

St David's Church of England (Voluntary Aided) Primary School

East Street, Morton-in-Marsh, Gloucestershire, GL56 0LG

Inspection dates

27–28 November 2012

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

Summary of key findings for parents and pupils

This is a good school.

- The strong effective leadership of the headteacher and her clear focus on school improvement are making a positive difference to the way pupils learn and are supported.
- Achievement for pupils by the time they leave Year 2 is significantly better than other pupils nationally, particularly in reading and mathematics. Pupils in the current Year 6 are making better than expected progress and attainment in reading is above average.
- Teaching is consistently good and often outstanding. Teachers have high expectations and plan a range of strategies to ensure all pupils understand and learn well.
- Marking is consistently effective, ensuring all pupils know what they have to do to improve.
- Pupils have very good attitudes to learning. Their behaviour is consistently good and often outstanding. Pupils in Year 6 respond well to their additional responsibilities, showing care and consideration in their support of younger pupils and a pride in their school.
- The headteacher, senior leaders and governors monitor the quality of teaching and learning rigorously, to keep a close check on the progress made by all groups of pupils. Consequently, pupils in all age groups are making rapid, accelerated progress.

It is not yet an outstanding school because

- Although teaching is consistently good, not enough lessons are outstanding.
- Mathematics, although good in Key Stage 1 is not as strong in Key Stage 2.

Information about this inspection

- Inspectors visited all classrooms and observed 17 lessons, including nine which were joint observations with the headteacher. The teaching of phonics was also observed in Reception, Year 1 and Year 2 classes.
- They looked at pupils' work in their books, heard a sample of pupils read from Years 2 and 3 and had discussions with pupils in formal and informal settings.
- Inspectors observed behaviour on the playground, around the school, in classrooms and in assemblies.
- A wide range of school performance data was analysed along with other school documentation.
- Meetings were held with the headteacher, senior leaders, governors and a representative from the local authority.
- The inspectors visited the breakfast club and discussed this provision with the staff in charge and the pupils attending.
- The views of the school staff in completed questionnaires were collected and the views of 52 parents posted on Parent View were also taken into account.

Inspection team

Marianne Phillips, Lead inspector

Additional Inspector

Matthew Cottrell

Additional Inspector

Full report

Information about this school

- St David's is an average-sized primary school.
- The vast majority of pupils are from White British heritage.
- The numbers of pupils known to be eligible for free school meals has more than doubled over the last two years, but is still below the national average.
- The proportion of pupils supported at school action has risen rapidly since 2011 and is now well above the national average. The proportions of pupils supported at school action plus or with a statement of special educational needs are below the national average.
- In 2012, the proportion of pupils known to be eligible for additional funding through the pupil premium was below the national average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- There is no alternative provision.

What does the school need to do to improve further?

- Improve attainment in mathematics by:
 - providing more opportunities for pupils to apply the skills and knowledge they have gained through problem-solving and investigative activities.
- Ensure that more teaching becomes outstanding by:
 - building upon the very effective strategies that are having an impact upon attainment for learners by the end of Key Stage 1
 - ensuring all teachers are confident in understanding and teaching pupils the strategies they need in order to carry out investigations and solve problems.

Inspection judgements

The achievement of pupils is good

- Children, over the past two years, have entered the school with attainment broadly in line with age-related expectations. Nevertheless, a fifth of children currently in Reception entered the school with attainment at below age-related expectations particularly in literacy and numeracy skills.
- Children in Reception display a keenness to learn and enjoyment in school. They are rapidly developing as readers and writers through learning skills in phonics. The 'Snack Cafe' is opened daily to encourage them to interact socially and to acquire life skills in real settings.
- Pupils' achievement is consistently good. In Key Stage 1 attainment is significantly better than the national average in reading and mathematics, by the time pupils leave Year 2. Reading by the end of Year 6 is well above average. Attainment in mathematics was less strong for pupils leaving the school in July 2012 because pupils were not confident at applying their knowledge in order to solve problems.
- Pupils' writing has been a focus for improvement since the previous inspection and the impact of this has been particularly successful for boys. The school has offered a range of opportunities, such as working with an author to write a book for publication, to encourage all pupils to develop as writers. As a result, progress has considerably accelerated, particularly for boys.
- Currently, progress of all pupils in each year group, across the school, is accelerating rapidly, exceeding expectations in relation to national figures in reading, writing and mathematics.
- Disabled pupils and those with special educational needs are also showing accelerated progress. They are skilfully supported by a team of highly qualified teaching assistants, who are helping them make better than expected progress in all areas, particularly in reading.
- Pupil premium funding has been used well to support pupils eligible for support, through the appointment of a 'Parent Support Adviser', funded collectively through the 'Cotswold Cluster'. The targeted weekly support is enabling the pupils to make good progress.
- Pupils say how much they enjoy school, particularly when they are challenged to think independently. Parents' views are equally positive, expressing confidence in the way the school encourages their children to learn and progress. The Wednesday 'drop-in' sessions for parents keep them informed about their children's work and provide opportunities for regular contact with the school and staff.
- The headteacher displays a passionate commitment to improving achievement in the school. She has cultivated a shared sense of purpose that is effectively addressing areas of weakness and raising standards of attainment for all pupils.

The quality of teaching is good

- Teachers are very skilled at questioning pupils to guide them through the learning journey. They work well in partnership with teaching assistants to monitor ongoing progress made by individuals and groups during lessons, especially disabled pupils and those with special educational needs. Lack of success and understanding is targeted and appropriate support provided. In the majority of lessons, the challenge for pupils is rigorous and the pace ensures no time is wasted.
- Consistent strategies ensuring quality in teaching and learning are evident in all classes. These include: 'To Be Able To' (TBAT) objectives, shared clearly so pupils know what they are expected to learn; 'Steps to Success', which support their understanding of whether they have been successful or not; consistency in marking, making clear next steps to improve; and 'Numeracy Passports' that clearly share targets and assess pupil outcomes, as all pupils strive to journey successfully around the world of learning.
- Teaching has improved steadily over the past two years through good quality training and

support from senior leadership, particularly the headteacher. Staff views reflect how much this is appreciated. The consistently good teaching, that is now evident in classrooms, enables teachers to apply their expertise successfully in helping all groups of pupils to learn regardless of ability.

- As yet there is not a great enough proportion of outstanding teaching because not all teachers are totally confident in teaching pupils the appropriate strategies for solving problems and carrying out independent investigations.
- Resources are used well to cater for a range of learning styles. Interactive whiteboards, computers and visualisers are used effectively to make learning active and exciting. The school encourages inclusive learning practices and pupils work well co-operatively in groups or with learning partners to discuss ideas and develop confidence as learners.
- The skills pupils acquire in English and mathematics are successfully applied through the challenges of very creative themes such as The Golden Ticket and Fire and Ice. Teachers organise first-hand experiences that capture the interests of the pupils and make a difference to the quality of responses they make, particularly in writing.
- Teachers display a high level of skill in teaching phonics and this ensures pupils are particularly successful in developing as readers. Pupils read widely and show real enjoyment in experiencing books of all types.
- Teachers, over the coming term, are working closely with a National Strategies Consultant to improve the quality of teaching of problem-solving approaches in mathematics. This intervention is planned to continue to raise standards in mathematics through improving the quality of teaching in this subject.
- The pupils' spiritual, moral, social and cultural development is a particularly successful aspect of school life. Assemblies, prayer boards, spiritual garden, links with Africa, India and Sweden, and links with the church and the local community are a few of the many rich experiences from which the pupils learn. Teachers are very good role models for the pupils, helping them to acquire values for life, reflecting strong Christian and moral principles.
- Parents are very positive about how well their children are taught. The school encourages parents to share their skills and experiences with the pupils through the 'world market' venture they organise. This has been very successful in bringing home and school closer together.

The behaviour and safety of pupils are good

- Pupils were keen to share that they 'enjoy school, feel very safe and have lots of friends'. They are enthusiastic learners and respond positively to challenges of all kinds. By the time they leave Year 6 all pupils are given the opportunity to experience leadership through a range of roles. In this way the school is preparing them very effectively for the next stages in their education and their future lives.
 - Pupils are very clear that there is no bullying in school. They are aware of a range of types of bullying including name calling, physical bullying and cyber bullying. They were also sure that, if they fall out and get upset, staff are effective in intervening to resolve disagreements. They feel the 'Anti-bullying' week is very effective. Playground buddies and wet play monitors are also good at maintaining a sense of calm, both inside and outside the school building.
 - Attendance is high and has been sustained at a high level since 2010. Punctuality is outstanding, with 99.9% of pupils arriving regularly on time.
 - Relationships in the school are very positive. Pupils play well together and also support each other's learning through the close friendships that exist. The school environment provides a rich source of experiences to make all pupils want to come to school.
 - Teachers and all adults manage behaviour effectively through the application of the agreed strategies recorded in the school's behaviour policy. This consistency ensures behaviour is good and on many occasions outstanding. Behavioural logs and staff questionnaires also confirm this.
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- The vast majority of parents agree that pupils in the school behave well and that teachers manage behaviour positively to ensure learning can take place.

The leadership and management are good

- The headteacher is the driving force of the school. Her passionate commitment to school improvement has been very successful. She has introduced whole-school systems that ensure consistency in approach, exemplified through clear marking, quality questioning, detailed planning and rigorous monitoring and tracking, rising standards in attainment and accelerating progress.
- Leaders, managers and teachers share a common purpose. They set high expectations that ensure pupils are clear about their learning. The school has provided good quality training and this has developed the expertise of teachers. As a result learning for pupils of all abilities is improving.
- School leaders effectively target improvement in teacher performance through targets set as part of the performance management review.
- Safeguarding structures are fully in place. Leaders at all levels promote inclusive practices that support equality of opportunity for all pupils regardless of faith, background or ability.
- The curriculum has been developed significantly over the past two years. It uses themed topics to build in opportunities to challenge and support learning. There is a good focus upon the development of skills through first-hand experiences and supporting the specific needs of pupils, for example developing boys' writing and generating excitement and a desire to learn.
- The school has strong capacity to improve. There has been sustained improvement since the appointment of the headteacher. Astute appointments, both internal and external, to develop a strong leadership team have had a positive impact on improvement.
- **The governance of the school:**
 - The governing body is very supportive of the headteacher and knowledgeable about the strengths and areas for improvement. It has shared her passion to raise standards and improve the quality of teaching and learning, ensuring the challenge for excellence is maintained. It has worked well with the headteacher over the last year to re-structure and develop a 'strategic group' that has visited the school to undertake learning walks and discussions with pupils in order to monitor more effectively. This has added to the strong capacity that the governing body has. The governing body is aware of how pupil premium funding is being used and ensures that it is contributing to improved achievement for the pupils who are eligible for it. It also ensures that there is a close link between how well teachers are paid and pupils' achievement.

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	115743
Local authority	Gloucestershire
Inspection number	405600

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Church of England Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Neil Sullivan
Headteacher	Faye Heming
Date of previous school inspection	29–30 September 2010
Telephone number	01608 650521
Fax number	01608 652341
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