Worlebury St Paul's Church of England Voluntary Aided Primary School

Woodspring Avenue, Worlebury, Weston-Super-Mare, Somerset BS22 9RH

Inspection dates 18–19 June 2019

Overall effectiveness	**Good**
Effectiveness of leadership and management	**Good**
Quality of teaching, learning and assessment	**Good**
Personal development, behaviour and welfare	**Good**
Outcomes for pupils	**Good**
Early years provision	**Good**
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have worked with skill and commitment to develop and improve the school. Standards have risen markedly as a result of effective teaching.
- Middle leaders of mathematics and English have strong subject knowledge. They have improved the curriculum and quality of teaching in their subjects.
- Leaders hold a wealth of information gathered through their checks on the quality of teaching. However, they do not analyse these precisely to identify where improvements to teaching could further strengthen pupils' progress.
- Governors are knowledgeable about the school and monitor its effectiveness thoroughly.
- Teachers plan activities across the curriculum which interest pupils and motivate them to learn. Pupils work hard and make good progress.
- Teachers have high expectations of the most able pupils, including those disadvantaged. They plan well to promote their progress in reading, writing and mathematics. Most-able pupils now attain well at the higher standards.
- Middle-attaining pupils do not always explain their reasoning clearly in mathematics. Their vocabulary is not precise enough in writing. This limits them in reaching the higher standards. Teachers' assessment is not sharp enough to identify the help these pupils need.
- Pupils in key stage 2 extend and develop their skills of writing well across the curriculum. Pupils in key stage 1 do this less frequently. This limits teachers' ability to assess whether pupils' knowledge gained in English lessons has been retained.
- Pupils gain secure phonics skills in key stage 1 and apply them successfully in reading and writing. Pupils' reading skills are strong across the school.
- Pupils with special educational needs and/or disabilities (SEND), including those who are disadvantaged, are well included in lessons. Their good progress is leading to some now gaining the expected knowledge for their age.
- Children in early years rise to the staff's high expectations of their learning and behaviour. They achieve well across the whole curriculum.

Full report

What does the school need to do to improve further?

- Leaders sharpen the evaluation of the information they gain from their monitoring activities so that they can more precisely develop the quality of teaching and raise standards further.
- Continue to strengthen the achievement of all pupils, particularly the middle-attaining pupils, so that more reach the higher standards, by teachers:
  - assessing pupils' work more precisely in mathematics and writing in order to give pupils the help they need to attain at the higher standard
  - promoting the use of rich and precise vocabulary in pupils' writing
  - deepening pupils' mathematical reasoning skills so that they can explain their thinking more specifically, using correct mathematical language
  - in key stage 1 using and extending pupils' writing skills across a range of subjects.

Inspection judgements

Effectiveness of leadership and management	Good

- Strong leadership from senior leaders enabled the school to address the areas for improvement identified in the previous inspection effectively. Despite the school undergoing further staff and leadership changes, the sustained focus on raising pupils' achievement, developing effective practice and strengthening the curriculum has been successful. Standards have risen and are continuing to do so.
- Leaders have built a culture of continuing professional improvement. Staff commit wholeheartedly to the development of their skills and the morale of staff is high. Senior leaders are also knowledgeable teachers. They coach and guide staff to improve their practice and strengthen pupils' achievement. However, they do not effectively bring together the whole picture which emerges from checks on teaching and pupils' progress, including those checks made by middle leaders. This limits their ability to be precise about how improvements to teaching could raise standards.
- Improvements to the curriculum for mathematics and English have been central to the school's success in raising standards. Middle leaders in English and mathematics used research and expert advice to make decisions about programmes for learning and new resources. They supported staff through effective professional development. Their checks on teaching and feedback to teachers, while purposeful and accurate, do not sufficiently link into the monitoring by senior leaders. This restricts their view of how their subject fits within priorities for whole school development and where standards could still be raised.
- Pupils benefit from a curriculum which develops their knowledge and good attitudes to learning across motivating topics. Leaders have planned the topics with the intention of developing purposeful learning across the curriculum. For example, the Year 4 topic on the Vikings was planned around values of forgiveness and justice. Pupils concluded by reflecting on whether the Vikings were as vicious as many perceived them to be. The depth of thinking in their high-quality writing showed the success of the curriculum in engendering good values as well as building knowledge. The curriculum is enriched with highlights including some which bring the whole school together, such as a book focus on 'The Gruffalo'.
- Leaders plan well for pupils with SEND. They are vigilant regarding pupils' emotional needs and well-being as well as their educational achievement. As a result, pupils are well included in all aspects of school life. They make progress which enables them to transfer successfully to the next stage of their education.
- Leaders use additional funding well to support the education of disadvantaged pupils. Leaders recognise the potential of the most able disadvantaged pupils and address the needs of those with SEND effectively. The leaders' good planning and monitoring of the use of additional funding ensures that pupils achieve well.
- Parents recognise the improvements the school has made and are positive about the quality of teaching in the school. The parents who spoke to an inspector and those who responded to the online survey, Parent View, indicated their appreciation of values and the quality of education in the school. As one parent wrote, 'The school has given

my children a firm foundation in their learning, fairness and equality, values, and a strong sense of how they fit into our world.'

- Leaders make effective use of the sport premium to extend pupils' skills and enable them to experience new activities. They track the effectiveness of the spending through reviewing levels of participation in activities. They also take into account the views of pupils when reviewing the effectiveness of the spending.

Governance of the school

- Governors' thorough oversight of the school has been highly supportive to leaders in implementing change and improving the school's effectiveness. Governors have undergone helpful training with the school's improvement partner. This has given them the insight to both challenge leaders and to plan their own checks on the work of the school.
- Governors and leaders explain clearly how their actions improve pupils' progress. Their shared understanding of the improvements made has particularly strengthened their use of the pupil premium.
- Governors make purposeful visits to the school to check aspects of the school development plan. Their reports are detailed, useful to the school and discussed fully by other governors. They have established a strong cycle of planning, monitoring and reviewing their plans for further development. Currently, however, the reports by leaders on the quality of teaching are too disparate to support governors in having clarity on where further improvement would promote stronger progress.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have developed a culture of safeguarding built around high levels of vigilance and meticulous record-keeping. Staff and governors undergo extensive training in safeguarding. Staff report concerns that pupils may be at risk of harm promptly and efficiently. Leaders are experienced in seeking advice to obtain support for pupils and their families.
- The school checks the identity and suitability of all adults who work with pupils. The records of checks are well kept. All visitors are checked on entry to the school.
- The school is maintained as a safe place for pupils to learn. A high number of staff have first aid training. All incidents are recorded and, if necessary, reported, in line with good practice.
- Governors review the school's arrangements for safeguarding effectively and monitor the steps the school takes to fulfil its safeguarding action plan.

Quality of teaching, learning and assessment — Good

- Leaders have brought about effective teaching that has raised standards. Teachers have good subject knowledge and plan activities across the curriculum which interest pupils and motivate them to learn. Teaching assistants are knowledgeable about the

curriculum and their good support for pupils of all abilities strengthens teaching and learning.

- Pupils are keen learners and concentrate well in the challenges teachers set for them. They enjoy grappling with problems themselves and are diligent. Their well-presented work shows their pride in their achievements. Teachers are quick to take action in lessons if pupils need support. Pupils find it useful to have the clear routine of putting their red cup upside down on their table so the teacher knows they are 'stuck'.
- Teachers assess pupils' work regularly and feed back to pupils if they have been successful in their tasks. Currently, however, teachers are not guiding and challenging middle-attaining pupils sufficiently to help them attain at the higher standards in writing and mathematics.
- Teachers develop pupils' technical skills of writing effectively. Pupils write regularly and purposefully. Staff and pupils are proud of the recent books of their published writing. Accurate spelling, handwriting and punctuation underpin the good standard of pupils' writing. Teachers identify features of grammar for pupils to add detail and extend their composition. The most able pupils, in particular, benefit from this precise teaching. Teachers give pupils ideas for vocabulary. Currently, middle-attaining pupils, while improving their writing, do not compose their writing or use language precisely enough to achieve the higher standard. Teachers do not identify or address these gaps in pupils' knowledge sufficiently well.
- Teachers in key stage 2 give pupils broad opportunities to extend and apply their writing skills across the curriculum. Pupils' writing in religious education, history and science is particularly strong. Teachers in key stage 1 do not develop pupils' writing across other subjects to the same extent. Consequently, although they assess some writing as being at the higher standard, some is too guided by teachers or narrow in range to show pupils' independent and retained skills.
- The teaching of mathematics is much improved since the previous inspection. Pupils acquire secure skills of calculation and teachers plan challenging tasks for them to apply their mathematical skills to problem-solving and reasoning. The most able pupils relish the challenge and work systematically to show their thinking. Middle-attaining pupils solve problems confidently. However, teachers are not helping these pupils to sufficiently deepen their mathematical thinking and achieve the higher standard.
- The teaching of phonics and early reading is effective. Pupils are keen readers across the school. The curriculum for developing pupils' reading has been reviewed. Teachers use high-quality children's literature as the basis of teaching in English lessons. These books and good teaching of the skills of inference and deduction support pupils' understanding of what they read.
- Pupils with SEND are included effectively in lessons and are supported well by additional teaching. Mostly, however, pupils with SEND learn well alongside their classmates in response to carefully planned teaching.
- Pupils enjoy their learning across the curriculum but say science, in particular, is a favourite subject. Teachers develop pupils' knowledge of science through interesting investigations. They consolidate pupils' mathematical knowledge by recording findings in graphs and charts. For example, pupils in Year 5 were challenged by an opportunity

to build a moving vehicle and measure carefully to ensure that all parts would fit.

Personal development, behaviour and welfare — Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and look for challenge in their work and the wider opportunities the school offers. They are motivated by additional activities to enrich the curriculum. They benefit from after-school clubs to take part in competitions and improve their health through exercise.
- The learning mentor is highly valued by pupils for the support she provides for their well-being. She is especially effective at helping pupils at points of transition into their new schools through her 'tea and tips' sessions. Pupils can discuss their concerns and are given strategies to cope in their first days at their new school.
- The school listens to pupils' views on how to improve the school as a community and these discussions centre on the core values of the school. In the special meetings all pupils discuss issues in their 'CREW' groups, led by older pupils. They explore and reflect on topics such as showing compassion.
- Pupils say they are taught well about how to keep themselves safe, including when using the internet.
- Pupils say that bullying does happen on occasions, but they are helped to sort out their problems by adults. Overall, they believe that others are friendly and show respect for the feelings of others.

Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons because they are interested in their work and want to do well. It is rare for a pupil to need a reminder to pay attention, but if they do, they quickly settle.
- Pupils play well together at lunchtime and midday supervisory staff agree that behaviour is good. Leaders monitor and record any incidents of inappropriate behaviour. They have taken action which has improved the behaviour of the very few pupils who need support. There have been no exclusions over recent years.
- Parents say their children are well cared for in school and feel safe. The pupils spoken to and who responded to the online survey agree.
- Pupils attend well and any repeated absence or lateness is managed effectively by the school. In recent years, the rate of attendance has been a little higher than the national average.

Outcomes for pupils — Good

- Since the previous inspection, pupils' progress through the school has strengthened and standards have risen markedly. In 2018, pupils' attainment in reading, writing and mathematics combined was above the national average at the expected level and at the higher standard.
- Pupils are continuing to progress well. Almost all pupils, including some with SEND, gain the knowledge expected in reading, writing and mathematics to prepare them well for the next stage of their education. The work of the most able pupils shows they are exceeding these standards.
- The most able pupils, including some who are disadvantaged, make strong progress. The standard of their work in reading, writing and mathematics is high. In key stage 2 they compose their writing particularly effectively. They do so across a range of subjects especially science, history and religious education. They use language to interest the reader and choose vocabulary which fits the purpose of their writing.
- In mathematics the most able pupils work systematically to tackle problems and investigations. They develop their ideas fully and present their solutions clearly using mathematical language.
- The work of some middle-attaining pupils shows features of greater depth in writing and mathematics. However, they have good technical accuracy but do not develop their ideas fully or make sufficiently precise language choices to suit the content of their writing. In mathematics, they solve problems confidently but do not explain their thinking clearly in mathematical language. Consequently, although making good progress they are not attaining yet at the higher standards at the end of key stages 1 and 2.
- All pupils, including those disadvantaged or with SEND, reached the expected standard in the Year 1 phonics screening check last year. Current pupils are acquiring phonics knowledge securely and read well. Pupils across the school are keen readers. The quality of reading now across key stage 2 shows the effectiveness of the strengthened teaching of reading.
- Pupils with SEND, including some who are disadvantaged, make good progress in reading, writing and mathematics. The school's approach of ensuring full access to the curriculum enables some to catch up across their time in the school.
- Pupils acquire good scientific knowledge across the school. Pupils apply their mathematical skills to record their findings. In key stage 2, especially, pupils strengthen their writing skills through their explanations and conclusions.

Early years provision	Good

- The leader for early years provides strong leadership. She has developed high-quality practice in the setting, and children achieve well. The leader has worked closely with the teacher in the Reception class to precisely assess children's abilities on entry to the school. As an effective team, they rightly recognise that most children join the school eager and ready to learn. They plan teaching which is challenging and motivating; consequently, children make good progress.
- The teacher is skilled at adapting teaching to the needs of children with different abilities. She has recognised the importance of preparing children at this point in the year for the next stage of their education in Year 1. Children, particularly those most able, can settle to read, write and apply their knowledge of number independently and confidently. The proportion of children working above the expected goals in reading, writing and number was above average last year and is also high this year.
- Children acquire secure phonics knowledge in the Reception class in response to good teaching. They use their early reading skills to blend sounds together to read and spell. Children can now extend their sentence writing into simple stories and recounts.
- Teaching across all aspects of the curriculum is equally effective. Staff help children acquire and apply their skills in motivating ways. For example, when the children were 'crime investigators' they used their number and writing skills as part of the tasks. They measured footprints they found in the class and wrote 'wanted posters' to find out who had left them there.
- The proportion of children with SEND and those who are disadvantaged is very small and in some years there are none. Over time, their achievement has been secured through good teaching.
- All staff have high expectations of children's behaviour and attention. There have been occasions in the past where a number of boys have struggled with some aspects of personal and social development. Currently, all children listen attentively, manage their behaviour and feelings and co-operate with their classmates.
- The setting, both indoors and out, provides a safe and stimulating environment in which children can explore and learn about keeping themselves safe. Staff are vigilant for children's welfare.

School details

Unique reference number	109241
Local authority	North Somerset
Inspection number	10088287

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Felicity Williamson
Headteacher	Michelle Bamford
Telephone number	01934 625923
Website	www.worleburyprimary.com
Email address	office@worleburyprimary.com
Date of previous inspection	February 2017

Information about this school

- This is a smaller than average primary school. Children start school in the Reception class.
- The school has continued to undergo changes in staffing since the previous inspection.
- The vast majority of pupils come from White British backgrounds
- The proportion of pupils for whom the pupil premium provides support is below the national average.
- The proportion of pupils with SEND is close to the national average.

Information about this inspection

- Inspectors made visits to all classrooms to observe pupils' learning. Many of the visits were with senior leaders.
- Inspectors examined samples of pupils' work from a range of subjects. The lead inspector read with a group of pupils from Year 1. The team inspector met with a group of key stage 2 pupils to discuss their reading.
- Inspectors reviewed information the school holds about pupils' progress. They also examined the school's self-evaluation, records of monitoring and the school development plan.
- Meetings were held with subject leaders in English and mathematics and inspectors reviewed their monitoring and curriculum information as part of those meetings. Meetings were also held with the leader with responsibility for pupils with SEND and the leader for early years.
- A meeting was held with a group of governors and inspectors examined their records of monitoring the work of the school. The lead inspector held a conversation about the development of the school with the school's improvement partner.
- Inspectors reviewed the school's policies and procedures for safeguarding and discussed safeguarding with leaders and several members of staff.
- The lead inspector reviewed pupils' behaviour and attitudes during assembly. The team inspector observed pupils' behaviour in the playground at lunchtime. The school's records of behaviour incidents and pupils' attendance and punctuality were scrutinised.
- An inspector met with a group of pupils to gather their opinions about the school and their learning. The 49 responses to the Ofsted pupil survey were also considered.
- Inspectors reviewed the 69 responses to the Ofsted online survey, Parent View. An inspector met with parents as they brought their children to school. The views of staff were gathered through the 12 responses to the staff survey.

Inspection team

Wendy Marriott, lead inspector	Ofsted Inspector
Faye Heming	Ofsted Inspector

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