

# St Weonard's Primary School

## Inspection report

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<b>Unique Reference Number</b>	116740
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	338882
<b>Inspection dates</b>	22–23 March 2010
<b>Reporting inspector</b>	David Driscoll

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Davies
<b>Headteacher</b>	David Thomas
<b>Date of previous school inspection</b>	19 September 2006
<b>School address</b>	Mount Way St Weonard's Hereford
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<b>Email address</b>	admin@st-weonards.hereford.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. He observed nine lessons and three teachers. The inspector held meetings with groups of pupils, parents, staff and governors. He observed the school's work, and looked at records of pupils' progress, the school's development plan, records of checks on teaching, documents relating to the safeguarding of pupils, the responses to 17 parental questionnaires and to the pupils' questionnaire.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the progress of boys in mathematics
- the reasons for apparently slower progress in Years 3 to 6 when compared with the rest of the school
- pupils' concerns about safety.

## Information about the school

This very small school serves a rural area. With such small numbers, the characteristics of the pupils change from year to year. Currently, the proportion of pupils known to be eligible for free school meals is above average, and the proportion of pupils with special educational needs and/or disabilities is well below average. Very few pupils come from a minority ethnic background. The school operates an after school club and also hosts the local playgroup, which shares the Early Years Foundation Stage facilities. The playgroup is not managed by the school's governing body and so is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Children get off to a good start in the Reception Class, where they are taught well and make good progress. Tasks are enjoyable and presented in a way that enthuses the children. Expectations of what children can achieve are high. The same is true in Years 1 and 2, so pupils' good progress continues, and they start Year 3 with high levels of attainment. Progress from that point on is inadequate; attainment is only average by the time pupils leave Year 6. Teachers in Years 3 to 6 do not have high enough expectations of their pupils. The work given to pupils is often too easy for them because teachers do not use information gained from assessments to ensure that tasks are matched to pupils' abilities. Pupils spend too long listening to the teacher, rather than being active and getting on with tasks for themselves.

Pupils have a good knowledge of how to stay fit and healthy; this is helped by all the sporting activities that are available to them. They play a good role in the school and local community, readily taking on posts of responsibility. The school council members take their roles seriously and play a good part in improving the school environment. However, around one in three of those pupils responding to the pupils' questionnaire said that they do not feel safe in school. They have concerns about bullying, which they feel are not taken seriously by staff. The school has a very clear policy on how pupils should report bullying and how staff should respond. However, this is not followed by all staff. There are no alternative ways for pupils to raise such concerns, so the school's leaders were unaware that they existed. Other aspects of safeguarding and care are also inadequate. Risk assessments have not been carried out for many activities and there are not enough staff on duty at the after school club.

The leadership and management of the school are inadequate. Checks on teaching are not carried out often enough, so the school's leaders do not have an accurate picture of where strengths and weaknesses lie. The school's own assessments of pupils' progress are accurate, but they are not used to hold staff to account, either by the headteacher or the governing body. The governing body does not have accurate and up-to-date information on the quality of teaching or pupils' achievement, so it is unable to provide the level of challenge expected of it. The result is inaccurate self-evaluation that underestimates the extent of the school's weaknesses and demonstrates the school's inadequate capacity to secure improvement or to provide value for money.

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## What does the school need to do to improve further?

- With immediate effect, meet requirements for keeping pupils safe and ensure that all pupils feel safe by:
  - ensuring all pupils' concerns are taken seriously and acted upon
  - providing more ways in which pupils can alert staff to their concerns
  - carrying out the required risk assessments
  - ensuring there are sufficient staff on duty at the after school club.
- Eliminate inadequate teaching and improve pupils' progress in Years 3 to 6 by:
  - raising teachers' expectations of their pupils' capabilities so they are given more demanding tasks
  - making better use of assessment information to match tasks to pupils' abilities
  - ensuring pupils spend less time listening to the teacher and more time actively engaged in their learning.
- Improve the quality of self evaluation by:
  - carrying out more frequent monitoring to clearly identify the strengths and weaknesses in teaching, so that strengths can be built upon
  - ensuring the governing body has all information necessary for it to monitor the school's performance and challenge the school's senior management
  - using the data on pupils' progress to ensure staff are held accountable for the standards achieved in their classes.

## Outcomes for individuals and groups of pupils

**4**

Pupils' attainment and progress observed in lessons matches the school's own assessments, and shows a clear difference between groups and classes. Pupils in Reception and Years 1 and 2 are lively and interested in their work. They want to do well and proudly show off their work to their teacher and visitors. They were very excited about producing their own weather forecast for videoing and set about producing weather maps with high levels of concentration and good cooperation. Pupils still cooperate in other year groups, but the excitement and enjoyment is not evident. These pupils reported that they enjoyed coming to school to see their friends and participate in sport, but that they did not enjoy lessons. Boys in particular quickly become bored when they have to listen to the teacher for long periods, and they make slower progress than girls. Although they do not misbehave, pupils start to fidget rather than concentrate on their work. Higher-attaining pupils, who make up the great majority of pupils starting Year 3, make little progress in English, mathematics and science because they find the work too easy. In mathematics lessons, for example, they sometimes completed a task before the teacher had finished explaining it. However, they are able to apply their skills in different contexts. Those pupils with special educational needs and/or disabilities make satisfactory progress, because the work is

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pitched at a level more suited to their ability. Pupils are polite and respectful. They speak confidently, and with feeling, about their learning and the care they receive. They understand the issues facing the local community and play a good role in it. The pond they helped to build is now a protected site for rare newts, for example. Pupils have a well developed sense of right and wrong, and are very clear about the importance of 'sticking to the rules'. They are punctual and their attendance is average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>4</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Lessons in Years 3 to 6 are characterised by slow starts where the teacher talks to the pupils for a lengthy period. Questions often only require a single word answer, or are completed by the teacher. Mini-whiteboards are used well in mathematics to check pupils' understanding, but this does not result in an increase in challenge when it becomes clear that higher-attainers do not have to think about the answers. After the introduction, pupils work in groups, according to their ability. These grouping are accurate, and allow more-able pupils from lower years to work with those in higher years. However, tasks rarely stretch the middle- or higher-attaining pupils, so they

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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quickly complete them. Targets are not referred to. This is in stark contrast to lower years, where all pupils know what they are aiming to improve in each lesson, and how to go about it. The curriculum provides a good range of extra activities, for which the take-up is high. There is a sound range of trips and visitors to help teach pupils about life outside school. Pupils know that they have to speak to their class teacher if they are bullied; however, they have lost faith in the school's ability to take their concerns seriously. There are no other ways whereby they can make their concerns known to other staff, and the school does not seek their views about their life in school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

The school's leaders are not doing enough to drive the school forward and the capacity for sustained improvement is inadequate. Pupils' progress is tracked well, but not analysed in sufficient detail so leaders think that progress is improving, when it is actually getting worse. The reasons for pupils' underachievement are not fully investigated when they become apparent, so achievement continues to decline. The local authority has provided intensive support since September 2009, but this is yet to show any real benefits for pupils in terms of accelerated progress. Although the headteacher has taken part in training activities led by the local authority, no lessons have been formally monitored since June 2009. The governing body has not been aware of the extent of the school's deficiencies because it has not been provided with all the information it needs. It was unaware, for example, of the health and safety audit carried out by the local authority in September 2009 that pointed to major deficiencies in safeguarding. In particular, no risk assessments have been carried out for science, design and technology or the weekly trip to the swimming pool for the whole school. The school has clear policies in place for tackling discrimination and the governing body monitors and evaluates their implementation appropriately. The school is aware of its pupils' needs in terms of community cohesion, and as a result, has produced a well thought out plan to improve provision further by establishing greater links with schools in communities different from St Weonard's.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children join the Reception Class with the skills and knowledge expected for their age. They make good progress in all areas of learning, but especially so in their reading, writing and mathematics, where staff take every opportunity to encourage them to sound out their spellings, read for themselves and count whenever possible. The results are clear in the above average standards apparent when they join Year 1. In lessons, children usually behave well and pay good attention. They particularly like the fun ways that the teacher uses to introduce topics, such as the robot that halves numbers. Such an approach also fires their curiosity. 'What happens if you put the number in the wrong end of the robot?' Sometimes, the introductions can go on for too long and children start to become restless. Children get good encouragement to behave well, and praise when they obey the teacher. On occasions though, a stricter approach is not taken quickly enough when other methods fail. Children love the attractive and stimulating outdoor area, which is used very well by the staff to provide a good mix of activities. This is not as effective in the afternoons, when the teaching assistant is not available and the class teacher has to work with three different year groups, so less time is available for those in Reception. Assessment is a real strength. It is highly detailed and used very well to plan the next steps in learning for every child. The results are also used very well to ensure that all children are making equally good progress, and to inform their parents and carers of how well they are doing. Parents are very appreciative of the good care and teaching that children receive. Good improvements have been made since the school was last inspected. The manager has identified exactly where improvements can be made and has effective plans to bring them about.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are generally happy with all that the school provides. Very few provided comments, but there was praise for the teaching and support in the Reception Class and Year 1. Some concerns were raised about new parents not knowing how to contact governors. Parents should understand how they can contact governors, though the school office. All parents responding felt that the school kept their children safe. During the inspection, the inspector found this was not the case.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Weonard's Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	65	5	29	1	6	0	0
The school keeps my child safe	13	76	4	24	0	0	0	0
The school informs me about my child's progress	11	65	5	29	0	0	1	6
My child is making enough progress at this school	9	53	7	41	0	0	1	6
The teaching is good at this school	9	53	7	41	1	6	0	0
The school helps me to support my child's learning	10	59	6	35	1	6	0	0
The school helps my child to have a healthy lifestyle	11	65	4	24	2	12	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	65	5	29	0	0	1	6
The school meets my child's particular needs	10	59	6	35	0	0	1	6
The school deals effectively with unacceptable behaviour	9	53	6	35	1	6	1	6
The school takes account of my suggestions and concerns	8	47	7	41	0	0	1	6
The school is led and managed effectively	9	53	6	35	2	12	0	0
Overall, I am happy with my child's experience at this school	12	71	3	18	1	6	1	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Wednesday 24 March 2010

Dear Pupils

Inspection of St Weonard's Primary School, Hereford, HR2 8NU

Many thanks for all the help that you gave to me when I visited your school.

You were very polite and sensible when speaking to me. You have a good understanding of how to stay healthy and take part in lots of sport. You told me that you like coming to school because you have many friends and you get to play different sports. Some of you in Years 3 to 6 do not like lessons because you have to spend too long listening to the teachers, when you would rather be doing things for yourselves. I agree. Lessons in Reception and Years 1 and 2 are fun, exciting and really make you think hard. You learn quickly and start Year 3 with standards that are much higher than usually seen nationally. In Years 3 to 6 though, you often find the work too easy and do not learn as much as you should do. You also told me that you are worried about bullying, and that teachers do not always take your concerns seriously. The people who run the school have not carried out all the checks that they should have to ensure you are as safe as possible. All this means that you are not getting a good enough education. So I have asked your teachers in Years 3 to 6 to let you get down to your own individual work more quickly, and to make sure that they always give you work that builds on what you already know, and that you find difficult, but achievable if you work hard at it. I have asked the people who run the school to make sure that they listen to you when you are worried, and to provide you with ways, other than telling your teacher, of letting them know your concerns. I have also asked them to make sure that they carry out all the checks that they should do to ensure you stay as safe as possible. Unfortunately, your school is not improving as quickly as it should, so it has been put into 'special measures'. The people who run the school are not checking that everyone is doing their job as well as they can, or finding out why you are not making as much progress as you should. I have asked them to make sure that they have all the information that they need to identify what works well and what needs to be improved, so that they can build upon the strengths and tackle the weaknesses. Another inspector will visit your school every term to see if things are getting better.

Yours sincerely

David Driscoll

Lead inspector

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