

# St Werburgh's Church of England VA Primary School

Church Street, Spondon, Derby, DE21 7LL

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils are making good progress in reading and writing. Most pupils are also making good progress in mathematics, but for some their progress is not as fast as it is in other subjects.
- Children in the Reception class become increasingly independent and develop a good knowledge of the sounds that letters make.
- The teachers plan interesting activities that make use of a broad range of resources to motivate and engage the pupils.
- The pupils' conduct in school and on the playground is good. Older pupils value and enjoy the responsibilities they are given.
- The pupils have positive attitudes to learning which ensure that they concentrate on their work and persevere when they find things difficult.
- Pupils are taught an interesting range of topics and themes. They are able to attend a broad range of clubs and activities.
- The headteacher and governors have improved the teaching of writing. They have successfully improved boys' attitudes to, enjoyment of, and achievement in writing.
- The headteacher keeps a close check on the progress of all groups of pupils and the quality of teaching.
- Governors are well informed, and challenge the school to continually improve its performance.

### It is not yet an outstanding school because

- Pupils supported by the pupil premium are not making quite as much progress in mathematics as they are in reading and writing.
- Occasionally, work set by the teachers in mathematics is not modified sufficiently to build on what all pupils know and are able to do.
- Approaches to marking pupils' work and giving them an opportunity to improve it are inconsistent.
- The school's plans for improvement are not sufficiently sharply focused to bring further improvements.

## Information about this inspection

- The inspectors observed teaching in 20 lessons and, in addition, made a number of short visits to lessons. They spoke with pupils in lessons and at playtime, and held a meeting with a group of older pupils.
- The inspectors reviewed a range of documents, including the school's plans for improvement, and policies about keeping pupils safe. They also examined the work in pupils' books, and a range of data about their progress.
- The inspectors held discussions with teachers, the headteacher, five members of the governing body, and a representative of the local authority.
- The views of 78 parents were analysed through the Parent View website. In addition, the views of a very few parents who wrote to the inspectors were also considered. The inspector also considered the views expressed in questionnaires returned by members of staff.

## Inspection team

Christopher Parker, Lead inspector

Additional Inspector

David Wolfson

Additional Inspector

Jillian Fury

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average primary school.
- Most of the pupils are White British. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are both well below the national averages.
- The proportion of disabled pupils and those who have special educational needs at school action (pupils who need extra support with their learning) is below average. The proportions supported at school action plus or who have a statement of special educational needs are also both below average.
- The proportion of pupils supported through the pupil premium is below the national average. This funding supports those pupils known to be eligible for free school meals, any in the care of the local authority, and pupils who have a parent serving in the armed services. In some year groups the number of pupils supported by this funding is very small.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

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

- Increase the proportion of outstanding teaching, so that all pupils make rapid progress, by:
  - ensuring that tasks in mathematics lessons always build on what pupils already know and are able to do
  - consistently marking pupils' work in a way that highlights how it can be improved, and always providing time for pupils to use this guidance to improve their work
  - expecting work of a consistently high standard in all subjects.
- Take a sharper and more focused approach to planning for improvement by setting clear and, wherever possible, measurable targets and timescales against which leaders and governors can evaluate the success of improvement plans.
- Ensure that the school website contains all of the required information for parents.

## Inspection judgements

### The achievement of pupils is good

- About half of the children start school with the knowledge and skills expected of that age. Other children's skills are not as well developed in key areas. Children make good progress, through activities led by the teachers and those that they choose themselves. As a result, almost all children reach or exceed the level expected by the end of the Reception Year.
- Girls and boys make equally good progress throughout the school. Since the last inspection the school has successfully increased the rate of progress made by boys in writing. Standards in reading, writing and mathematics have risen steadily over the last two years at the end of Key Stage 2. Overall, standards are broadly average.
- Pupils do well in reading. The results of national tests at the end of Year 6 last year show that the proportions of pupils making and exceeding the nationally expected rates of progress were similar to, or higher than, national figures. The most-able pupils – those who did well in tests at the end of Year 2 – also reached higher levels of attainment at the end of Year 6.
- Although pupils are making good progress throughout the school, this is not as rapid in mathematics as it is in reading and writing. This is particularly the case for those supported by the pupil premium. In lessons, and in the pupils' work, there are occasions where not all pupils tackle mathematical problems with great confidence.
- Last year, the pupils supported by the pupil premium made faster progress than their classmates in Year 6 in reading and writing. However, their attainment was still about two terms behind in reading and writing, and over a year behind in mathematics. The school is using these funds to provide additional teaching support, and is monitoring their progress closely.
- In many lessons, the teachers modify tasks for pupils of differing abilities. This, along with well-focused adult support and a range of good resources, also helps most disabled pupils and those who have special educational needs to make good progress.
- Pupils do well in a range of subjects. Music has a high profile in the school. Many pupils play a range of instruments. Artwork on display throughout the school is varied, and of a good standard. Many subjects are taught through an interesting range of well-planned topics but the work in pupils' folders is not of the consistently good standard seen in their English books.

### The quality of teaching is good

- Teaching is mostly good, and some is outstanding. The teachers create a very positive climate for learning. Expectations of behaviour, concentration and perseverance are high, and pupils respond positively. The teachers carefully select the topics they want the pupils to learn about. They also use interesting resources, such as film, to capture all pupils' imagination.
- Early reading is particularly well taught in the Reception class. Adults successfully develop the children's knowledge of the sounds that letters make through a range of activities that maintain the children's interest and concentration. Good learning is promoted both in the classroom and in the outdoor area.
- Lessons move along at a good pace. Well-targeted questions keep the pupils on their toes. At other times discussions, particularly with older pupils, are thought provoking – for example,

about emotions and relationships. This resulted from the use of an animated film used to 'dig deeper' into the characters it portrayed.

- Where teaching is outstanding, expectations are very high. For example, in a Year 6 literacy lesson the teacher started by focusing the pupils' attention on her comments on their work, from the previous lesson, about how they could improve their writing. The emphasis on editing the newspaper articles they were writing rapidly improved their work.
- Marking is not used as effectively in all classes as it is in some. While all teachers mark the pupils' work in detail, their comments are not always focused sharply enough on what the pupils should do to improve and make rapid progress. Sometimes the impact of effective marking is lost because pupils are not given the opportunity to respond to it.
- The adults who work alongside the teachers are most effective when providing well-planned additional teaching for small groups of pupils. This has had greatest impact in accelerating the progress of pupils supported by the pupil premium in reading and writing.
- Mathematics is taught through ability groups. In most lessons, tasks are set at the right level for the pupils. However, there are occasions when tasks are not sufficiently modified to build on what pupils already know and are able to do. As a result, some pupils do not make as much progress as others in these lessons.

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

- Pupils have positive attitudes to learning. In most lessons they concentrate well, and persevere so as to successfully complete their work. Lessons are rarely interrupted by pupils misbehaving. Parents who responded to the online questionnaire are very positive about pupils' behaviour, and agree that children feel safe and are well looked after.
- Pupils respond quickly to their teachers' instructions. Most, although not all, present their work neatly and carefully. When they are given time, older pupils follow their teachers' guidance about how to improve their work. However, this is not the case in all classes.
- The school has heightened pupils' awareness of bullying. As a result, they know the different forms that bullying can take, and they know how to stay safe on the internet. Incidents of bullying are rare, but when they do occur they are investigated thoroughly.
- Older pupils value and enjoy the extra responsibilities they are given. They say that these responsibilities are important to them because they are playing a role in the running of the school. As playground peacemakers, for example, they resolve disagreements and make sure that everyone has a friend to play with.
- Pupils enjoy school, and this is reflected in the above-average rates of attendance. Pupils welcome the opportunities that they are given to learn to play a musical instrument and to attend sports clubs. They appreciate the visits which they make to places of interest and particularly enjoy residential visits.

### **The leadership and management** are good

- The headteacher analyses the progress of all groups of pupils. The resulting comprehensive overview clearly shows the good progress that pupils are making. It highlights the impact of the

school's work to improve boys' writing. It also indicates where there are the variations in progress, so that the school can take steps to accelerate progress should it be necessary.

- The headteacher sets the teachers appropriately challenging targets to make sure that pupils make good progress. The appraisal of each teacher's performance is carried out systematically. Regular reviews and annual evaluations are used effectively to highlight, for example, the need for training.
- The headteacher and some of the teachers who lead subjects check the quality of teaching. Their observations are focused well on the impact of teaching on pupils' progress. Teachers who lead subjects also interview pupils and look at their work to make sure that the teaching is effective and is extending their knowledge and skills.
- The school development plan covers a very broad range of activities. This may maintain the school's good performance, but as it stands it will not improve it because the priorities are not sufficiently clear. The criteria against which success can be measured are not precise enough, and there is insufficient detail about when actions will be completed and evaluations carried out.
- The topics and themes that the pupils are taught provide them with interesting opportunities to learn and make good progress. The teachers create many opportunities to write in a range of subjects, although on occasions other work in topic folders is not as good as it is in English books. The teachers lead many visits to places of interest that enrich the pupils' learning.
- The school has a strategic plan which sets out the activities to be supported by the primary school sports premium. Sports coaches are currently used to provide games lessons, and lunchtime and after-school clubs. This is being extended and developed into a training opportunity for teachers who are working alongside the coaches.
- The school 'buys into' the local authority's extended support. As a result, the local authority has a good understanding of the school's performance and strengths, and where improvements are needed. The school also uses the services of other consultants to support further improvement in teaching and pupils' progress.
- **The governance of the school:**
  - Governors are well informed and give the school clear direction. They are very keen for the school to provide a broad and relevant education for all pupils. They keep a keen eye on how well the school is performing and use data to compare its performance with schools nationally. They are kept well informed about the quality of teaching, and frequently visit the school to find out for themselves how well it is performing.
  - Governors carefully consider all spending. They were fully involved in deciding how the pupil premium should be spent, and have considered the impact that it has had on pupils' achievements.
  - Governors set the headteacher targets and assure themselves that the teachers' appraisals are carried out effectively. Any increases in teachers' pay are linked to their performance. Governors check that arrangements to make sure that the pupils are kept as safe as possible are up to date. Safeguarding arrangements meet current requirements, but the school website does not. For example, details about the teaching of the sounds that letters make and of the reading materials used in school are omitted.

## 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>	112919
<b>Local authority</b>	Derby
<b>Inspection number</b>	428883

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Shipley
<b>Headteacher</b>	Gillian Zelynskyj
<b>Date of previous school inspection</b>	29 January 2009
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