

St Werburgh's Primary School

James Street, St Werburgh's, Bristol, BS2 9US

Inspection dates

23–24 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Most pupils join the school with skills that are below those that are typical. Through effective teaching, pupils make good progress in reading and writing, with some doing even better. By the end of Year 6, pupils' attainment is in line with national averages in these areas.
- The new Reception classrooms and outdoor spaces provide children with exciting learning opportunities.
- Pupils' behaviour is good. Pupils say they feel safe and well cared for while they are in school.
- The headteacher is singular in her determination to improve the school. She leads the drive to make teaching even more effective and to raise the standards pupils achieve.
- A team of senior and middle leaders support the headteacher very well as she checks the quality of teaching and the progress pupils make.
- The governing body knows the school well and holds the school leaders to account for the achievement of different groups of pupils.
- The social, moral, spiritual and cultural development of pupils is excellent. Pupils celebrate the rich diversity of cultures within the school without forgetting the values of being British. The school makes sure that all of the pupils have an equal chance to be successful and challenges discrimination.
- Safeguarding procedures and systems that keep pupils safe are very good.

It is not yet an outstanding school because

- The progress pupils make in mathematics has not matched that in reading and writing over the last few years.
- Teachers do not always give pupils sufficient guidance that would help them improve their work or allow them to take an active lead in their own learning.

Information about this inspection

- The inspectors observed two assemblies and learning in 14 lessons.
- Inspectors met with groups of pupils and senior and middle leaders. The lead inspector also held a meeting with members of the governing body and met with a representative of the local authority.
- The inspectors listened to pupils from Year 2 and Year 6 read. Samples of pupils' work were scrutinised by an inspector.
- They examined a wide range of documents, including the school's information on pupils' recent progress, planning and documentation about checks on teaching. They also looked at records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account 58 responses to the online questionnaire (Parent View) as well as the views shared in a letter from a parent. They considered the views of staff through the 28 staff questionnaires returned to the inspection team.

Inspection team

David Hogg, Lead inspector

Additional Inspector

Anne Stopforth

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average-sized primary school. All pupils attend full time.
- The school is oversubscribed. It opened the Silver Birch annexe for Reception Year and Key Stage 1 pupils in September 2014. The Silver Birch setting is only a short distance from the main Willow site. This will cater for the growing numbers of families who would like to send their children to the school.
- Pupils from a White British background form the largest group in school but most pupils are from minority ethnic backgrounds. The proportion of pupils from minority ethnic backgrounds is well above the national average. The proportion of pupils who speak English as an additional language is also much higher than that seen nationally.
- The proportion of disabled pupils and those who have special educational needs supported at school action is lower than the national average. The proportion of pupils supported through school action plus or with a statement of special educational needs is higher than that found nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is high when compared with that found in most schools. This is funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school has undergone a period of change in the members of staff since the last inspection. This includes changes in the senior leadership team due to several maternity leaves and promotions.
- The school meets the government's current 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 by ensuring that pupils get consistent feedback that will help them to improve their work and take more responsibility for their own learning.
- Raise achievement in mathematics so that it is in line with that seen in reading and writing across the school.

Inspection judgements

The leadership and management are good

- The determination of the headteacher, both to improve the school and to provide opportunities for pupils to achieve, is clear. Through her committed leadership and well-considered plans, the progress made by pupils in reading and writing has improved over time. The school has identified that standards in mathematics have lagged behind the other areas. There is now focus on accelerating the progress pupils make in mathematics. However, this work has yet to deliver sustained improvements across the school.
- The headteacher has managed changes in the senior leadership team since the last inspection very well. She has viewed this period of disruption as a chance to develop the middle leaders within the school. This has provided opportunities for key members of staff to take on greater responsibility within the school. They have taken an active role in checking the progress groups of pupils make and improving the quality of teaching in the school. The reviews that take place have allowed school leaders to make decisions on any promotions or salary improvements for teachers with judgements based on how well pupils are achieving.
- School leaders have provided training and guidance to develop the skills of staff within the classroom. This has eradicated weak teaching. Staff share their expertise with others in school.
- The local authority has provided a light-touch level of support to the school which has been effective in helping the school review its work. External advisers have checked pupils' work and validated the teachers' marks.
- The subjects taught in the school are broad and well balanced. The learning activities promote strong British values and the understanding of others' values and beliefs. Running in parallel is the school's efforts to celebrate the diversity of the local community it serves. Lessons and special events such as Black History Month explore the different cultures of the pupils. For example, Year 5 pupils discussed the implications for them and their families if they had to live in a segregated society similar to that in the southern United States in the 1950s. Pupils' ideas were both thoughtful and poignant.
- The school uses the additional primary sports funding to good effect. Pupils have increased opportunities to take part in competitive sports against other schools. They have had the chance to take part in non-traditional sports such as rock climbing, fencing and golf. The school now runs a well-attended yoga club. The participation rates are closely monitored and the information the school holds shows over two thirds of the pupils took part in at least one activity last year. The school also recognises the need to enhance the skills of the staff. To do this, teachers and support assistants work alongside professional coaches to develop their own skills in delivering high-quality physical education lessons. Leaders ensure other additional funding also effectively supports those pupils eligible.
- The headteacher is passionate about ensuring pupils have a wide range of opportunities that allow them to appreciate the differences between them and how in other ways their lives are quite similar. Leaders rigorously challenge discrimination. Pupils are able to celebrate the festivals of other faiths. For example, a teacher led an assembly explaining why the Hindu festival of Diwali was so important to her. She shared with the pupils some of the key aspects that would be of interest to them. The school provides opportunities for all pupils to learn a musical instrument, with younger pupils playing the ukulele and older pupils learning the guitar or wind instruments. The social, moral, spiritual and cultural development of the pupils is excellent and results in a harmonious school where pupils can learn.
- The school has worked hard to improve attendance at parent evenings and to involve families in their children's learning. The school's website and regular newsletters keep parents updated about what is happening in school.
- Child protection and safeguarding procedures are robust and meet statutory requirements. The pupils are very safe and are very well looked after when they are in school.
- **The governance of the school:**
 - The governing body is rigorous in its work. The governors closely check the work of the school and hold it to account for the progress groups of pupils make, including those from disadvantaged backgrounds or those who have additional needs. The governors review the information the school holds on the pupils and compare it against the national averages. They check how effective the teaching is through direct observations when they visit the school. They then link what they have seen with the school's own review and the judgements made by the school improvement adviser. Governors are aware of the school's efforts to improve the quality of teaching of mathematics and the determination of leaders across the school to raise standards pupils achieve. They understand how the results of the pupils are key to the opportunities for promotion and improvements in the salaries paid to staff. They review the financial position of the school carefully, along with other sources of revenue, such as the sports

premium funding, to make sure it is well spent. The safeguarding arrangements are scrutinised to ensure they meet requirements and keep pupils safe in school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils enjoy their lessons and their positive attitudes contribute well to their learning in class. When learning is most effective, pupils are enthusiastic and demonstrate good skills when discussing their work. They have the skills to work well in small groups and the ability to focus on particular tasks by themselves for longer periods. Year 2 pupils shared the storyboards they had made with their partner and went on to write down the adventure they had planned in pictures. However, when teaching does not catch their imagination, some pupils can pay less attention and talk rather than concentrate on what they have been asked to do.
- Pupils are friendly and welcoming, and show respect, courtesy and good manners.
- The behaviour of the pupils at break-times and around the school is generally good. Acts of unkindness are rare. Pupils say that, although they may still fall out with each other, they are also very clear that the adults in school will help them to sort out problems. Bullying, pupils say, is very rare, and the detailed records the school keeps confirm this. Leaders have been successful in dramatically reducing the numbers of pupils excluded over the last three years. Through effective systems to manage poor behaviour, such incidents are now very rare.
- Racist behaviour is very rare indeed. Pupils of different heritages follow the school's ethos of celebrating differences and learning from each other.

Safety

- The school's work to keep pupils safe and secure is outstanding. There are rigorous systems in place that ensure pupils work in a safe environment and that they are looked after.
- Pupils have a good understanding of how to keep themselves safe when crossing the roads. They appreciate how cautious they must be in sharing personal information on social media sites or when playing games with others over the internet.
- There has been a very determined push since the last inspection to reduce pupil absence. The school has worked closely with families to raise their awareness of the importance of good attendance. Attendance is now above national averages.

The quality of teaching is good

- Teaching is good overall. Pupils generally work well in class and say that the teachers try to make learning fun. The positive relationships within the classroom are at the heart of the learning that takes place.
- Teachers plan effectively so that lessons build on the skills and understanding that pupils have developed in earlier sessions. They design activities so that different groups of pupils can make good progress. The teachers provide additional resources that help pupils to try trickier tasks with the greater level of challenge. For example, some Year 6 pupils used guide sheets to help them write a persuasive letter while others were able to develop the structure of the letter for themselves.
- Pupils make good progress between Year 2 and Year 6, especially in reading and writing. However, over time, in mathematics, the rate of progress has not been as rapid. The school has identified this as an area to improve. External advisers pinpointed that pupils' skills in calculating answers in their head need to improve. The school is working to improve teaching and to provide pupils with a greater range of methods to use when carrying out arithmetic problems. This, though, has yet to have an impact on the speed with which pupils calculate or results for all pupils.
- Pupils' work is marked frequently. Teachers provide feedback that often identifies what pupils did well. Marking, however, does not always give the pupils clear enough guidance on how to improve their work or give the pupils the responsibility to make sure corrections are always made. As a result, progress slows and mistakes are sometimes repeated.
- Teaching assistants support disabled pupils and those with special educational needs very effectively within the classes and in small-group activities. They use additional resources and questioning effectively to help pupils make progress.
- Teachers are sensitive to the needs of pupils who are new to the school and who may not speak English very well. Their learning is supported effectively through the activities planned and resources used. For example, laptops with translation software allow pupils who speak English as an additional language to

work in their other language until they are more confident and capable of writing in English.

The achievement of pupils is good

- Over time, pupils' attainment at the end of Year 6 in reading and writing has been broadly in line with national averages. Results for mathematics have been consistently lower.
- The attainment of pupils at the end of Year 2 is in line with national averages.
- The progress pupils make from their individual starting points in Year 2 through to Year 6 has been less rapid in mathematics than in reading and writing over the last few years. Work in pupils' writing books indicates that in most year groups pupils made at least good progress last year. Scrutiny of mathematics books shows that the progress pupils made from their starting points improved and is now good.
- Pupils make good gains in their reading. Pupils learn the sounds letters make (phonics) well. Younger pupils are able to apply this knowledge when they come across an unfamiliar word. They read regularly at school and say they read to an adult at home. Older pupils say they read at school but do not read very often in their free time. Some of the boys remain hesitant when reading. They are accurate in what they read but are not particularly fluent.
- The school uses the additional support available to help disadvantaged pupils well. For example, the additional funding has provided pupils with extra help to improve their literacy and numeracy skills. In 2014, the gap at the end of Year 6 between disadvantaged pupils and others was less than half a term in reading. It was around one and a half terms in mathematics. In writing, the gap closed and disadvantaged pupils were over half a term ahead of other pupils. A comparison with the national picture is not possible as no data are currently available.
- Pupils with special educational needs make similar progress to other pupils across the school due to the very effective support they receive. The school is determined that all pupils have an equal opportunity to achieve and the same chance to succeed.
- The school identifies higher-ability pupils and checks their progress carefully. The school provides greater challenge for these pupils. In 2014, a number of the most-able pupils in Year 6 achieved at the highest levels in national assessments in mathematics for the first time.
- The school provides good support for pupils from minority ethnic backgrounds or those pupils who speak English as an additional language. These pupils make good progress, which is generally similar to that made by other pupils.

The early years provision is good

- Generally, children join the school with skills that are lower than those typically seen nationally. Some children are particularly weak in communication and literacy skills and require considerable early support. They make good progress from their individual starting points with nearly two thirds of them achieving a good level of development in 2014 and preparing them well for Year 1. However, the proportion of children achieving the highest levels in mathematics was lower than that compared with other areas of learning.
- The new site for the Reception Year classes provides an exciting learning environment for the children. Teachers make good use of the resources and provide engaging and interesting activities for the children to explore. The children are encouraged to be creative and to think about other people. Teaching assistants ably support teachers through the careful notes they make on children's progress in particular activities.
- The children are successfully encouraged to use the resources thoughtfully. They behave well and are keen to explore the outdoor space sensibly, taking care when climbing or moving through the adventure tunnel and hobbit hole. They enjoy the responsibility of choosing for themselves when they would like to have their fruit snack and milk.
- The school works closely with parents and encourages them to be involved in their child's learning. The school makes good use of technology so that parents can check online to see how well their child is progressing.
- The local authority has checked the judgements of the Early Years Foundation Stage team and agreed them as being accurate. Through rigorous self-evaluation, the leaders have a clear understanding of the strengths and aspects to develop further to make the setting even better.

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	131501
Local authority	City of Bristol
Inspection number	448581

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Anna Vigars
Headteacher	Claire Banks
Date of previous school inspection	9–10 March 2010
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