

St Werburgh's Primary School

Inspection report

Unique Reference Number	131501
Local Authority	Bristol
Inspection number	341151
Inspection dates	9–10 March 2010
Reporting inspector	Gerald Griffin

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Victoria Langdon
Headteacher	Claire Smith
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by three additional inspectors. Three quarters of the time in school was spent observing learning. The inspectors visited 20 lessons taught by eight teachers. They joined an assembly, observed break times, and held meetings with governors, staff, groups of pupils and a carer. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 86 pupils' questionnaires, 13 staff questionnaires and 54 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by boys at Key Stage 1 and by pupils of Pakistani heritage across the school
- learning and progress in science at Key Stage 2
- the quality of the challenge that teachers provide to secure good progress in all subjects
- the effectiveness of improvement planning to accelerate progress and secure higher attainment.

Information about the school

St Werburgh's is a smaller than average size primary school. Three fifths of pupils come from a wide range of minority ethnic homes in which most do not speak English as their first language. Other pupils are from White British families. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils with a statement of special educational needs and/or disabilities is above average. The nature of their needs includes speech, language and communication, behavioural, emotional and social needs, and physical disabilities. The proportion of pupils eligible for free school meals is above the national average. The headteacher has been in post for two years. The breakfast and after-school club is managed by the governors and was seen as part of the inspection. The school has recently gained a number of awards including Healthy Schools and Activemark. The Early Years Foundation Stage provision comprises a Reception class.

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?

2

The school's capacity for sustained improvement

2

Main findings

St Werburgh's provides a good quality of education within a very safe, welcoming and caring atmosphere. Parents are very pleased with the quality of education that the school provides. Typically, one parent wrote, 'The school has a lovely atmosphere in which teachers and pupils respect each other and any problems are sorted out straight away.'

Children get off to a good start in the Reception, where they progress well in all the areas of learning because their teaching is good. Good progress continues in Years 1 to 6 and attainment, by the time pupils move to secondary school, is average. Since the last inspection, pupils' achievement has improved and it is now good. The quality of teaching and marking has improved and is also good. The school has experienced some leadership and staffing difficulties recently during which progress in science at Key Stage 2 slowed. Now that staffing is stable, the school has successfully tackled this problem through effective improvement plans. Progress in science is now good and pupils are quickly catching up on missed work. This leadership record, together with its largely accurate self-evaluation, shows the school's good capacity for continued improvement.

Most aspects of pupils' personal development are good. They feel very safe in school and behave well. Pupils do their best to adopt a healthy lifestyle. However, pupils' attendance is low because some of them miss too many days when their parents and carers take them on holidays during term time, a practice of which the school disapproves. The school's information on their progress shows that these pupils often make slower progress than those who attend very regularly.

Relationships in lessons are positive and pupils are keen to learn. They make good progress because teachers plan challenging work that matches accurately the needs of each pupil. Occasionally, the pace of learning slows during a lesson when teachers move pupils onto work they find too hard. Typically, this happens when teachers do not ensure that pupils have a sufficient grasp of the topic to enable them to cope with more difficult work. The curriculum has many good features such as the way it reflects the varied cultures of its pupils. Staff's skilful use of their detailed knowledge of the personal needs of each child to provide pupils with a good standard of care, guidance and support. This extends to the breakfast and after-school club, in which pupils are very safe.

The headteacher's clearly articulated drive to improve the school is enthusiastically embraced by the staff.

What does the school need to do to improve further?

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- Improve the consistency of the pace of learning by ensuring that pupils have a sufficient grasp of an area of learning to enable them to start on harder work.
- Improve attendance by working with parents, carers and outside agencies to reduce the number of holidays taken in term time

Outcomes for individuals and groups of pupils**2**

The learning observed in lessons was good throughout the school. There was good learning in an English lesson in which pupils were developing an understanding of sequencing a report on how a spider catches its prey. Pupils were captivated by a video of the spider at work and enthusiastically planned their writing. They discussed their ideas with a partner, which helped them clarify their thoughts and gave them confidence. Later, they skilfully used their plans to write interesting and vivid accounts of the spider's behaviour. At the end of another lesson, pupils were gaining good levels of independence by measuring their progress against their targets by writing down what they had learned during the lesson on notes which they pinned on a board. They enjoyed reading each other's comments, and concluded that they had made good strides in their learning of mathematical shapes. Because they all had sufficient grasp of the topic, they then thought carefully about what they needed to do in the next lesson to extend their knowledge and understanding.

Pupils, including those with special educational needs and/or disabilities, enjoy learning and their achievement is good. Pupils who do not speak English at home as their first language also make good progress. Boys' progress at Key Stage 1, which was slower than the girls' last year, has accelerated because teachers provide work that especially appeals to them, such as the spider topic mentioned previously. The progress of Pakistani pupils, which was slower than other pupils last year, is now good because the school ensures they have a good understanding of the technical language to be used in a lesson before it starts. Sharpening pupils' understanding of practical investigations has raised standards in science.

The rare cases of bullying are quickly resolved by the school. Pupils have a good understanding of how to keep themselves safe, for example on the internet. They are keen to take plenty of exercise and eat a healthy diet, and the school's national awards reflect this. Their understanding of the science of nutrition is a relative weakness. Pupils readily take responsibility in school as first-aid helpers and as members of the school council. They collect generously for charity. Pupils enjoy all aspects of school and, as a result, most attend very regularly. However, too many pupils miss school because of family holidays taken during term time and this depresses the school's attendance record. This, together with average standards in literacy and numeracy, and positive attitudes towards learning, means pupils' preparation for secondary school and future employment is satisfactory.

Pupils reflect maturely on their feelings and those of others. Their strong moral code supports their good behaviour. Occasionally, pupils lose concentration when they find work too hard. Pupils cooperate well in teams and have a well-developed understanding

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of the diversity of British culture, partly because of their good moral, social and cultural development.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers use resources such as computers well to engage pupils and promote their learning. Teachers use questions skilfully to challenge pupils' thinking and assess how much they know. In most lessons, teachers use this information well to judge when to move pupils on to harder work. Occasionally, pupils are moved on too quickly to sustain their pace of learning. Pupils have a clear understanding of how they can improve their work to meet their challenging targets. In most lessons, teaching assistants provide valuable support for pupils with special educational needs and/or disabilities and those who do not speak English at home as their first language.

The curriculum supports pupils' good understanding of diversity by providing many opportunities to share each others' culture, for example through learning everyday words in each other's languages and celebrating festivals. Good opportunities to sing and play musical instruments raise aspirations and add to pupils' enjoyment of school.

¹ 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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The school recognises that pupils' knowledge and understanding of some aspects of science, such as diseases, is a relative weakness. Pupils enjoy the many well-attended clubs, including the breakfast and after-school club, and visits out of school which broaden their horizons.

Pupils readily turn to an adult if they have a worry knowing their concern will be quickly resolved. The school makes good use adults who speak home languages to enable pupils who are acquiring English to take full part in lessons. It liaises well with external agencies to support pupils' education and welfare. For example, the learning mentor and education welfare officer work hard with parents and carers and the local community to improve attendance. While this work is not yet effective, the attendance data show they are starting to have some success as the number of family holidays taken in term time is beginning to drop. The school's targeted support for its small number of vulnerable pupils is effective. A carer told an inspector that he could not speak highly enough about the school's support for him and the child, who is well integrated into the life of the school and making good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders' ambitious targets and their plans to make the school better are articulated clearly to staff. The governors work hard on behalf of the school and challenge it robustly over its performance. Leaders' checks on pupils' progress towards their challenging targets are effective for most groups and classes. However, the checks are not always regular enough in areas where progress has been slow in the past, for example in science, to judge the success of plans to accelerate learning and pinpoint where further improvements can be made. Leaders have provided successful training that has sharpened teachers' lesson planning, for example to accelerate boys' progress at Key Stage 1.

Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with children and pupils are rigorous. These measures extend to the breakfast and after-school club. This shows the school places a high priority on safety and safeguarding. The way the school has tackled previous gender inequalities and the progress of pupils of Pakistani heritage shows its thorough commitment to promoting equal opportunities and eliminating discrimination.

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The school has evaluated its religious, ethnic and socio-economic context thoroughly, and the contribution it makes to community cohesion is good. The tireless work it has undertaken in helping families from different backgrounds to support their child's education at home is having a positive impact in most aspects of school, which is a happy and harmonious community. The school has links with nearby schools in rural areas, which develop pupils' insight into communities that are different to their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

In Reception, boys and girls make similarly good progress. Most enter the school with levels below those expected for their age and reach average levels in some areas of learning by the time they start Year 1. The levels they reach in literacy and numeracy are typically below those expected because most children enter school with low starting points in these areas. Children's personal development is good. For example, they behave very well, readily share equipment and are polite to each other and to adults. They wash their hands before eating healthy snacks as a matter of course. Parents and carers are very pleased with the way they are kept informed about their child's progress and the guidance they are given as to how they can help their child learn at home. Children are very safe in the indoor classroom and outside learning area.

Learning is good. For example, children were thoroughly engrossed in learning about how stories, such as Goldilocks, are sequenced. Teachers plan an appropriate balance of adult-led and child-initiated activities. Occasionally, learning slows when adults do not give children enough guidance as to what to do in their chosen activities. The outdoor area is well resourced and makes a valuable contribution to learning in all areas and to

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children's gaining of independence.

Detailed assessments of each child's progress are used well to plan their learning. Training is quickly improving the Early Years Foundation Stage teaching skills of adults working in the setting. These features are typical of the good leadership of the setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

About one third of parents and carers returned a questionnaire. Many added positive comments about how much their children enjoyed school, the good care their children receive and the good leadership of the school. Inspectors agree with these positive views. A few said that they have concerns about the progress their children were making. Inspectors agree that progress has been slow in science at Key Stage 2 and for several groups of pupils last year but found that it is now good overall. A few parents and carers feel that the school does not deal with unacceptable behaviour effectively. Inspectors found behaviour management to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Werburgh'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 inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	43	27	50	2	4	0	0
The school keeps my child safe	33	61	20	37	1	2	0	0
The school informs me about my child's progress	26	48	24	44	2	4	0	0
My child is making enough progress at this school	23	43	26	48	4	7	0	0
The teaching is good at this school	25	46	25	46	2	4	0	0
The school helps me to support my child's learning	26	48	25	46	2	4	0	0
The school helps my child to have a healthy lifestyle	28	52	22	41	0	0	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)	21	39	21	39	0	0	0	0
The school meets my child's particular needs	21	39	27	50	2	4	0	0
The school deals effectively with unacceptable behaviour	19	35	22	41	4	7	0	0
The school takes account of my suggestions and concerns	24	44	23	43	2	4	0	0
The school is led and managed effectively	31	57	14	26	3	6	0	0
Overall, I am happy with my child's experience at this school	31	57	19	35	3	6	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



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11 March 2010

Dear Pupils

Inspection of St Werburgh's Primary School, Bristol, BS2 9US

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed sharing your celebration of the Hindu festival of Holi in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. St Werburgh's is a good school. Here are some of the things we found out:

- Your teachers ensure that you make good progress in Reception and in Key Stage 1 and 2.
- You enjoy school and feel very safe and secure.
- You try your very best to eat a healthy diet and take plenty of exercise.
- Your behaviour is good.
- You have good relationships with your teachers and you try hard for them.
- The curriculum provides you with exciting clubs and visits, which you enjoy.
- Adults look after you well and are always ready to help you.
- The headteacher and staff are working hard to make the school get better.

We have asked the school to do two things to help you do even better in your learning:

- Make sure teachers give you clear instructions and that they check you have understood work before moving on to the next topic.
- Improve the attendance of those of you who do not attend well enough so that you make better progress.

You can help the school by continuing to try your best in lessons, behaving well and doing your best to attend regularly.

I wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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