

St Weonard's Primary School

Mount Way, St Weonard's, Hereford, HR2 8NU

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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 leadership of the headteacher, well supported by a much improved governing body and an effective staff team, has led to consolidation of previous good performance and further improvements in the quality of teaching and pupils' achievement.
- Teaching is good across the school, thanks to leaders' thorough checks, followed up by effective training.
- Teachers demonstrate good subject knowledge and promote learning well.
- Pupils make good progress throughout the school, whatever their background or ability. They achieve well.
- Pupils enjoy coming to school and this is reflected in their punctuality and eagerness to start work in the mornings.
- The high-quality of care, coupled with good teaching and effective planning, ensures that children achieve well in the Early Years Foundation Stage.
- Pupils enjoy a good variety of exciting additional activities throughout the school year, usually linked to their current topic focus.
- Pupils' good behaviour makes a strong contribution to the successful learning in all lessons.
- Pupils say they feel 'very safe' in school. They are aware of the different forms of bullying, including cyber-bullying, how to avoid it and what to do should it occur.
- The school accurately evaluates how well it is doing and what needs to be done next in order to improve further.

It is not yet an outstanding school because

- Occasionally, the pace of learning in lessons slows. Teachers do not always provide work at the right level for all pupils in the mixed-age classes.
- Standards in writing, while improving, are not yet as high as in reading and mathematics.
- The planning for outdoor learning in the Early Years Foundation Stage is not fully developed.

Information about this inspection

- The inspector observed seven lessons, two of which were joint observations with the headteacher. The inspector also made a number of shorter visits to lessons.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- There were insufficient responses to the online questionnaire for parents (Parent View) to allow analysis. School information about parents' views was taken into account.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupil mobility, pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a very small school serving the village of St. Weonard's and a wide area around it.
- Most pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals and other specific groups) is below the national average.
- Children in the Early Years Foundation Stage are taught as a group with Key Stage 1 pupils. Key Stage 2 pupils are taught in two mixed-age classes in the morning and as one class in the afternoon.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action, school action plus or with a statement of special educational needs is below the national average.
- The small number of pupils in the Year 6 cohorts means that a comparison with the government's current floor standards is not appropriate. These set the minimum expectations for pupils' attainment and progress for schools and are valid where there are more than 10 pupils in Year 6.
- 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 was not a part of this inspection.
- The school is part of a local 'cluster' of schools which includes secondary, primary and infant schools.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by making sure that:
 - all learning in lessons proceeds at a brisk pace
 - teachers consistently provide suitably challenging work for all pupils in their classes.
- Fully support the development of children's independent learning skills in the Early Years Foundation Stage by improving resources and planning for the outdoor curriculum.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress throughout the school in response to the good teaching. This progress is reflected in the good quality of learning in most lessons observed and is confirmed by the work over time in pupils' books.
- Children's experiences and skills when they enter the school vary from year to year because of the small numbers involved. They get off to a good start and make good progress in the Early Years Foundation Stage overall, although children's independent activities outside are not as well developed.
- Pupils in the Early Years Foundation Stage and in Key Stage 1 quickly learn phonics (the sounds that letters make) to support their reading and writing, as well as the mathematical skills they need to complete simple calculations. They build well on this start when they reach Key Stage 2.
- Pupils make particularly good progress in developing their reading skills. The teaching of reading, through daily phonics lessons and guided reading activities continues through all age groups. As a result, pupils throughout the school read confidently, with expression and fluency. Their enjoyment of reading and depth of understanding make a good contribution to their learning in other subjects.
- By the time they leave the school at the end of Year 6, pupils have achieved well. Although significant progress has been made in writing, it is not quite as strong as it is in reading and mathematics.
- Disabled pupils and those who have special educational needs make good progress from their starting points. Good support is provided by class teachers, teaching assistants and outside agencies. This ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.
- The very few pupils who speak English as an additional language make the same progress as their peers.
- Pupils supported by the pupil premium funding make good progress. School data indicate that eligible pupils attain similar standards in English and mathematics to those of other pupils. The very small numbers mean that a comparison of their performance in English and mathematics, with the performance of the rest of the Year 6 class, could potentially identify them. The funding is used to provide very carefully matched additional support and to ensure that these pupils can join in any extra activities provided for other pupils.
- This consistent good progress, for all pupils, demonstrates the school provides equal opportunity to learn, and there is no discrimination.

The quality of teaching

is good

- The consistently good teaching enables pupils of all backgrounds and abilities to learn successfully and achieve well.
- Teachers plan lessons well, sharing with pupils what is to be learned and how they can judge

successful learning for themselves.

- Frequent marking of pupils' work typically gives them guidance about how well they have done and how to improve their work further. Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning.
- Teachers use pupils' practical experience well to enthuse and encourage their learning. For example, a mixed Year 5 and 6 numeracy lesson focusing on mean, median and average started with a short, practical 'mini-Olympics' activity in the school playground in order to obtain 'real-life' data for the pupils to work with. Brisk pace was maintained throughout the lesson. The work was demanding for pupils of all abilities and there were high expectations of work and behaviour. Good use was made of questioning to gauge and guide pupils' understanding. This encouraged pupils to discuss their ideas and offer solutions, so progress was rapid.
- Teachers' strategies to manage pupils' behaviour are very effective, with the result that lessons are calm and purposeful. Pupils concentrate on their work and work hard without the need for constant reminders and adult intervention.
- Pupils are well supported by a well-deployed team of teaching assistants who provide good individual support for individuals and groups, including pupils with special educational needs and those eligible for the pupil premium.
- Teachers have a good understanding of how the pupils in their charge are doing and the action they will need to take in order to support them in reaching their improvement targets.
- Teaching is not yet outstanding. In most lessons, learning moves along at a good pace but in a small minority of lessons, the pace of learning slows after a good start. Similarly, in a few lessons, teachers do not always ensure an appropriate level of challenge for all abilities within each mixed-age class.

The behaviour and safety of pupils

are good

- The school is calm, friendly and very orderly. Pupils play and learn in a very positive climate. They are interested, polite and well-mannered as they talk enthusiastically about their school, their friendships and their learning.
- Behaviour in lessons and around the school is typically good and a major factor in the good progress pupils make. Relationships between adults and pupils are very good. Consequently, lessons run very smoothly and pupils have very positive attitudes to learning.
- The school has an effective system of rewards and sanctions which ensures that any poor behaviour is dealt with effectively and promptly.
- Pupils say learning is enjoyable and that they enjoy coming to school. They are enthusiastic about their education. They talk animatedly about how their teachers make learning 'fun' and greatly appreciate the educational visits and broad range of after-school extra-curricular activities.
- Pupils have a firm understanding of different types of bullying, including that which might be encountered through internet sites. They have a good understanding of risks they might meet,

such as on the road or near water.

- Pupils have a good understanding of how to keep safe, and say that they are confident that any issues they raise will be dealt with promptly. Through the school council, pupils demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils respond well to the strong moral and social guidance they receive. They develop very positive attitudes to life and learning through the teaching of common values and expectations through assemblies and personal and social education activities.
- Although too few parents responded to the online questionnaire for an analysis to be produced, school information shows that most parents believe their child is safe at school and that behaviour is managed well.

The leadership and management are good

- The headteacher's strong leadership is a significant factor in the good improvements made over time. As a result of his leadership and the strong support from the governing body and local authority, the good teaching and achievement have been consolidated and built upon.
- School self-evaluation has correctly identified appropriate areas for further improvement and progress on these is regularly checked. Teachers are set targets annually related to the priorities for improving pupils' progress.
- The school is deeply committed to all pupils achieving well, developing their talents and discovering new interests. The extra funding provided for the few pupils supported through the pupil premium is spent wisely and its impact is carefully and regularly checked.
- Staff demonstrate a shared sense of responsibility and commitment to improving the school. They work together very effectively and regularly take advantage of training opportunities in order to further enhance their work.
- Pupils' progress in reading, writing and mathematics is meticulously and regularly tracked. Each class teacher meets the headteacher every term in order to evaluate and discuss the information gained about the progress and attainment of individual pupils to ensure that no pupil falls behind.
- There are good links with a wide range of partners. The headteacher, staff and governing body work well with the cluster of local schools for the benefit of staff and pupils, in sharing ideas and expertise on leadership and teaching.
- The small size of the school ensures that all pupils and families are known very well by staff. Very positive relationships with parents contribute well to pupils' achievement and well-being.
- Staff make sure that pupils benefit from a good balance of subjects and from interesting and exciting activities. The recent sharp focus on supporting numeracy and literacy across all subjects links well with the introduction of a more imaginative and exciting programme of topics. The change has had a positive effect on pupils' enthusiasm, progress and ability to learn and work independently. However, in the Early Years Foundation Stage, while the range of activities inside is good, resources and planning for the use of the outside area to support children's

independence as learners is less well developed.

- Local authority support has been helpful to the school in supporting training for both leaders and governors and supporting the improvements made in mathematics and writing.

■ **The governance of the school:**

- The governing body provides strong support and holds leaders and managers to account for the school's performance. It makes sure that the school improves and moves forward. It checks rigorously that safeguarding arrangements are secure.
 - Governors oversee the arrangements for relating teachers' performance to pay and all promotion is justified by pupils' progress and achievement. Governors know what the quality of teaching is across the school. They understand the data on how well pupils make progress and achieve, and compare the school's performance to that of other schools. They understand how pupil premium funding is used and the benefit to the pupils eligible to it.
 - The governing body plays an active role in the school's self-evaluation, monitoring and improvement-planning process. It knows what is happening in school, is aware that overall provision is good and is ambitious for the school to improve further.
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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	116740
Local authority	Herefordshire
Inspection number	400099

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair	Alison Nash
Headteacher	David Thomas
Date of previous school inspection	28 June 2011
Telephone number	01981 580352
Email address	admin@st-weonards.hereford.sch.uk

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