

# St Werburgh's Church of England VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	112919
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	325718
<b>Inspection dates</b>	29–30 January 2009
<b>Reporting inspector</b>	Rajinder Harrison

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	277
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Louise Shipley
<b>Headteacher</b>	Mrs Rosemary Wibberley
<b>Date of previous school inspection</b>	28 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Street Spondon Derby Derbyshire DE21 7LL

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<b>Age group</b>	4–11
<b>Inspection dates</b>	29–30 January 2009
<b>Inspection number</b>	325718

**Telephone number**

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**Age group** 4-11

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. Most pupils are of White British origin, but a very small proportion represents a diverse range of minority ethnic backgrounds. The percentage of pupils with learning difficulties and/or disabilities is below average. Their needs cover a wide range, but are mainly in the category of moderate learning difficulties. An average proportion of pupils have a statement of special educational needs.

Most children start in the Reception class of the Early Years Foundation Stage with knowledge and skills that are broadly at the levels expected for their age in most areas of learning, although their basic literacy and numeracy skills are often less secure.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Aspects of its work, such as the personal development of pupils, and the care, guidance and support they receive are outstanding. Pupils' very high level of attendance and their enthusiasm for school reflect their eagerness to learn. The school's supportive ethos helps pupils to feel very well cared for and highly valued. They feel safe at school and are confident that staff will listen to them if they have any worries. They show high regard for others, form excellent relationships and take responsibilities willingly. Their behaviour is exemplary. The school's work to foster community cohesion is outstanding. There are numerous links with the local and wider communities, and pupils' contribution as young citizens is outstanding. Parents are very positive about the school and they value how well their children thrive here.

Achievement across the school is good. Children in the Reception class develop confidence and independence through a range of exciting activities and experiences. Their literacy and numeracy skills are often less secure when they start school, so more time is devoted to these areas. This good start helps children achieve well and by the end of the Reception year, they attain average standards. Good teaching ensures that pupils continue to achieve well in Years 1 to 6. Overall standards are above average at the end of Year 2 and well above average at the end of Year 6. At both key stages, standards are markedly higher in reading and science than in writing and mathematics, which are both above average. This is largely due to pupils' lower attainment in their calculation skills and the lower performance overall of the boys compared to the girls. The school has taken effective action to improve provision for mathematics and pupils are working at higher standards this year than those indicated in 2008. However, the school has not done enough to raise pupils' performance in writing, particularly among the boys. Teachers generally plan lessons well so that they meet the learning needs of pupils. Occasionally, their expectations of boys are not high enough, particularly in relation to the quality of the written work they produce. Pupils who find learning difficult achieve well because they receive good individual support. The curriculum is good overall, but pupils have insufficient opportunities to write at length across all subjects. Excellent additional activities enrich learning well.

Good leadership and management have ensured good improvement since the last inspection. The headteacher involves all staff and governors in evaluating the school's performance and identifying improvement priorities. Pupils' progress is now monitored rigorously and the targets the school sets itself are challenging. The staff recognise that while overall achievement is good, the lower performance of boys overall, relative to that of the girls, is not being analysed closely enough to ascertain why they do not learn as effectively. Subject leaders monitor teaching regularly, but do not measure the quality of learning as rigorously. Nevertheless, leaders are largely accurate in evaluating the quality of the school's work, and there is a good capacity to make further improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Robust procedures ensure children's safety and well-being are secure, and that children feel valued. They form excellent relationships and, as a result, are happy and confident in their work and play. They arrive eagerly and explore what teachers plan for them enthusiastically. They share resources sensibly and treat each other kindly. Behaviour is excellent. Children know how to keep healthy, for example by drinking water and washing their hands before eating. Liaison

with parents is good. Parents are encouraged to support their children's learning and are confident they can discuss any concerns with staff. Children move into Year 1 confidently because the Reception class is integrated well in all school activities.

Children achieve well because teaching is good. A good balance of adult-led activities and those children choose for themselves enable learning to flourish. Literacy and numeracy skills are taught well and other activities are equally well organised. Teachers and support staff work together effectively to make sure children try everything, gently steering them towards tasks they find difficult or less attractive. Occasionally, the level of challenge is not high enough for a few who could achieve more. While most reach average standards in all the areas of learning, a few are sometimes less secure in their writing and calculation skills. Children's creative and physical development is above average. With the new outdoor area and equipment, they have good opportunities for creative play and physical challenges, for example when dancing for the Chinese New Year and climbing up the net on the play tower. Good leadership and management ensure that the Early Years Foundation Stage functions effectively. Children's progress is tracked well in order to inform their next steps in learning.

### **What the school should do to improve further**

- Raise standards in writing by providing more opportunities for pupils to write in subjects other than English.
- Monitor learning more rigorously, particularly to ensure that the boys always produce their best work.
- Analyse which aspects of learning boys find difficult, and take the steps required to raise their performance to match that of the girls.

## **Achievement and standards**

### **Grade: 2**

The good achievement seen in the Early Years Foundation Stage is maintained in Years 1 to 6. Teachers know how much progress is expected of pupils in each year group and plan work to help them make these gains. In the teachers' assessments of 2008, Year 2 pupils attained standards that were below average in reading, writing and mathematics. This was a particularly low attaining year group. Current Year 2 pupils are on track to reach above average standards. Pupils in Year 6 are working at above average standards in mathematics and well above average standards in English and science. In English, reading is a strength, but writing standards are above average. Pupils' progress in writing, while satisfactory, is not good because pupils do not have enough opportunities to write in subjects other than in English. The action taken to improve pupils' calculation skills has started to have an impact on raising standards in mathematics. The performance of boys overall is lower than that of the girls in all subjects and at both key stages. A significant minority of boys make satisfactory rather than good progress. Pupils who need extra help with their learning receive the support they need to achieve well.

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

### **Grade: 1**

Pupils' personal development including their spiritual, moral, social and cultural development is outstanding. They say they love school and typical comments include, 'I wouldn't change a thing', and 'teachers trust us, care and listen to us'. Pupils are kind, courteous and polite. The school's strong ethos engenders in them an excellent understanding of the world's rich diversity and their part in helping others. For example, older pupils look after younger ones at meal

tables and model outstanding relationships and behaviour. Mediators and monitors support those who feel upset or worried and are quick to offer guidance when disagreements arise. Sensitive individual guidance allows pupils who lack confidence and resilience to gain the skills they need to flourish. The school council regularly organises charity events and is involved in the appointment of teachers. Pupils' contribution to the community through various church activities and other events is outstanding. Excellent links to communities abroad give them a very good understanding of, and respect for other cultures and traditions. Pupils have an excellent understanding of the need to keep safe, eat healthily and exercise. When at school, they select healthy lunch options and participate in the daily fitness regimes enthusiastically. Pupils enjoy an extensive range of activities and there is an excellent uptake of clubs. The many visits and visitors introduce pupils to the wider world of work. Their good achievement and outstanding personal skills prepare them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall impact of teaching on pupils' learning is good. There is some outstanding teaching in the school. In the best lessons, teachers are especially successful at motivating and engaging the boys in learning. For example, all pupils enjoy practical tasks where teachers introduce a level of competition, and these particularly appeal to the boys. Support staff are used to good effect to help individual pupils and small groups achieve well. Teachers generally involve pupils well in lively question and answer sessions and pupils respond enthusiastically. Their response is even better when they explore and discover information for themselves. Teachers make good use of computer facilities to present information so that pupils learn more effectively. Improved assessment procedures provide teachers with very detailed information about the progress of individual pupils and groups. Teachers use this information well to plan teaching and learning but, occasionally, their expectations of how much work the boys produce and its overall quality are not high enough. Much of the work actively involves pupils working independently, but occasionally teachers direct learning too much, and this limits progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is structured and planned well. It is extensively enriched through additional activities that include sport, music and languages. The increased emphasis given to developing pupils' calculation skills has led to standards rising in mathematics. The school is developing a more topic-based approach to the planning, but pupils still do not have enough opportunities to write at length in subjects other than English. While girls achieve very well through the curriculum, the performance of some of the boys is not as good. Pupils generally have insufficient opportunities to select topics and projects that particularly interest them. There are effective activities and support for more able pupils, or for any who fall behind in their targets. Provision for information and communication technology (ICT) is good and teachers plan its use well. An excellent programme for personal, social and health education supports pupils' personal development. Many visits and visitors add excitement to pupils' learning. In particular, the residential trips to Edale capture pupils' love of the natural world and the freedom to explore.

## Care, guidance and support

### Grade: 1

Care arrangements are outstanding. Staff know the pupils exceptionally well and pupils feel staff will listen and help them if problems arise. Child protection, safeguarding and health and safety procedures meet requirements. Pupils who have specific social or educational needs are supported sensitively and external agencies are consulted when appropriate. Pupils new to the school integrate quickly and confidently and excellent links with the secondary school ensure Year 6 pupils feel confident to move on.

Teachers assess pupils' progress regularly and thoroughly, and so identify early those who need specific help. Pupils have an excellent understanding of their individual targets. They know what they need to do to improve and have good opportunities to check their work and ask for help. The targets are shared with parents so that they can support their children's learning. Very constructive detailed marking explains to pupils what is good about their work and what to do to improve.

## Leadership and management

### Grade: 2

The headteacher, staff and governors work successfully to provide pupils with a calm, friendly environment. However, the difference in the achievements of boys and girls means that the issue of equality of opportunity is not fully addressed. While teaching is monitored regularly, the process is not rigorous enough to identify where and why some of the boys fail to learn as effectively as others. The leadership team uses tracking and assessment data to set whole school targets that are challenging. Staff have the support and training they need to carry out their roles successfully. Governors support the school well. Their regular visits enable them to monitor the school's performance and ask probing questions about developments. Partnerships with schools, both home and abroad, local colleges and community groups are outstanding and support curriculum enrichment well.

Relationships with parents are very positive. The school, quite rightly, enjoys high regard in the area because of the effective way it embraces equally all the cultures and traditions represented there. Its excellent work with local and international communities makes the school's contribution to community cohesion outstanding.



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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?	2
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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	1
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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

2 February 2009

Dear Pupils

Inspection of St Werburgh's Church of England VA Primary School, Spondon, Derby, DE21 7LL

You may remember that three inspectors recently came to visit your school. Thank you for making us welcome and for talking to us about all the interesting things that you like about your school. We particularly liked the way older children look after the younger ones at lunchtimes. You are very kind to others, care for people in other parts of the world and do much to raise money for many good causes. All of you who have specific jobs as school councillors and 'mediators' carry out your duties very sensibly. You have an excellent understanding of how to stay safe, fit and healthy. You eat healthy food and attend many sports clubs at the school.

Yours is a good school. Your headteacher and all the other staff do a good job in making sure you achieve well. We were impressed with your excellent behaviour and your enthusiasm in lessons. You work hard and do well in your work. We were very impressed to see how many of you knew and made such good use of your individual learning targets. Children get off to a good start in the Reception class and pupils in Year 6 are working at standards that are well above those expected.

The curriculum, that is all the things you learn about, is good. You have excellent opportunities to take part in and learn interesting things through, for example, residential visits, singing at church, celebrating other cultures and linking up with communities both home and abroad. Staff take excellent care of you and they give you plenty of help so that you know what you need to do, to do even better.

Every school, even one as good as yours, has things that could be better. We have asked the school to give you more opportunities to write in subjects other than English. We would like your teachers to check more carefully that all of you, but especially some of the boys, learn as much as you can and always do your best work. In addition, we want teachers to find out what would help the boys do as well as the girls and then make sure that this happens.

You can help too by trying your best in all your lessons. Thank you again for being so helpful and friendly during our visit. We hope that you will all do well in the future.

Yours sincerely

Rajinder Harrison

Lead Inspector