



St Werburgh's Church of England VA Primary School

Inspection Report

Unique Reference Number 112919
LEA City of Derby LEA
Inspection number 279055
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mr. David Simpson LI

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

Type of school	Primary	School address	Church Street
School category	Voluntary aided		DE21 7LL
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01332 673 827
Number on roll	298	Fax number	
Appropriate authority	The governing body	Chair of governors	Mrs. Louise Shipley
Date of previous inspection	27 November 2000	Headteacher	Mrs. Rosemary Wibberley

Age group 4 to 11	Inspection dates 28 February 2006 - 1 March 2006	Inspection number 279055
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

St Werburgh's Church of England VA Primary is an over-subscribed school in the suburb of Spondon to the east of Derby. The proportion of the pupils who are entitled to free school meals or who are identified as having learning difficulties is well below the national average. Almost all pupils are of White British background. Attainment on entry to the Foundation Stage has been mostly above average in past years. However more recently, the children's skills, knowledge and understanding are more in line with those typically found at four years old.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges itself to be a satisfactory school and the inspection findings support this judgement. However, the staff at the school have a strong commitment, a very good capacity for improvement and the ambition to make this an outstanding school. St Werburgh's is a happy and caring school that enjoys the support of parents. One describes it as 'a lovely school with a strong sense of community.' Pupils are confident, keen to learn and well equipped for future success. Their personal development and well-being are outstanding, particularly their spiritual development. Quality and standards in the Foundation Stage are good. Results at the end of Years 2 and 6 are consistently above average. Pupils' progress has fluctuated in recent years but is satisfactory overall. In order to improve achievement the school has re-organised its classes so that pupils are more effectively taught according to their ability. The school is beginning to monitor the progress of pupils more regularly. However, it acknowledges the need to analyse more systematically the data it has available in order to ensure that pupils make good progress and that underachievement is quickly identified and tackled. The curriculum is good. It provides a broad range of stimulating, well planned experiences. A high proportion of pupils take part in the varied recreational and academic extra-curricular activities provided. Care, guidance and support are good. Parents appreciate the way that their children's individual needs are sensitively handled. Teaching and learning are satisfactory, with many good features. Teachers plan lessons carefully, based upon clear and appropriate learning objectives. Teaching assistants are fully involved in the planning of lessons and classroom activities. However, the school has identified, as a priority, the need to improve assessment practice so that lessons more consistently accelerate the progress of pupils. The school's leadership and management are satisfactory and improving rapidly. The headteacher has broadened the leadership team and is effectively establishing a culture in which the adults who work at the school have a strong collective sense of their responsibility for continued improvement. The school provides satisfactory value for money and has made good progress since the last inspection.

What the school should do to improve further

- ensure that all pupils make consistently good or better progress - analyse pupils' achievement more regularly and systematically to identify and tackle underperformance quickly and rigorously - develop assessment to ensure that lessons are well planned to address what the pupils don't yet know and capitalise on what they have learnt.

Achievement and standards

Grade: 3

Children make good progress during the Foundation Stage. They enter Key Stage 1 with levels of attainment that are above those of most five-year-olds. Their personal and social development is strong. The proportion of pupils who meet or exceed the nationally expected standards has been above the national average in recent years.

However, the proportion of pupils who attained the higher levels in 2005 was broadly in line with national average and the school is rightly ambitious to improve on this. Pupils make satisfactory progress throughout the school. Achievement has fluctuated over the past three years, and the school has identified some current underperformance. The school has a range of data available to monitor pupils' performance but, at present, this is not analysed sufficiently to rapidly identify individual instances of underachievement and to ensure that all pupils fulfil their potential. It is too soon to judge the impact of recent strategies to improve progress, such as the setting of pupils by ability for literacy and numeracy.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding, particularly their spiritual development. The school's Christian ethos is very highly valued by parents. The Year 6 retreat at the start of the school year provides a very firm foundation for pupils' continuing development. Relationships are very positive, reflecting pupils' very good moral and social development. Older pupils act as 'peer mediators' and younger pupils as 'squabble stoppers', quickly resolving playground disputes. Cultural development is also fostered very well. Pupils have exemplary attitudes and behave very well in lessons and around the school. There is little bullying or harassment. Pupils learn very effectively about how to adopt safe practices. They make an outstanding contribution to the wider community through their charity work. The personal, social and health education programme has a very positive influence on pupils' learning and ensures that they acquire the skills needed to achieve future economic well-being. Pupils have an excellent knowledge of healthy food and lifestyle choices. Attendance is very good as is punctuality, indicating pupils' commitment to their education and enjoyment of the many additional opportunities on offer.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall, with some good features. Lessons are well managed and ensure that pupils are engaged in and enjoy their work. The school's setting arrangements for literacy and numeracy lessons enable teachers to plan work with activities that are usually well matched to pupils' abilities. Teachers explain to pupils what they are going to learn and use a variety of techniques to stimulate learning. The use of whiteboards and computer technology is having a positive impact on pupils' learning. Teachers make satisfactory use of assessment information to guide the planning of lessons. They, and effective teaching assistants, provide pupils with appropriate support to achieve the targets that they have been set. However, not all pupils know their individual targets and this limits their understanding of what they need to do next to achieve more. Assessment, including marking, is an area of the school's work which has recently received close attention. Procedures to improve

achievement through more regular and rigorous assessment are currently becoming embedded in practice. Pupils with learning difficulties achieve satisfactorily because they are provided with work that is at the right level for them to understand.

Curriculum and other activities

Grade: 2

The school provides a broad and stimulating curriculum that is enhanced by very good opportunities for enrichment. Teachers plan together to ensure pupils' learning is linked across subjects. Opportunities to develop literacy and numeracy skills are incorporated effectively into lessons, which meet learners' needs and build on their previous experiences. There is good provision for information and communication technology. A very high proportion of pupils take part in the wide range of extra-curricular pursuits which contribute significantly to pupils' achievement in sports and the performing arts. These activities also provide pupils with additional opportunities to gain a greater awareness of healthy life-styles and do much to help promote a greater enjoyment of learning. Pupils compete against other schools in many team sports, play musical instruments and attend a variety of clubs. Visits to places of interest, and visitors with specialist knowledge, are used well to provide added interest to pupils' learning in subjects such as history and religious education.

Care, guidance and support

Grade: 2

The school takes very good care of its pupils who feel valued, safe and supported in all they do. Health, safety and child protection procedures are robust. Dedicated staff are committed to providing pupils with a stimulating and caring environment for learning. Assessment of pupils' work, and guidance to support their academic achievement, are satisfactory. Pupils are set targets to guide them towards the next steps for learning. However, pupils are not always familiar with these and are not sure how they can be used to help them to achieve more. The school works closely with parents and outside agencies to make certain that pupils with learning difficulties and disabilities receive the help they need. Transition arrangements are good and ensure continuity of learning. The caring ethos of the school makes certain that parents are kept well informed, and issues regarding pupils' learning are addressed effectively.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Satisfactory steps are being taken to raise achievement. The headteacher provides purposeful and clear leadership that is resulting in all staff becoming more accountable and responsible for school improvement. In the summer of 2005 she established a larger senior management team that teaches across the age range. This team takes pride in ensuring that developments have a coherent impact throughout the school. As a result, the school is well placed to continue to improve. In addition, the school benefits from the work of its advanced

skills teacher and the Foundation Stage co-ordinator who have opportunities to reflect on practice elsewhere. The school has many effective procedures for monitoring its work, which have resulted in good developments. For example, the introduction of learning logs which provide an excellent focus for pupils to reflect upon aspects of their work each week. However, the school recognises that more work needs to be done to more regularly analyse the progress of pupils and ensure that action is taken to enable them to consistently meet challenging targets. Parents feel listened to and consistently acknowledge how well the individual welfare of their children is addressed. The school council plays a positive role in decision making, for example, it has been influential in the introduction of a tyre park to improve play facilities. Governance is good. The governing body is very knowledgeable about many aspects of the school's work. Their monitoring is strengthened by regular opportunities to visit classes and talk to co-ordinators. However, they recognise the need to focus more closely upon how well pupils are progressing and how effectively the school's strategies are in dealing with underachievement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. We learned a lot about the school through talking to you, seeing how you were getting on in your lessons and sharing your assemblies. We could see that you enjoy your education, work enthusiastically and help each other. Well done! St Werburgh's is a school with many strengths, not least your excellent behaviour and keenness to learn. The adults who work in your school know you well and care that you develop into well rounded individuals. The learning log is a really good way to help you to think about your week's work in lessons and it helps to keep your parents informed. We enjoyed listening to your ideas for improving the school further, for example your plans for a bike shed. The fact that you raised three thousand and five hundred pounds for victims of the Tsunami disaster is a tribute to your determination to help others as much as you can. You have lots of excellent opportunities to go on visits which help your learning, for example to York and the Year 6 retreat to Edale. Also, you get the chance to be involved in a wide range of activities, including dancing or extra maths lessons with toast before school starts. Everyone at the school still wants your education to be even better. All the staff who work at St Werburgh's know what needs to be done. We agree with them that some of you could do even better in lessons and we have asked your teachers to check more regularly that you are making as much progress as you should. Thank you again for being so helpful and friendly.