



St Werburgh's Primary School

Inspection Report

Unique Reference Number 131501
Local Authority Bristol, City of
Inspection number 293769
Inspection dates 6–7 December 2006
Reporting inspector Tom Shine

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

Type of school	Primary	School address	James Street
School category	Community		St Werburgh's
Age range of pupils	4–11		Bristol BS2 9US
Gender of pupils	Mixed	Telephone number	0117 9031466
Number on roll (school)	183	Fax number	0117 9031463
Appropriate authority	The governing body	Chair	Eddie Smith
		Headteacher	Claire Jefferies
Date of previous school inspection	18 March 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school that attracts pupils from a diverse range of socio-economic and cultural backgrounds, including a high percentage of pupils from minority ethnic groups. Extended care facilities are available such as a breakfast club and an after-school club. The movement of pupils in and out of the school at other than the usual times is higher than average. The school has received National Healthy Schools status for the last three years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

'Dedicated staff have the abilities and qualities to bring out the best in our children', is how one parent accurately described this improving school whose effectiveness is satisfactory. The headteacher and her management team provide good leadership and together they are driving improvement forward. The school's leadership team with the headteacher at the helm has identified clearly the main areas that need to be addressed to ensure effective learning can take place. In particular it is rigorously and successfully tackling the legacy of pupils' underachievement which had arisen from previous unsatisfactory teaching. This was reflected in the results of the national tests at that time, and subsequently, which were too low. The main reasons for unsatisfactory teaching were quickly identified and a period of significant change brought about, including the appointment of new teachers. As a result the overall quality of teaching has improved and is now satisfactory, with significant pockets being good. Pupils achieve satisfactorily and standards are broadly average at the end of Year 6.

The downward spiral of decline that the school has been in for many years has therefore been arrested and teachers are better able to support their pupils more effectively including those who arrive at different times of the year. However, the school is not complacent and is aware that if pupils' achievement and standards are to rise more rapidly the quality of teaching and pupils' rate of learning must improve further. While teaching is satisfactory the teachers' planning does not consistently provide for all the pupils, particularly the more able, to be stretched enough to enable them to make more progress. In addition, while the quality of support given to pupils learning English as an additional language is good, the quantity of this support is not proportionate to the large numbers of pupils in this category to enable them to progress at a faster rate.

Pupils enjoy coming to this friendly school and like their teachers because 'they are kind and try to help us with our work'. They are increasingly keen to attend school and their attendance has improved and is now satisfactory. In Reception, where teaching and learning are good, children settle in well and make good progress particularly in their personal, social and emotional development. From Year 1 onwards, pupils' personal development and well-being are also good as a result of the high value placed on these areas. They enjoy lessons which, they say give them 'a chance to do different things' and particularly like using the electronic whiteboards which 'make lessons more interesting'. They have a good awareness of the value of exercise and the importance of healthy eating and say 'school meals have improved because of the new menu'. They feel safe as a result of the school's good care, guidance and support. For example, at lunchtime they say they know who to go to if they have a problem. As a result, their behaviour is good. The curriculum is satisfactory overall with a good range of activities during lunchtime and after school which pupils enjoy. The recent improvements in the school's performance are due to the clear vision and strong commitment of the headteacher, who is ably supported by all her staff but particularly by the energy and commitment of her senior teachers. The governors are led well by the recently appointed chair but until lately have not challenged the school enough about standards.

Taken together, the leadership of the school has a good knowledge of where it is now and where it needs to develop. As a result, its capacity to improve further is good.

What the school should do to improve further

- Improve teachers' planning to ensure that work is matched more closely to the abilities of all pupils, especially the more able.
- Ensure there is sufficient support for pupils learning English as an additional language to enable them to make constant progress.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. In Reception children achieve well. When they join the school their abilities are well below average, especially in language, linking sounds and letters and in calculating. Although they make good progress their attainment is still below average when they enter Year 1. The results of the national assessments at the end of Year 2 in 2006 were below average in reading, writing and mathematics, but current work in the school indicates standards are improving.

In Year 6, standards were average in English, mathematics and science. Pupils with learning difficulties and disabilities receive effective support and make good progress. More able pupils do not consistently make the progress expected of them, as teaching does not always challenge them. Pupils learning English as an additional language make satisfactory progress but do not get enough support to enable them to catch up with their peers. These include some of the pupils who join the school after the normal entry point at Reception. Pupils' improving skills in literacy, numeracy and information and communication technology (ICT) prepare them satisfactorily for the next stage of their education and beyond.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They are able to reflect sensitively on a range of issues, such as in assemblies and circle time. Pupils from Reception onwards listen attentively, show interest in lessons and respond well to the many after-school activities offered. Pupils contribute well to the life of the school and community through raising funds for charities, such as 'Food Aid' and for the Pakistan earthquake disaster. They say that they help to collect money 'because some people ain't as lucky'.

While behaviour is good there are a few pupils who have difficulty in managing their own behaviour. These pupils are supported well in 'friendship groups' and involved in setting their own targets, which is proving successful. Peer mediators from Year 6 do a good job dealing with issues and supporting pupils in need of help. Attendance has improved considerably as a result of the school's good policies and practices.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with their pupils and manage their classes well. Teachers and support assistants work well together. In Reception, the teacher provides a variety of interesting activities to motivate the children and to broaden their experiences. Although teachers take care in planning their lessons, they do not consistently ensure that the work they set is matched well enough to the full range of ability in the class, particularly of the more able. Some of these pupils are not challenged enough and do not make as much progress as they are capable of. Some marking provides clear guidance to pupils on how to improve but this is not consistently the case. Support for pupils with additional learning needs is good overall. Despite some weaknesses, the picture is one of improving teaching and therefore better progress being made now by most pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. Emphasis has rightly been placed on developing the pupils' skills in literacy, numeracy and ICT, although not all teachers encourage the use of these skills in other subjects of the curriculum. Activities in Reception are carefully organised and literacy skills are well promoted. Outdoor activities in Reception are less well developed, although improvements are planned. Throughout the school, there is a high emphasis on developing pupils' social skills. The programme for personal, social, health and citizenship education makes a strong contribution to pupils' personal development. On occasions the curriculum does not meet fully the needs of the more able. There is a good range of activities at lunchtime and after school, including football, netball, climbing, drama and art club. Pupils' experiences are also broadened from the good programme of visits and visitors.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The high levels of care and the vigilance of all staff enable pupils to feel safe and secure and to enjoy their learning, prompting one parent to write, 'My child feels safe and happy to take risks at school.' Arrangements for pupils' personal well-being and safety are good, including child protection, as is the attention paid to health and safety. Good use is made of a number of external agencies and staff within school to provide specialist help for individuals, such as looked after pupils, who might be having more specific learning and other needs. Procedures to check on how well pupils are progressing in literacy and numeracy are good. This information is used effectively to set targets for all pupils. However, target setting for the more able pupils is sometimes unrealistically low.

The role of the learning mentor has been significant in improving pupils' behaviour and attendance.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads the school well and has managed a difficult period of change successfully. When the headteacher took up her post she quickly identified the critical areas that needed to be addressed to ensure effective learning could take place. Successful procedures to monitor the quality of teaching have been introduced when previously there were none, and have led to significant improvements to the quality of teaching and pupils' learning. New procedures to improve pupils' behaviour have also been introduced and what was once a barrier to learning, is now good. The leadership team has an accurate knowledge of the strengths and weaknesses in the school. The school has worked successfully to establish a cohesive team. As a result staff work together effectively and have a shared commitment to improvement. Measures to raise standards, including monitoring, support and training, are already beginning to bear fruit. The leadership team knows that the key to achieving raised standards depends on securing a consistently good quality of teaching and recognises that more needs to be done. Governors are supportive and are now more aware of their role in monitoring the performance of the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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 very much for all the help you gave to the inspectors when we came to your school recently. We liked talking to you and to your teachers and coming to your school assembly. Your school is improving because you have a good leadership team.

These are the things we liked most about your school:

- When you first come to school in the Reception Year, you make a good start to your education and do well.
- The standards of your work are improving in English, mathematics and science.
- You are all very friendly and polite.
- You are well cared for and you told us you feel safe and well supported.
- Your headteacher, the staff and the governors run the school well.
- You enjoy school and most of you attend regularly.
- You also behave and get on well with each other and with all members of staff.
- You have a good understanding of the importance of exercise and healthy eating.
- You enjoy the range of out-of-school activities and clubs.

But, to make things even better, we have suggested some things that we think will help:

- We think that some of you could be doing more difficult work in lessons.
- Some of you learning English as an additional language could do with some extra help.

We really enjoyed talking to you about your work and watching you learn and wish you all well for the future.