

St Martin's Church of England Primary School

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

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- The headteacher, ably supported by other leaders and governors, provides determined and effective leadership and management. This has led to significant improvements, particularly in teaching and pupils' achievement.
- Leaders check the quality of the teaching frequently and thoroughly. They follow up these checks with well-planned training that has enabled teachers to improve their practice.
- Pupils benefit from teaching that is consistently good. As a result, all groups of pupils are achieving well.
- Attainment is rising in both key stages. Most pupils are making good progress in reading, writing and mathematics.
- Children make good progress from their starting points in the Reception classes. They thrive as a result of the imaginative range of activities adults provide.
- Pupils behave well at all times. The school is successful in promoting good attitudes to learning so that pupils are keen to succeed.
- Pupils say that they feel safe and their parents agree that the school is a safe place for them to learn.
- The school's care and support for pupils with disabilities and those with special educational needs is very well organised. As a consequence, the school has gained the confidence and trust of the parent community.

It is not yet an outstanding school because

- Teaching does not ensure that all pupils are challenged consistently in ways that help them achieve the highest levels, especially when applying their mathematical skills.
- Leaders do not check systematically that pupils' spiritual, moral, social and cultural development is helping to accelerate pupils' understanding of life in modern Britain.

Information about this inspection

- The inspectors observed teaching and learning across the school, some in conjunction with the senior leaders. In addition, they made visits to classrooms, the dining hall, the breakfast club and the playground.
- Meetings were held with pupils, members of the governing body and school leaders. The lead inspector also met with a representative of the local authority.
- Inspectors took account of the 84 responses to the online questionnaire (Parent View) and written correspondence, as well as consulting informally with parents at the start of the school day. They also took account of the 57 responses to the Ofsted staff questionnaire.
- Inspectors observed the school's work and looked at a range of documents, including the school's improvement plans. They examined information on current pupils' progress, minutes of the governing body meetings, safeguarding procedures and the plans for the use of additional sports funding.
- Inspectors heard pupils read, talked to them in classrooms and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Colin Lee

Additional Inspector

Deborah Marklove

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school. Pupils are organised in 21 classes, all of which are single-age groups.
- The school became an all-through primary school in September 2012. Since September 2014, there have been pupils in all age groups, with the majority of children joining the school in the Reception Year and Year 4. Previously, most pupils joined the school in Year 4.
- The very large majority of pupils have a White British background.
- All the children in the Early Years Foundation Stage (Reception classes) attend full time.
- The proportion of pupils eligible for the pupil premium is above average. This is additional government funding provided to give extra support to those pupils who are eligible for free school meals or children who are looked after. Currently, there are very few children on roll who are looked after.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school provides care for pupils through the breakfast and after-school clubs.
- The school is part of a formal partnership with three other local schools.
- 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 teaching to outstanding levels by making sure that teachers:
 - provide consistent challenge for all pupils in their learning activities so that the highest levels of achievement are reached
 - provide better opportunities for pupils to practise and apply their skills in mathematics in order to deepen their understanding.
- Increase the effectiveness of leadership and management by checking systematically that the development of pupils' spiritual, moral, social and cultural skills deepens pupils' understanding and accelerates their preparation for life in modern Britain.

Inspection judgements

The leadership and management are good

- The headteacher has instilled a strong sense of ambition for all pupils and established effective teamwork across the school. Recent changes to the leadership and staff team have led to a faster rate of improvement than previously. As a result, the quality of teaching is now consistently good and pupils' achievement is rising.
- Leaders, including governors, work well together to drive forward improvements. A strong feature of the school's leadership is the comprehensive way leaders evaluate the quality of the teaching and its impact on pupils' academic progress. These checks are followed up promptly with training and support to improve teachers' practice.
- Since the previous inspection, middle leaders have developed their leadership skills well. They have introduced improvements within their areas of responsibility and are clear about the impact these are having on pupils' achievement.
- However, leadership and management are not yet outstanding because leaders' actions have not had enough time to ensure that teaching and pupils' achievement are outstanding.
- Teachers' targets for improving their performance are challenging. They know that any salary increases are linked clearly to the progress their pupils make.
- Pupils' learning experiences across a range of subjects are varied and interesting, contributing well to pupils' spiritual, moral, social and cultural development. However, leaders do not check that these skills are being developed systematically in ways that deepen understanding and prepare pupils sufficiently quickly for life in modern Britain.
- Checks on the use of the sports fund show that as a result of the funding, more pupils are active and participating in competitive sports. Staff have regular opportunities to work alongside specialist teachers to improve their skills to help sustain these activities.
- Leaders have developed good relationships with parents and have their confidence. Parents are particularly appreciative of the way the school 'goes that extra mile' to ensure that the support and care for their child's particular needs are tailored carefully.
- Equality of opportunity is promoted well at all times. There have been very few incidents of harassment in recent years. The support for those pupils supported by the pupil premium is organised effectively and the teaching meets their needs well. Consequently, the achievement of these pupils is rising in reading, writing and mathematics.
- The school has accessed valuable support from the local authority that has helped to improve the quality of leadership and management. Work undertaken with other schools in the partnership has facilitated the sharing of good practice.
- All statutory requirements for safeguarding are met. School leaders are extremely diligent in ensuring that all staff receive the most up-to-date training and information and that it is acted upon.

■ The governance of the school:

- Since the previous inspection, governors have increased their checks on the school's work so that they are knowledgeable about the quality of the teaching and pupils' achievement. This has enabled them to challenge school's leaders and hold them firmly to account for pupils' progress.
- Governors understand how the performance of staff is managed, how this is aligned to pay progression and how any underperformance is tackled. They set challenging improvement targets for the headteacher. They keep their own skills up to date with regular training activities.
- Governors make sure that their policies and procedures for safeguarding children are implemented rigorously. They have received extensive training from the local authority in this respect.
- Governors manage the school's finances effectively and are involved fully in decisions about how to spend additional funds. They are clear about the difference the use of these funds is making to pupils' achievement and their physical well-being.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Typically, pupils are well mannered, friendly and caring towards others. They are keen to succeed and increasingly take pride in their work.
- Pupils respond quickly to teachers' instructions and apply themselves well to their tasks. 'Teachers make us laugh and learn' was one such typical comment from a pupil. These positive attitudes contribute

significantly to the faster progress now being made.

- Behaviour around the school and in the playground is good, with few incidents of poor behaviour. There have been substantial improvements made by some pupils whose previous behaviour caused concern. Well-targeted support has eliminated the need for exclusion.
- Pupils enjoy taking on responsible roles, such as being school councillors and members of the school games committee. They report that adults respond to their views. Pupils state instances of how they have helped to make improvements to their school, for example in selecting new resources to improve their playground.
- Attendance is improving and is broadly in line with the national average. This is due to the rigorous steps taken by school leaders over the past year to promote punctuality and good attendance.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. Parents who completed the online questionnaire or who spoke to the inspectors agree that their children are looked after well.
- Pupils are clear that bullying and derogatory or aggressive language are rare. They understand what constitutes bullying and the different forms this can take, such as cyber-bullying and racist name-calling. However, they are confident that should any problems occur, they are sorted out effectively.
- Pupils know how to keep themselves safe from harm because the school provides effective training, such as how to keep safe on the internet. Adults show pupils how to sort out any minor 'fallings-out' and friendship problems well.

The quality of teaching

is good

- Teaching is typically good. Pupils learn effectively because teachers plan purposeful activities that develop pupils' knowledge and understanding. Teachers have high expectations of what pupils can achieve and make sure that for most of the time and for most pupils, the work is both challenging and enjoyable.
- A good example of this was when Year 4 pupils were required to explain their ideas to each other about how they solved money problems. They did this knowledgeably and with confidence, developing their reasoning skills well.
- Teachers use their subject knowledge well to devise tasks that build on pupils' prior learning. On the whole, they explain and question skilfully to develop the learning further. They check frequently on pupils' work, often adapting or clarifying their instructions to speed up progress.
- Teachers' marking and feedback to pupils about how well they are doing are detailed and very thorough. Pupils say that their comments are helping them to improve to their work. 'Teachers always help you when you're stuck' was a typical response from pupils.
- Effective teaching in reading, writing and mathematics is ensuring that pupils are developing their skills well in these subjects. Pupils have good opportunities to apply their literacy skills in different subjects, such as science and history. However, the opportunities for pupils to use and apply their skills in mathematics are not as extensive and limit depth of understanding and achievement.
- Teachers and teaching assistants are well trained to help pupils overcome any difficulties. Work set for disabled pupils and those with special educational needs, and pupils supported by the pupil premium, is carefully planned to meet their differing needs. This ensures that they make good progress.
- Teachers are keen to improve their practice further. They benefit from working with others in the partnership schools and from effective training programmes provided by the local authority.
- Teaching is not yet outstanding. In a few instances in all subjects, teachers do not set the right level of challenge for the different abilities of pupils. As a consequence, not all pupils do as well as they could in achieving the higher levels.

The achievement of pupils

is good

- All groups of pupils achieve well and standards of attainment are rising. Attainment fluctuated in 2014 due to the high proportion of pupils with special educational needs in Year 6. From low starting points, pupils' attainment was broadly average because pupils made good progress since joining the school in Year 4.
- From the school's own unvalidated information, progress is speeding up across the school so that by the end of both Key Stage 1 and Key Stage 2, more pupils than previously are on track to reach higher standards.
- Inspectors found that pupils are making good progress across the school in reading, writing and mathematics. Pupils are able to explain their ideas clearly in lessons and they discuss their work with

increasing confidence. As a result, they are prepared well for the next stage of their education.

- Disabled pupils and those with special educational needs are making faster progress now. The newly introduced 'progress books' are ensuring that their work is chosen carefully to match their needs.
- By the end of Year 6 in 2014, pupils supported by the pupil premium were over two terms behind their classmates in reading and mathematics and three terms in writing. They were over a year behind other pupils nationally in all three subjects. This was due to the high proportion of pupils with special educational needs in this group. However, current pupils are making rapid progress and any remaining gaps in their achievement are closing quickly.
- The most able pupils are making good progress as their work usually requires them to extend their thinking and apply their knowledge well. Their achievement is not outstanding because, in a few instances, some pupils are not challenged at the right levels in their different learning activities and could achieve more. Opportunities are missed for pupils to apply their mathematical skills in ways that deepen understanding.
- In 2014, Year 1 pupils reached above average standards in the Year 1 phonics screening check. Their attainment reflects the greater emphasis on the teaching of the sound letters make (phonics). As a consequence, pupils are becoming fluent readers more quickly.
- Pupils in Year 5 and Year 6 achieve well through carefully chosen literacy activities. They speak knowledgeably about different authors and read widely across a range of literature.
- Effective use of the school sports fund has brought about more physical activity among pupils. In particular, the younger pupils have benefitted from regular swimming lessons. More girls are competing in sports such as football, and they enjoyed success recently in a local tournament.

The early years provision

is good

- Children settle quickly into their Reception class because clear routines and warm relationships are quickly established. Children, including those with special educational needs, those supported by the pupil premium and the most able, make good progress from their various starting points. They soon develop into confident learners and are well prepared for Year 1.
- Teaching is good. Learning activities are designed to capture children's imagination. For example, Cinderella's fairy godmother sent a 'message' via the iPad, asking the children to write the invitations to the ball. This delighted and inspired them to produce writing of a good standard.
- There is a good balance of activities that arise from the children's interests and those directed by the adults. The adults check children's learning very precisely and adjust the learning to better suit their needs. Recent initiatives to ensure daily practising have increased children's understanding of numbers very effectively.
- Children enjoy their learning and get on well together. Their behaviour is good. They are developing an increasing awareness of their personal hygiene and how to keep themselves safe inside and outdoors.
- The school leaders check rigorously that all possible steps are taken to ensure that children are safeguarded. Staff supervise the children well at all times.
- Good leadership and management have created a cohesive staff team that works well together. Staff receive appropriate training so that they support children's learning effectively. The learning environment is kept under constant review so that it continues to stimulate and excite children's curiosity.
- Parents are encouraged to become involved in their children's learning, such as in the bread-making for the 'Little Red Hen' topic. Staff keep parents well informed about their children's progress.

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	109220
Local authority	North Somerset
Inspection number	453570

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	591
Appropriate authority	The governing body
Chair	Mark Maleham
Headteacher	Simon Marriott
Date of previous school inspection	20–21 February 2013
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