

St David's School

Inspection report

Unique Reference Number	115743
Local Authority	Gloucestershire
Inspection number	312050
Inspection dates	20–21 May 2008
Reporting inspector	Jill Arnold

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	277
Appropriate authority	The governing body
Chair	Neil Sullivan
Headteacher	Robert Forster
Date of previous school inspection	29 April 2004
School address	East Street Moreton-in-Marsh GL56 0LQ
Telephone number	01608 650521
Fax number	01608 652341

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most pupils at this larger than average primary school are White British. A smaller than average proportion of pupils have learning difficulties and/or disabilities. The school was badly affected by the floods in July 2007. It moved back into permanent buildings a month before the inspection following eight months in temporary classrooms.

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 friendly, well organised school that provides a satisfactory quality of education. Considering the major disruption it has encountered over the last year caused by flooding and temporary accommodation, this is a considerable achievement. One of the school's strengths is the high quality of the relationships that exist between staff and pupils, and between the pupils themselves. This contributes greatly to pupils' personal development and well-being, which are good. Pupils enjoy school, they behave well and have good attitudes to learning.

Satisfactory leadership and management ensure that the school runs smoothly day to day and provides a safe, attractive environment for the pupils to learn. Care, guidance and support for pupils are satisfactory. The leadership has a clear view of its strengths and areas for improvement and takes action to support pupils who fall behind in their learning. Although there are satisfactory systems to measure pupils' progress, the information is not analysed or used sufficiently well. Most pupils make satisfactory progress to reach standards in English and mathematics that are broadly average. However, targets need to be more ambitious to accelerate the progress of pupils at risk of underachieving. Although gradually rising standards indicate that the school has a satisfactory capacity to improve, more rigorous monitoring by the wider leadership team would enable them to have greater impact on improving pupils' achievement.

Although the quality of teaching and learning is satisfactory it is uneven, and some of it is better than this. In some classes, good teaching that is sharply focused enables pupils to make good progress in lessons. Teachers plan interesting lessons that appeal to pupils and motivate them to learn. However, the guidance pupils receive in lessons is not always precise enough to enable pupils to be clear about exactly what is expected of them. The marking of pupils' work is not always sufficiently thorough and whilst comments are encouraging, they do not routinely provide guidance to pupils on how to improve their work.

A broad, balanced curriculum and a good range of additional activities successfully promote pupils' social, moral, spiritual and cultural development. Although satisfactory, the curriculum was affected by the floods. Provision for information and communication technology (ICT) was particularly restricted and the school is now working successfully to raise standards with its new resources. Pupils' appreciation of healthy lifestyles is satisfactory but hampered by the limited range of opportunities for physical education (PE). The good opportunities provided for pupils to develop responsibility and work collaboratively, combined with their literacy and numeracy skills, help to prepare them well for their future economic well-being.

Effectiveness of the Foundation Stage

Grade: 2

From broadly average starting points, children make good progress in all areas of learning during their Reception Year. By the end of Reception, all children are working securely at or beyond the levels expected for their age. Teachers make effective use of detailed assessments of children's progress to plan an interesting range of activities which enable children to take the next step in their learning. Leadership of the Foundation Stage is good, and staff teamwork and relationships with children are strong. Staff carefully guide children as they try new experiences which help them to gain confidence and grow in independence. Positive partnerships with parents and pre-school settings contribute to the good start children make at school. The

only weakness is outdoor provision. The school plans to address this in the near future by providing a covered area for all year round outdoor learning.

What the school should do to improve further

- Make better use of assessment data to set challenging targets and ensure pupils of all abilities achieve their best.
- Improve learning by providing pupils with precise guidance and feedback on how to improve their work, both in lessons and marking.
- Enable the school's leaders to have a greater impact on improving achievement by strengthening their monitoring role.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Although each new intake varies, children's skills are broadly as expected for their age when they start school. They make a good start that is solidly built on as they progress through the school. In 2007, pupils in Year 2 attained above average results in the national tests for reading, writing and mathematics. The school's assessments for this year present a similar picture, and confirm an improving picture. The standards and progress of Year 6 pupils in 2007 dipped to below average in mathematics and science, and average in English. Pupils currently in Year 6 have made satisfactory progress since Year 2 and the school's assessments indicate their standards to be above average. Although teachers monitor the progress made by pupils with learning difficulties and/or disabilities, these pupils do not always make sufficiently rapid progress.

Personal development and well-being

Grade: 2

The way pupils have coped with the disruption over the last eight months demonstrates their resilience and maturity. They show respect and responsibility and make a positive contribution to the community through various roles including the school council, class jobs and prefect and buddy systems. Pupils attend and co-operate well in lessons and they play harmoniously together. Their good awareness of how to keep themselves safe is reflected in their sensible behaviour around the school and safe handling of equipment. Attendance figures are better than average, a measure of pupils' enjoyment of school. A small minority of pupils do not regularly arrive at school on time, which has a detrimental effect on their learning.

Quality of provision

Teaching and learning

Grade: 3

Teaching is typically underpinned by good relationships between staff and pupils, which help to instil positive attitudes to learning. Thoughtful lesson planning helps pupils to enjoy their learning by being active in lessons, including sharing ideas and working collaboratively on practical tasks. However, opportunities to involve pupils in evaluating their own work are sometimes missed. Teachers generally use questions effectively to assess and extend pupils'

learning. Whilst some lessons provide pupils with really clear expectations and good levels of challenge, which result in their making good progress, the use of specific objectives and targets is not consistent across the school. Approaches to marking are variable and in some cases insufficiently thorough and precise to help pupils move forward. Although teaching is monitored by the leadership team, more rigour would assist the development of consistency of teaching across the school.

Curriculum and other activities

Grade: 3

The curriculum is broad, balanced and carefully planned to meet the interests of pupils. Increasingly effective use is made of links between subjects and educational visits to make learning meaningful and enjoyable. Appropriate emphasis is given to the development of literacy and numeracy skills through practical activity. Cultural education is widening through the development of a more creative curriculum and links with a school in Kenya. ICT and PE are relatively weaker areas due to the floods, but the school is actively working to improve them. Although additional provision is made for pupils whose progress is slower in literacy and numeracy, the coordination and evaluation of these programmes require more attention to ensure they are effective.

Care, guidance and support

Grade: 3

There are good procedures in place to keep pupils safe and attend to their well-being, including satisfactory partnerships with external agencies. The support of parents is harnessed early on to support pupils' well-being. Staff manage behaviour consistently and positively, helping pupils to feel safe at school and to form productive relationships. Strong links with the Church help to create a caring, supportive environment and encourage pupils to make a positive contribution to the community. Whilst pastoral care for pupils is good, the quality of academic guidance for pupils needs strengthening. The way the school analyses and uses assessment data needs to be improved so that pupils may be supported more effectively. The use of targets is underdeveloped and guidance for pupils is not always precise enough to help them all to make good progress.

Leadership and management

Grade: 3

The headteacher and staff are committed to making learning enjoyable in a safe, supportive environment. They work together as an effective team to ensure pupils are safe and cared for. The large majority of parents who responded to the pre-inspection questionnaire were overwhelmingly positive about what the school provides. One parent typically commented, 'I find this school warm, welcoming and caring. My children are eager to go every day and love being there. I like the emphasis on respect and politeness'. A small minority felt that insufficient account is taken of the views of parents and carers, notably about the provision of school lunches.

Whilst the leadership provides clear direction regarding the school's ethos and management, school improvement planning places more emphasis on what the school provides rather than what the pupils achieve. The school correctly judges pupils' achievement as satisfactory and

recognises the need to monitor learning more closely and use targets more precisely. Governors play an active part in the life of the school, and are well informed and organised. They supported the school effectively during its unsettled period following the floods.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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	3

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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

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?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

Dear Pupils

Inspection of St David's Primary School, Moreton-in-Marsh, GL56 0LQ

Thank you for your help when we came to inspect your school. We enjoyed visiting your lessons and talking to you. I am writing to tell you what we found out.

The past year has not been easy for the school with the floods and temporary classrooms, but we would never have guessed! I am sure you will be pleased to know that, despite all the disruption, your school is providing you with a satisfactory education. It runs smoothly and has a calm, orderly atmosphere, because it is well organised and the pupils and staff get along together well. The Reception classes provide a good start to your school life. You enjoy school and have good attitudes. We were particularly impressed with your friendly and mature behaviour. The staff make sure that you have a satisfactory range of activities and interesting lessons. You work hard and make satisfactory progress in your learning. The teachers know that PE and ICT have suffered a little and are busy making improvements.

The people who run your school worked hard to manage the flood problems successfully. Now you have settled back into your newly decorated buildings, they are looking forward to making the school as good as it can possibly be to help you achieve even better. We have recommended the following things to help them.

- Make better use of information about your progress to set you targets that will help you to achieve your best.
- Give you more detailed advice, so you know exactly what is expected of you in lessons and how to improve your work.
- Give all teachers more responsibility for helping the school to improve.

You can help too, by acting on the advice your teachers give you and by speaking up if you are not sure exactly what you have to do.

Yours sincerely

Jill Arnold

Lead inspector