

# St Faith's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116374
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	379244
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	John Earish

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ed Francis
<b>Headteacher</b>	Peter Burbridge
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	St Faith's Road St Cross Winchester SO23 9QB
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons, with six teachers being seen. Meetings were held with members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation including teachers' planning, assessment information, safeguarding policies and pupils' work. Inspectors analysed 73 questionnaires from parents and carers, 76 from pupils and 10 from staff. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of changes to the Early Years Foundation Stage on children's learning and progress.
- The involvement of pupils in their own assessment and target setting and the impact on their progress and learning.
- The effectiveness of coordinators at monitoring and sustaining improvements in progress and achievement.
- The extent to which the curriculum is designed and modified to meet the needs of all groups of pupils.

## Information about the school

This is a smaller than average-sized primary school where almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities varies from year to year but is usually lower than the national average. Their range of needs includes specific learning needs and behavioural, language and emotional difficulties. The proportion of pupils known to be eligible for free school meals is well below the national average. The school has achieved the enhanced National Healthy Schools Award.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school. Pupils, parents and carers, with whom it engages exceptionally well, hold it in very high regard. One parent or carer, representing the views of many, wrote, 'St Faith's is like a stick of rock – wherever you cut it you see its core values reflected at the very heart of the community.' Another added, 'St Faith's nurturing and caring ethos has allowed my child to seamlessly join the school. Not only is he very happy, but also his academic studies have been hugely accelerated and he has made brilliant progress throughout.' Pupils are very eager to learn, thoroughly enjoy attending and behave exceptionally well.

The school has dismantled barriers to learning with determination and successfully builds pupils' motivation so that all groups achieve exceptionally well. Excellent leadership and management have resulted in an extremely positive ethos where all pupils are highly valued. Subject leaders are very successful at sustaining and enhancing the quality of teaching and learning for all groups of pupils. The restructured governing body supports the school very effectively and is playing a pivotal role in strategic management and the cycle of self-review. Accurate and detailed self-evaluation of the school's performance is used extremely well to highlight any underachievement and to take decisive action to address it. The school improvement plan uses very challenging targets to accelerate the achievement for all groups of pupils. As a result of these positive features, the school has excellent capacity for sustained improvement.

A detailed analysis of the performance data for different groups of pupils and a scrutiny of their work show they make outstanding progress from their starting points at the school and achieve exceptionally well by the end of Year 6. This means the school has successfully ironed out inconsistencies in the rates of progress at Key Stage 1 identified at the previous inspection. Pupils who have special educational needs and/or disabilities are also making outstanding progress against their targets. This, too, is better than at the time of the previous inspection.

Adjustments to the curriculum for children in the Early Years Foundation Stage are also having a positive impact on progress and achievement. All groups are now making consistently good progress and a good number are doing much better than this. Children are especially successful in personal, social and emotional development and developing basic communication and language skills. Occasionally, however, children do not have enough opportunities to make their own choices to increase their independence and accelerate learning further.

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Teaching and learning are outstanding overall. Teachers are excellent at helping pupils develop a clearer understanding of how to improve their work. They have successfully raised the levels of challenge and enjoyment during lessons, actively encouraging pupils of all abilities to work independently or in small groups to solve problems and explore their own ideas. This has been particularly successful in mathematics. Pupils are fully involved in assessing how well they are doing and setting achievement targets in partnership with their teachers. Pupils are adamant this is very helpful and helps them maintain their rapid progress.

The innovative and imaginatively planned curriculum contributes extremely well to pupils' excellent learning and enjoyment. The impressive range of additional activities enhances pupils' experience of school and captures their enthusiasm for learning. It is very well balanced and there are many effective links between the different areas of learning so that skills learned in numeracy, literacy and information and communication technology are developed very well in other lessons. The school is especially good at modifying the activities to meet the needs of all groups of pupils.

Pupils are extremely well cared for and feel exceptionally safe and secure. Their very positive attitudes to each other, their learning and their determination to succeed are reflected in high levels of attendance. An outstanding range of partnerships with other schools and the wider community makes an excellent contribution to pupils' outstanding achievement and the outstanding care and support they receive. The school's strong emphasis on promoting healthy lifestyles, recognised in its national award, ensures that pupils have an excellent understanding of how to stay fit and healthy. Pupils show excellent concern for the needs of others and make a major contribution to the local and wider community. For example, they willingly take on responsibilities, are enthusiastic recyclers and, for example, organised a community street party to celebrate the recent Royal Wedding. However, their understanding of cultural diversity within the United Kingdom is not as well developed.

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

- Increase the opportunities for children to make independent choices in the Early Years Foundation Stage.
- Strengthen pupils' understanding of cultural diversity within the United Kingdom.

**Outcomes for individuals and groups of pupils****1**

Attainment in English and mathematics is high by the end of Year 6 from levels that are above those expected for the age group at the start of the Early Years Foundation Stage. In addition, standards in reading, writing and mathematics at the end of Year 2 are above average overall. This is a substantial improvement since the previous inspection when attainment at age seven years was broadly average. Pupils' very positive attitudes to learning, outstanding achievement and progress, and very well-developed social and interpersonal skills mean they are extremely well prepared for the next stage of their education. Those pupils with special educational needs

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and/or disabilities are also very positive about their learning and also achieve exceptionally well.

Pupils thoroughly enjoy learning because teachers make lessons fun, have high expectations of what they can do and encourage them to be creative. For example, Year 5 pupils enthusiastically discussed examples of sustainability observed during a visit to the Sparsholt College pig unit. They used technical vocabulary extremely well to explain the negative effects of breaking the sustainability cycle. On another occasion, Year 6 pupils were able to suggest ways of investigating the amount of air trapped in a bubbly chocolate bar. They successfully made links with their previous scientific understanding and were able to suggest an experimental protocol. Teachers always share the lesson objectives so pupils clearly understand what they have to do and achieve by the end of the session. This is effective and ensures that everyone works busily without having to be constantly directed.

Pupils feel very safe in school and are confident that teachers deal with any concerns they may have. One pupil, speaking for many others said, 'We are very safe because we are a big family who know and help each other. The teachers would never allow any of us to come to any harm.' They take their responsibilities around the school very seriously. For example, pupils have produced a DVD on sustainability called 'St Faith's Goes Green', raising awareness across the school about the benefits of recycling and conserving energy. They make an excellent contribution to the local community through, for example, the activities of the local church and during Enterprise Days. From the community, they gain an excellent understanding of the world of work and economic and personal well-being through, for example, links with The Philippine Community Fund and the school it runs and maintains for those living below the poverty line.

Pupils have an excellent understanding of the consequences of their actions and a keenly developed awareness of the differences between right and wrong. They are open to new ideas and very aware of the values of living in a democratic society. Last Year, for example, older pupils took part in a general election with Year 6 pupils creating their own parties and policies. They appreciate the wide range of influences that have shaped their lives, and older pupils are helping to redefine the values of the school and its mission statement.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>

<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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<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching and learning are of outstanding quality overall. Assessments of pupils' progress are used extremely well to ensure lessons meet their differing needs and targets are adjusted regularly to ensure work remains challenging. For example, in a Year 6 English lesson, pupils were examining biographies and obituaries. The teacher gave clear instructions about what was expected and then moved from group to group helping, clarifying, explaining and encouraging. Pupils say they find this very helpful indeed as it focuses their mind on the tasks in hand and allows them to move their work forward by asking and checking as they go along. One said, 'It helps you to learn from your mistakes and to assess for yourself how well you are doing.' The extent to which pupils are involved in assessing for themselves is very successfully building a learning environment where all share a commitment to continuous improvement.

Throughout the school, there is a very strong focus on the development of pupils' skills in literacy, numeracy and information and communication technology (ICT). Pupils' personal development is outstanding and is helped through very effective teaching about relationships and citizenship. Pupils have very many opportunities to take part in educational visits and to work in partnership with other local schools. They are extremely proud of their artistic and sporting achievements and eagerly participate in the clubs and activities that are organised for them.

The school works extremely well with parents and carers, volunteers and a variety of external agencies to support those children most at risk. The school is very effective at assisting parents and carers in fully supporting their children's learning through meetings, documents, booklets and the interactive learning platform which can be accessed from home. As one parent put it, 'We are delighted with every aspect of St Faith's. The staff are caring and committed and the children are happy, well rounded and fulfilled.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Outstanding leadership is seen in how effectively the headteacher and his senior management team have embedded ambition and driven improvement. They are clearly focused on raising pupils' achievement and promoting high standards of care. The school's pursuit of improvement is extremely well managed. As a result, attainment and progress have improved from the good levels at the previous inspection. The management team have established a very accurate view of what needs to be done to sustain these high standards. This is reflected in the school's detailed and coherent plans for the future.

The governing body ensures that safeguarding procedures are of excellent quality and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. Pupils are also involved and their views about their own safety are sought during discussion time and taken into account. Members of the governing body have an excellent understanding of the school and the community it serves. They take a strategic view of the school's development and are extremely astute about the pressures on budgets and personnel. They hold the school to account extremely well and ensure that statutory duties are fully met.

The contribution the school makes to community cohesion is good. A clear plan is in place for promoting pupils' understanding from local, national and global perspectives. While links with contrasting communities within the United Kingdom are at an earlier stage of development, pupils' knowledge and understanding of the immediate and global community are outstanding.

The school is extremely active and effective in tackling discrimination and promotes equality of opportunity extremely well. For example, the gap in performance between boys and girls is now successfully addressed by the end of Year 6 and pupils needing extra help and support with their learning are making excellent progress overall. There is no evidence of discrimination.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The provision is well led and managed by a full-time temporary teacher and full-time temporary early years assistant who are covering for maternity leave and long-term illness. They have taken on this task with drive and determination. They work well together as a team and take great care to guarantee that all children are equally involved. Safety and safeguarding are high priorities and the quality of provision is good. Good teaching means that children settle quickly and benefit from well-structured routines that help them to feel very safe, secure and excited about coming to school. However, adults occasionally miss opportunities to model their expectations of the outcomes of a task so that children are very clear about their end goal.

Regular observations and assessments are made in each aspect of learning and children’s learning journeys provide useful and detailed records of progress. The adults use opportunities well to develop children’s vocabulary through the careful use of questions. For example, children enthusiastically discussed the shape and texture of a bird’s nest and imagined what sort of bird would sit in it. One boy thought it would be a duck but his friend thought it would be too small for a duck to sit in! Pupils happily collaborate together, take turns, and help and support each other.

Adjustments to the Early Years Foundation Stage curriculum are enabling all groups to make consistently good progress and a good number are now doing much better than this. For example, the outdoor area has been improved enabling the full integration of indoor and outdoor learning. The vast majority of children are now achieving and exceeding the levels expected by the start of Year 1. However, the full impact of these changes has yet to be seen through, for example, a closer match between the learning environment and the areas of learning so that children have more opportunities to make independent choices to increase their investigative and deductive skills.

*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

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was above the national average for a primary school. They were overwhelmingly positive. Where there were written comments, these tended to commend the staff and the level of care, and more generally reported parents' and carers' overall level of happiness with the school. The very small number of individual criticisms were followed up with the headteacher during the visit, but followed no particular pattern.

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

Ofsted invited all the registered parents and carers of pupils registered at St Faith's Church of England 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	79	15	21	0	0	0	0
The school keeps my child safe	63	86	10	14	0	0	0	0
The school informs me about my child's progress	32	44	37	51	4	5	0	0
My child is making enough progress at this school	49	67	19	26	4	5	0	0
The teaching is good at this school	51	70	22	30	0	0	0	0
The school helps me to support my child's learning	44	60	28	38	1	1	0	0
The school helps my child to have a healthy lifestyle	48	66	23	32	2	3	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)	43	59	24	33	1	1	0	0
The school meets my child's particular needs	41	56	28	38	3	4	0	0
The school deals effectively with unacceptable behaviour	35	48	32	44	1	1	1	1
The school takes account of my suggestions and concerns	34	47	35	48	0	0	1	1
The school is led and managed effectively	49	67	21	29	1	1	0	0
Overall, I am happy with my child's experience at this school	54	74	19	26	0	0	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



9 October 2011

Dear Pupils

**Inspection of St Faith's Church of England Primary School, Winchester  
SO23 9QB**

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to many of you. We were pleased to hear that you like your school very much and enjoy helping each other.

Yours is an outstanding school. Your teachers and members of the governing body are never complacent and are constantly working to make it even better. You attain high standards and make excellent progress. Well done!

We were particularly impressed that you want to do so well. You behave exceptionally well, and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour. You also told us that you find your lessons interesting and challenging. We were particularly pleased to see you using your own initiative during lessons, working independently and making rapid progress.

To make your school even better we have asked your teachers and members of the governing body to build more links with communities within the United Kingdom, which are different from yours, so that you can have greater knowledge of what it means to live in a multicultural society. We have also asked them to allow the very youngest children to make choices for themselves when they are working and playing.

Each of you can play your part in ensuring that your school maintains high standards by continuing to work hard to meet the challenging targets the teachers set for you.

Yours sincerely

John Earish  
Lead inspector

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