



# St Weonard's Primary School

## Inspection Report

**Unique Reference Number** 116740  
**Local Authority** Herefordshire  
**Inspection number** 290620  
**Inspection date** 19 September 2006  
**Reporting inspector** Stephen Lake

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

<b>Type of school</b>	Primary	<b>School address</b>	Mount Way
<b>School category</b>	Community		St Weonard's
<b>Age range of pupils</b>	3–11		Hereford HR2 8NU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01981 580352
<b>Number on roll (school)</b>	52	<b>Fax number</b>	01981 580197
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Nick Snell
		<b>Headteacher</b>	David Thomas
<b>Date of previous school inspection</b>	1 October 2001		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
3–11	19 September 2006	290620

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small village school where the number on roll has been falling for several years. All of the pupils are of White British origin. The percentage of pupils entitled to free school meals is broadly average, as is the percentage of pupils with learning difficulties or disabilities. The school provides day care after school and also hosts the local playgroup, which shares the Foundation Stage facilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that is improving after a decline of several years. Through satisfactory leadership and management and the help of the local authority, it has correctly identified what needs to be done to raise standards and improve achievement. Teaching and learning have been monitored closely. Teaching methods have been reviewed and pupils are now taught in skill groups rather than year groups. This has brought about better achievement at Year 6, with a rise in standards attained overall. The main focus for the last year has been on improving achievement in English, which has proved successful. However, it is too early to see the effect upon mathematics, which is a focus for the current year.

Children's attainment on entry to the school varies from year to year but is generally in line with national expectations. They make satisfactory progress in Reception and start Year 1 with average skills. The school is good at teaching pupils to read and this helps them make good progress in all subjects at Key Stage 1. By the age of seven, standards are often above average overall because of the good teaching. Pupils' progress slows down in Key Stage 2, although achievement overall is satisfactory. The pupils leave the school with average standards but the more able are not doing well enough in mathematics.

Teaching is satisfactory overall but the teaching of more-able pupils in mathematics is less effective as tasks lack challenge. The information on pupils' attainment is not used well enough to offer guidance and support and to set pupils challenging targets. Marking does not clearly establish for pupils what they need to do to improve. Pupils with learning difficulties or disabilities receive good support that enables them to achieve well. The use of time is not monitored effectively enough. For example, opportunities to provide more challenging lessons are limited by the significant amount of curriculum time lost to pupils in Years 5 and 6 who undertake inappropriate tasks during lesson time. The school looks after pupils well. 'It's like being in a big family,' commented one parent, adding, 'I would recommend this school to anyone.' Pupils' personal development and well-being are good. Attendance is satisfactory and pupils say that they really enjoy school, although many Year 6 pupils say that they do not like mathematics. Behaviour is good and pupils make a good contribution to the school and village community. They know how to stay safe and eat healthily. Pupils keep fit through sport, and playing football is an important part of school life. The preparation for the future economic well-being of pupils is satisfactory. They take part in activities that develop self-confidence and provide them with the skills needed for the world of work. However, the lower achievement in mathematics limits the effect of these other activities.

### What the school should do to improve further

- Use assessment information better to set challenging targets for pupils in mathematics, especially for more-able pupils.
- Use marking better to explain to pupils how they can improve their work.
- Always ensure that time is used effectively to enhance pupils' learning.

## **Achievement and standards**

### **Grade: 3**

The standards pupils reach are average and their achievement is satisfactory overall. The small numbers of pupils in each year group understandably cause some variation from year to year in standards attained but the underlying trend shows that standards attained in Year 6 had fallen for several years and pupils at age eleven were not doing well enough in relation to their prior attainment. Last year this decline was halted and the provisional results for the 2006 national assessments at age eleven indicates gradual improvement. Most children receive some pre-school experience in the attached playgroup and enter the school with skills in line with national expectations. They make satisfactory progress in the Foundation Stage, starting Year 1 broadly average. They achieve well in Key Stage 1 and often attain above-average standards, especially in reading.

By the end of Key Stage 2, pupils achieve satisfactorily, although achievement in mathematics is lower than in other subjects as a result of more-able pupils not doing well. School records show that in Years 4 and 5, standards have risen as a result of the closer monitoring of teaching and learning and resulting professional development for teachers. Pupils with learning difficulties and disabilities receive good support and are achieving well in relation to their prior attainment. The school exceeded the challenging targets set in English for 2006 but did not meet those in mathematics, particularly the targets for the higher Level 5.

## **Personal development and well-being**

### **Grade: 2**

The school is a happy and harmonious community where pupils behave well and are proud of their school and keen to attend. Attendance is satisfactory and although a very small number of pupils have problems attending school.

The school council enables pupils to make a good contribution to the school community and older pupils support younger ones well. One pupil said, 'we are all friends here'. Pupils' social, moral, spiritual and cultural development is good. They are polite, well mannered and friendly to visitors. Pupils clearly know right from wrong, are mindful of the welfare of others and work well together. They understand cultural issues through links with multi-ethnic communities such as Wolverhampton.

Pupils know how to stay healthy and keep safe; in particular, pupils are aware of the dangers to avoid in a rural community. Fitness is important to pupils and the school council were instrumental in making short morning keep-fit sessions – 'Huff and Puff' – available to all pupils. Although pupils are satisfactorily prepared for their future economic well-being, this is limited a little by the lower achievement in mathematics for some of them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall but with some inconsistencies. Teaching is satisfactory in the Foundation Stage and in Key Stage 1 it is good. A particular strength is the teaching of reading, which provides pupils with a good foundation for learning in other subjects. Pupils are motivated and stimulated, enabling them to achieve well. In Key Stage 2, teaching and learning are satisfactory overall but have areas requiring improvement. This is particularly true in mathematics, where teachers do not make good enough use of assessment information to either set challenging targets for pupils, especially the more able, or plan suitable stimulating lessons that meet the needs of all pupils. This limits the progress that more-able pupils make in mathematics.

Marking does not always give enough information to pupils on how they can improve their work. Pupils say that teachers often make comments such as 'you must try harder,' which are not specific enough to be helpful. The needs of pupils with learning difficulties or disabilities are dealt with well through individual education plans that are well matched to their learning needs.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory, with some strength. It is rich and varied, with a good range of activities to capture the interest of children. In the Foundation Stage a good range of experience is provided covering all required areas. Personal and social development is particularly enhanced through the close links with the play group and with Years 1 and 2. In Key Stage 2 there is good enrichment through visits to areas such as Wolverhampton that not only support learning well but make a good contribution to pupils' personal development and well-being. Links with other organisations such as sports clubs and after-school clubs further enrich the pupils' experience. However, not enough attention is given to enriching the mathematics curriculum and valuable time is lost in Years 5 and 6 when pupils undertake mundane tasks such as setting out dining tables during lesson time.

### **Care, guidance and support**

#### **Grade: 3**

The care, guidance and support of pupils is satisfactory. The school cares for the pupils well and takes good measures to ensure their safety. Child protection procedures are good and pupils are guided and supported well in their personal development. Pupils' views are listened to and the school has good procedures for discussing pupil progress with parents. However, although the school has good procedures for recording the attainment and progress of pupils, this information is not used well enough to guide and support pupils in their learning, especially in mathematics at Key Stage 2. This is

a key factor preventing achievement from improving further. Pupils with learning difficulties and disabilities receive good support and achieve well as a result.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The school, with the support of the local authority, knows its strengths and weaknesses as a result of appropriate monitoring and evaluation of teaching and learning, and is taking suitable steps to bring about improvement in achievement. This has resulted in improvements in pupils' achievements, such as in English this year. However, the monitoring of the use of time is not rigorous enough and limits the effectiveness of the other strategies designed to improve achievement. There has been a strong focus on the pastoral support of pupils, which is appreciated by parents and has resulted in pupils' personal development being good.

The falling roll has created significant pressures but the headteacher and governors have suitable plans to deal with the implications of this. Improvement since the last inspection is satisfactory and the school has a satisfactory capacity to improve further. Governance is satisfactory and the headteacher and chair of governors have a suitable induction process to help the new governors understand their role.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome when we came to your school. You were very polite and gave us a lot of helpful information.

We think that your school is doing a satisfactory job in helping you learn. Your national assessments at age eleven are getting better and are similar to those in other schools but those of you who are more able are not doing well enough in mathematics. Your assessments at age seven are getting better and are now above those in other schools.

You clearly enjoy school, especially the sport, you know how to stay healthy and fit and you know how to be safe. We think that the school is helping prepare you satisfactorily for looking after yourselves when you get older and giving you skills that will help you in life. The school looks after you well and makes sure that you are safe and you behave well.

The teaching and learning in your school are satisfactory. We think that this could be better if a few changes were made, especially in the teaching of mathematics. The curriculum gives you a lot of interesting things to do but in Years 5 and 6 you lose too much time doing jobs during lessons. The school is led and managed satisfactorily and the headteacher and governors know what is needed to make your school better. We have asked them to:

- make better use of the information that they have on you to help you do better in mathematics
- use marking to give you more help on how to improve your work. You can help here by asking your teachers what you need to do
- check on how time is used to make sure that you don't spend too much time on things that don't help your learning.