

St Werburgh's CofE (A) Primary School

Inspection report

Unique reference number	124339
Local authority	Staffordshire
Inspection number	380865
Inspection dates	21–22 March 2012
Lead inspector	Clive Lewis

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	John Ratcliffe
Headteacher	Jared Eccles
Date of previous school inspection	16 September 2008
School address	Holt Lane Kingsley Stoke-on-Trent ST10 2BA
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Introduction

Inspection team

Clive Lewis

Additional inspector

This inspection was carried out with two days' notice by an additional inspector, who observed eight lessons. All teachers and support staff were seen working with pupils. A group of pupils read to the inspector and lessons reinforcing the sounds letters represent (phonics) were observed across the school. Meetings were held with pupils, members of the governing body and members of staff. Questionnaires from 33 parents and carers were analysed. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation including teachers' planning documents and examined tracking and assessment data.

Information about the school

This small, rural primary school draws its pupils from the local village and the surrounding area. The proportion of pupils known to be eligible for free school meals is well below the national average. There are currently no pupils for whom English is an additional language. The proportion of disabled pupils and those who have special educational needs is broadly average and one pupil has a statement of additional need. From September 2011 to August 2013, the school has been working in collaboration with a very small local primary. The headteacher works for two days per week in this neighbouring school.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- St Werburgh's CofE Primary is an outstanding school which gives its pupils a very high quality, all-round education and truly lives out its motto: 'Love to learn, Love God, Love one another'. Its excellent curriculum ensures that pupils achieve very well from starting points that are typically broadly in line with expected levels. The school plays a central part within the community and is greatly valued by the vast majority of parents and carers, one of whom wrote: 'This is a very well-run school with excellent staff and a very positive environment for learning which is very supportive in developing children's skills'.
- Attainment by the end of Year 6 has been significantly above the national average for a number of years, although currently, pupils' attainment in writing is not as significantly above average as attainment in reading and mathematics.
- The headteacher's thoughtful and inspirational leadership and management, particularly his strong leadership of, and improvements in, the quality of teaching and in the management of performance, continue to underpin the success of the school. It has gone from strength to strength since it was last inspected. The headteacher is supported exceptionally well by a very strong and experienced team of teachers and practitioners, each of whom makes a valuable contribution to the development and success of the school.
- Pupils' behaviour is outstanding. Pupils have well-developed personal skills and a good understanding of how to keep safe. Levels of attendance are well above the national average
- Much of the teaching across the school is outstanding and never less than consistently good. The very high quality and consistency of the teaching of phonics across the school is demonstrated in the very high standards achieved at both key stages.

What does the school need to do to improve further?

- Improve standards in writing, so that they match the exceptionally high standards achieved in reading and mathematics, by providing more opportunities for pupils to use their writing skills across a range of subjects.

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Main report

Achievement of pupils

Pupils make rapid and sustained progress in their time in school. All adults pay close attention to pupils' individual needs and quickly identify those who may show a delay in learning. They provide good support through the excellent links they have with external health agencies. This ensures that pupils who have special educational needs make similar progress to their classmates. Children typically start in the Early Years Foundation Stage with skills and capabilities broadly in line with those expected for their ages. They make good and sometimes outstanding progress in the Early Years Foundation Stage and this continues as they move through Key Stages 1 and 2. Daily phonics lessons and regular guided reading activities ensure reading is taught exceptionally well and consistently across the school. As a result, attainment in reading by the end of Key Stage 1 and by the time pupils leave the school is significantly above average. Pupils make outstanding progress in reading and mathematics. They demonstrate outstanding learning skills, including a high level of enthusiasm and engagement and the confidence to investigate independently and with curiosity. Overall attainment by the end of Year 6 is significantly above national averages, as it has been consistently in recent years, although attainment in writing, particularly at the higher levels, is not as exceptionally high as in reading. Pupils are exceptionally well prepared for their next stage of education. The very large majority of parents and carers feel that their children are making good progress. The inspection found that pupils across the school are making at least good and frequently outstanding progress.

Quality of teaching

Much of the teaching observed during the inspection was outstanding and this is reflected in the work in pupils' books. Teachers ensure classroom routines are made clear and are regularly reinforced. Relationships between teachers and pupils are extremely good and pupils demonstrate positive behaviour and excellent attitudes to work in lessons. As a consequence, pupils learn exceptionally well across the curriculum. Learning is structured carefully and all pupils contribute to lessons. As a result, pupils display high levels of enthusiasm for learning and this contributes very well to their spiritual, moral, social and cultural development. Teachers check pupils' understanding systematically and effectively through skilled questioning, responding rapidly when they need to intervene to support or challenge. The newly revised curriculum provides a very good range of exciting and challenging activities which interest and motivate pupils very well. In one outstanding Year 3/4 literacy lesson, for example, pupils were editing and improving their writing – a biography of Kylie, one of the school's pet chickens. The teacher demonstrated excellent subject knowledge, skilled lesson management and very high expectations of work and behaviour. A brisk pace was set and maintained throughout the lesson. Pupils responded very well to the teacher's questions and use of humour, confidently

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offering answers. Pupils, acting as 'Sentence Doctors' knew precisely what they were expected to do and as a result were well-motivated and made excellent progress in their understanding of how to improve their writing.

Teachers have a very good understanding of the progress that pupils are making due to the regular analysis of assessment and tracking data and pupil progress meetings which take place every half term. Homework is set regularly and enhances pupils' learning considerably. Marking is of a consistently high quality so that pupils' learning is advanced by their response. Teaching in the Early Years Foundation Stage is good. Children make good and sometimes outstanding progress in the Reception class. All staff monitor and record children's progress effectively on a day-to-day basis and observations and achievements are recorded in pupils' individual profiles. Teachers plan well, paying good attention to pupils' spiritual, moral, social and cultural development. The very large majority of parents and carers feel that their children are taught well and this was confirmed by the inspection which found teaching to be consistently good and frequently outstanding.

Behaviour and safety of pupils

Observations during lessons and around the school confirm that pupils' behaviour is outstanding. Pupils are very polite and cooperative and show high levels of engagement and collaboration in and out of lessons. Pupils confirm that behaviour is 'really good' and there is no bullying. School documents confirm that this high standard of behaviour has been maintained over time. Pupils understand that 'little arguments in the playground aren't really bullying'. They show respect for the feelings and beliefs of others, have mature attitudes to learning and develop considerate relationships with peers and adults. Pupils say they enjoy coming to school and all groups of pupils say they feel safe at school at all times. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Children in the Early Years Foundation Stage clearly enjoy school and have settled into routines well, playing happily both together and individually, indoors and out. The great majority of parents feel that behaviour is good and that their children are well looked after and safe in school. This was confirmed by the inspection, which found that pupils' behaviour is typically better than good and that systems for keeping pupils safe are well-developed and effective.

Leadership and management

Leadership is exemplary as is shown by the significant improvements made since the previous inspection. There is an uncompromising and highly successful drive to maintain the high levels of achievement for all pupils, including disabled pupils and those who have special educational needs. The headteacher is supported by a very strong team of highly committed staff. Senior managers work consistently to improve teaching and learning, resulting in teaching that is consistently good and frequently

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outstanding. Teamwork is strong and sophisticated and rigorous monitoring and evaluation procedures successfully drive improvement. Staff regularly take advantage of professional opportunities to enhance their work.

Equal opportunities are at the heart of the school's ethos and all staff show a very strong commitment to equality and diversity, celebrating the individual qualities of each child and their family very well. The governing body has a clear understanding of the school's strengths and weaknesses. Governors are very supportive of the school and are effective in holding it to account. The curriculum provides a rich and creative mix of activities which meets pupils' needs and promotes their spiritual, moral, social and cultural development very well. A good range of visits and visitors provide children with memorable experiences and a thirst for learning. Strong links with parents and carers ensure the personal needs of the children are addressed well. Resources are very well deployed and the school provides excellent value for money. Safeguarding procedures meet requirements, policies are comprehensive and procedures ensure children are protected and supported very effectively. There are very strong links with a wide range of external agencies which contribute well to children's progress. The school runs very smoothly on a day-to-day basis and its track record in improving and maintaining high standards since its last inspection demonstrates its exceptional capacity to improve further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 March 2012

Dear Pupils

Inspection of St Werburgh's CofE (A) Primary School, Stoke-on-Trent, ST10 2BA

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit. I enjoyed watching lessons and talking to as many of you as I could. You attend an outstanding, very happy and friendly school. It is led exceptionally well by the headteacher and the staff. They care for you extremely well and give you excellent support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told me that you really like your school and there are lots of things to do and enjoy. Excellent teaching is an outstanding feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making excellent progress and achieving very high standards. You make an excellent contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is outstanding and you work hard and try to succeed in all that you do. Well done!

Although your achievement in reading and mathematics is exceptionally good, achievement in writing is not quite as high so I have asked the school to:

- give you more chances to use your writing skills in all subjects.

I wish you well in your future education.

Yours sincerely

Clive Lewis
Lead inspector

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