speak English as an additional language.
- The proportion of pupils who are known to be eligible for free school meals and so for additional government funding called the 'pupil premium' is just above average.
- The proportion of pupils supported at school action is just above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is just above average.
- The most commonly identified needs are behaviour, emotional and social issues and speech, language and communication difficulties.
- The school does not provide any alternative provision.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that all lessons are good or better and pupils make good progress by:
  - ensuring teachers always plan activities that are accurately matched to the needs of all pupils, that lessons run at a brisk pace and there is more urgency to pupils' learning
  - giving higher ability pupils activities which are more challenging
  - giving more opportunities for pupils to learn independently so that they have enough time to develop new skills
  - making more frequent and wider use of targets, and helping pupils to assess their progress towards achieving them
  - checking pupils' learning regularly through teachers asking pertinent questions and adapting lessons if pupils find the work too easy or too difficult
  - using data about how well each pupil is doing so that teachers can make sure they raise each pupils' attainment more speedily.
- Making sure that senior and middle leaders have a greater impact upon moving the school forward rapidly by:
  - focusing lesson observations more closely on the depth of learning and the rates of progress of different groups of pupils
  - introducing more precise and regular tracking of all pupils' progress in English and mathematics
  - monitoring more closely the impact of support given to pupils who receive additional funds for pupil premium
  - making sure that targets for pupils' progress are challenging enough
  - providing more systematic feedback to teachers on their professional practice so that they are better informed on how to improve their practice to accelerate pupils' learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Not all pupils across the school are making the progress of which they are capable, because teachers do not routinely provide work that closely matches pupils' different abilities, and too much teaching focuses upon pupils who have average ability.
- While standards on entering the school are below the national average, recent improvements have contributed to pupils now leaving the school with just below average attainment.
- The school's tracking information shows that girls, and pupils eligible for the pupil premium, make the same progress as their classmates but they do not always achieve as well as they might in mathematics. There are numerous interventions in place to correct this, yet these are not sufficiently measured to know their impact.
- Pupils who were known to be entitled to free school meals attained lower average points scores than other pupils in 2012, being below the national picture. Disabled pupils and those who have special educational needs are making progress generally in line with their peers.
- Teachers do not sufficiently use the information that is available to them to plan for pupils' next steps of learning. Consequently, work is not always challenging enough for the most able, and progress in some lessons is too slow.
- Progress in reading is the strongest area of learning. Pupils enjoy reading and by the time they leave the school, they read with confidence and at a level appropriate to their ages. Regular guided reading sessions, and more regular teaching of letters and the sounds they make, help pupils to develop useful skills which aid their reading and comprehension.
- Children in Reception begin school with skills and understanding that are just below those expected for their ages. Their progress during this year is similar to other children locally and nationally. Children make best progress in their communication and language development and in their early reading and writing skills during their first year.

### The quality of teaching

### requires improvement

- Teachers' expectations are not consistently high enough. While many elements of good practice exist, in too many lessons teaching is not sufficiently effective in accelerating progress. The work is not matched accurately to pupils' needs as it is too easy for many and too difficult for others because pupils of varying abilities usually receive the same activities.
- Adults tend to spend too long talking to the whole class rather than sufficiently checking the progress being made by groups and individual pupils in order to adapt the activities they had been given. Consequently, where pupils do not have so many opportunities to explore, find things out for themselves, and apply their skills, their learning is slower, even though almost all pupils routinely conduct themselves well.
- In the best lessons, consistently thoughtful questioning is used to gauge and extend the learning of all groups of pupils. This was found more often in mathematics, and in the teaching of older pupils.
- Marking procedures have been strengthened, and most teachers mark work regularly and consistently with positive comments and clear next-steps in learning. This helps pupils to know what they need to do to improve.
- Pupils have useful targets to help them achieve well, yet these are not always matched to activities that challenge pupils to help them accelerate their rates of progress. Pupils are motivated by having targets, yet often find the language used is too difficult for them to be able to be fully involved in achieving them.
- Relationships are good, and teachers manage pupils' behaviour well. Lessons proceed without undue interruption.
- Teaching in the Early Years Foundation Stage and Year 1 is variable in quality, but the children come to school well prepared to learn, and they enjoy their activities when they can be

independent and explore. This was seen in Year 1, when pupils were able to make their own information books about mini-beasts, which inspired pupils to be absorbed in reading and writing about ladybirds, butterflies, lizards and worms.

- The teachers have a good understanding of how to teach early reading. Pupils demonstrate good skills in using letters and sounds, and they are making good progress in learning to read and write.

### **The behaviour and safety of pupils are good**

- The headteacher has worked hard to establish a harmonious atmosphere where clear rules and routines allow all pupils to learn. The school offers a purposeful atmosphere for learning and the pupils respond well to this.
- Almost all pupils say that they enjoy coming to school because it is fun. Pupils are confident that there is little bullying and are sure that the school deals swiftly with any incidents that do happen. They are aware of different types of bullying, including name-calling, and know what to do if it happens.
- Pupils feel safe in school. This is reflected in pupils' enjoyment of school and their good and improved attendance, their positive attitudes to learning, and in the way they cooperate with each other.
- Behaviour is most impressive when considering the pupils who have additional needs for behavioural, emotional and social difficulties. This group of pupils do very well at the school, being well supported by teachers and teaching assistants, and they learn in the same way as their friends. Good pastoral support ensures that there is sensitive care for pupils whose circumstances make them more vulnerable.
- Pupils' spiritual, moral, social and cultural awareness is developed well through the curriculum, and promoted through their strong relationships with each other and with all adults. This is having a positive impact upon pupils' behaviour. Pupils respect each others' views, join in well and enjoy working together.
- Parents of all pupils, including the newer families in Reception and Year 1, say they are happy about how well their children are welcomed and cared for in school.

### **The leadership and management require improvement**

- The determination of the headteacher has contributed well to recent school improvement and in eradicating inadequate teaching. There is clear evidence that rates of pupil progress are increasing, indicating capacity to continue to improve.
- Senior leaders have correctly identified the school's strengths and those areas of the school's work that require improvement. However, systems for tracking pupils' progress lack the robust analysis needed to spot underachievement more quickly, and to enable leaders to check that the support provided is making a difference.
- The proportion of pupils making expected progress at the end of Year 6 has improved recently. This is because leaders have set more ambitious targets for the amount of learning pupils are expected to achieve each term.
- There is a varied programme offering pupils additional support, which includes using the government funding for pupils entitled to pupil premium. This provides for additional teaching groups in reading, writing and mathematics. Other activities offer extra out-of-school activities and additional support for families, which have contributed to the improvements in attendance. At present, these activities are not always sufficiently measured and checked to prove the impact of spending decisions.
- Although senior leaders regularly monitor the quality of teaching, there is not enough emphasis on how teaching impacts on pupils' progress. Feedback to teachers on their professional

practice does not always help to ensure that it leads to improvement in pupils' learning.

- Revised systems for managing staff performance take into account how well teachers are doing, when allocating salary increases.
- Several subject leaders are new to their roles and are being well supported to make a positive contribution to school leadership. This has contributed to improvements in marking and the way the teaching of reading, writing and mathematics is organised. However, they have yet to be involved in closer checking of the quality of teaching and learning to ensure that pupils make good progress in every class.
- The curriculum has been revised to provide a rich and interesting range of learning experiences for pupils, including a variety of clubs, visits and residential experiences. The effectiveness of this curriculum has not yet been fully evaluated to know how this extends learning, especially of more able pupils.
- The local authority provides support in external monitoring activities, and in developing middle leadership and teaching.
- Safeguarding arrangements are secure and meet requirements well.

■ **The governance of the school:**

- Governance is improving. Governors have a growing understanding of how the school is performing in relation to schools nationally and know that the school requires improvement. They share the headteacher's determination to improve the school. Governors have relied on limited information provided for them by senior leaders, which has hampered opportunities for them to check how well pupils are learning. They are aware of how the school uses pupil premium funding but do not know how it impacts on improving pupils' rates of learning. Governors make regular visits to see the pupils in their classes, and are beginning to robustly check on how the quality of teaching is matched to pupils' achievement. They ensure that performance management systems are used to inform the aligning of salaries to performance.

## 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

<b>Unique reference number</b>	109220
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	405227
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–6 and 8–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	484
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Maleham
<b>Headteacher</b>	Simon Marriott
<b>Date of previous school inspection</b>	26–27 January 2011
<b>Telephone number</b>	01934 628651
<b>Fax number</b>	01934 417522
<b>Email address</b>	stmartins.pri@n-somerset.gov.uk



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