

St Andrew's CofE Primary School

Inspection report

Unique reference number	120196
Local authority	Leicestershire
Inspection number	379977
Inspection dates	2–3 February 2012
Lead inspector	Sarah Warboys

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Darren Bassett
Headteacher	Penelope Hannant
Date of previous school inspection	22 January 2009
School address	Dag Lane North Kilworth Lutterworth LE17 6HD
Telephone number	01858 880430
Fax number	01858 882168
Email address	office@st-andrews.leics.sch.uk

Age group	4–11
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Introduction

Inspection team

Sarah Warboys

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons taught by five teachers in the main school. In addition, the inspector made a series of brief visits to observe the before- and after-school clubs and the pre-school. Meetings were held with parents and carers, senior staff and governors. The inspector observed the school at work, talked to different groups of pupils and listened to them reading. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and looked at a range of documentation including safeguarding policies, improvement plans, samples of pupils' work, minutes of governing body meetings and records of pupils' progress. The inspector analysed the questionnaire responses from 80 parents and carers, 53 pupils and 12 staff.

Information about the school

St Andrew's Church of England Primary School serves the village of North Kilworth and the surrounding areas. It is much smaller than most schools in the primary sector. The school meets the current floor standard. The proportion of pupils known to be eligible for free school meals is well below average. The vast majority of pupils come from White British backgrounds. Well below average proportions of pupils come from minority ethnic backgrounds and of those, none speak English as an additional language. The percentage of disabled pupils and those with special educational needs is well below the national average, as is the proportion of pupils with a statement of special educational needs. The number of pupils joining and leaving the school at different times during the year is below that normally found. The school has the Eco School and International School awards and Healthy Schools status. It also holds Artsmark Gold and Quality Mark awards.

A before- and after-school club operates on the school site, as does a pre-school, managed by the governing body. Due to staff changes, three out of four class groups have experienced different teaching staff from January 2012.

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- St Andrew’s Church of England Primary is an outstanding school that provides its pupils with an excellent, very well-rounded education. The curriculum is focused securely on the development of pupils’ basic skills and enriched by the exceptionally wide range of extra-curricular opportunities on offer. Consequently, the curriculum contributes extremely well to pupils’ spiritual, moral, social and cultural development.
- Achievement is outstanding. By the end of Year 6, pupils’ attainment is well above that expected for their age. Progress of all year groups, including for disabled pupils and those with special educational needs, is consistently good year on year so that pupils make outstanding progress during their time in the school.
- As a result of teaching that is consistently good and often excellent, the quality of teaching is judged to be outstanding overall. Teachers cater extremely well for pupils, including those in mixed-year classes where there is a wide range of ability. Staff convey high expectations and their imaginative teaching strategies lead to high levels of pupils’ interest and engagement.
- An overwhelming majority of parents and carers are extremely pleased with the way the school operates. However, a few are less happy with various aspects, including whether or not the school deals effectively with cases of bullying and the way their concerns are acted upon. Pupils’ behaviour in lessons is predominantly good and they are polite and courteous as they move safely in and around the school.
- Leaders and managers, including the governing body, have made substantial improvements to the school since the previous inspection. The headteacher has secured a cohesive team of committed staff that are sharply focused on the right priorities. This reflects the school’s outstanding capacity to secure further improvement.

What does the school need to do to improve further?

- Enhance partnerships with parents and carers so that all fully understand the manner in which the issues they raise have been acted upon and its impact on aspects such as pupils' behaviour.

Main report

Achievement of pupils

Children make good progress in the Early Years Foundation Stage so that most reach above average levels as they start Year 1. The well-organised learning environment in the pre-school and in the Reception class, provide children with a range of creative opportunities to develop their skills through investigation and by solving problems. For example, children are posed the question, 'How do Inuits live?' and then complete various imaginative challenges to find out. Children are involved in planning what they do by sharing their ideas and interests with staff, resulting in high levels of engagement in learning. Adults provide good support to children, especially through skilled interactions in their play. They model language extremely well and extend children's learning opportunities by suggesting what they might like to try next. The teaching of phonics (the links between letters and the sounds they make) is regularly and systematically taught and, as a result, children's early reading skills are particularly well developed.

Parents and carers are accurate in their views about the progress their children make. Standards of reading at the age of six and by the time pupils leave the school, are significantly above national averages. Similarly, standards in writing, mathematics and information and communication technology are well above the expected levels by the end of Year 6. This is because communication skills in particular are seen as having a high priority by all staff and skills are built on explicitly throughout the school. Therefore, pupils are extremely well prepared for the next stage in their education.

In all lessons observed by the inspector, teachers used a variety of imaginative strategies to motivate pupils, including extensive use of information and communication technology. For example, pupils used computers to present a balanced argument regarding wind farms. They thoroughly enjoyed learning how to apply formulae to cells in a spreadsheet when using computers as calculators. As a direct result of these activities, pupils showed extremely positive and mature attitudes to their work and their progress accelerated. Good relationships with adults support learning. One pupil told the inspector that adults could be trusted to help, and another commented, 'You can tell them (the teachers) anything'.

Disabled pupils and those with special educational needs make exceptional progress because the quality of the support they receive is targeted extremely well. The school provides additional activities outside of the school day in support of pupils' particular needs, for example, 'gym club' to develop coordination skills. Teaching assistants are proficient in coaching pupils and use every opportunity to build their confidence and self-esteem.

Quality of teaching

Teaching is outstanding because pupils receive consistently good teaching over time. In the very best lessons, teachers have high expectations and make these clear to pupils so that they know precisely what is expected of them. On these occasions, there are high levels of pupil participation and application of learning. Teachers use assessment well to plan work which is extremely well matched to the needs of all pupils. For example, in a Year 5 information and communication technology lesson, pupils made exceptional progress because the class teacher was skilled in structuring tasks carefully and used probing questions that moved learning forward rapidly for each individual. Marking of pupils' work is consistently of good quality and shows them how to improve. Teaching assistants are deployed well in a variety of roles so that many pupils benefit from their skilled support.

A significant contribution to the improved quality of teaching has been leaders' increased emphasis on providing inspirational experiences within the curriculum, which encourages pupils to write for a purpose. For example, watching a video of a tornado in action enhanced the quality of writing in a Year 1 and 2 class by stimulating pupils' imaginations. As a consequence, pupils confidently created alliterative captions and similes to accompany photographs. In a Year 5 and 6 class, pupils collaboratively apply mathematical skills to calculate the surface area of a box by working out if they had sufficient wrapping paper to cover it. Pupils are clearly excited and enthused by such activities and this contributes extremely well to their spiritual, moral, social and cultural development.

A very large majority of parents and carers are confident that their children are taught well and that the school is meeting pupils' needs. Inspection evidence shows that their views are accurate. Parents and carers agree that the school helps them to support their children's learning very well. A home-school communication book demonstrates close working relationships with parents and carers and provides detailed guidance as to how learning may be extended at home. Parents and carers speak highly of the virtual learning environment (an internet learning website) in providing valuable information in this regard.

Behaviour and safety of pupils

Attendance at school is above the national average and pupils are consistently punctual to lessons. Typically, pupils' good behaviour makes an effective contribution to learning in lessons and the school's behaviour management strategies are successful in an overwhelming majority of cases. Pupils are extremely proud to earn 'stripes' in recognition of various competences towards being an effective learner. The school's records indicate that incidences of bullying of any type are extremely rare. A few pupils do not think that behaviour is good at the school. The inspector followed up their concerns and found that this was mainly due to the behaviour of a very small number of pupils who are still adjusting to the recent class reorganisation and who are finding it difficult to settle to tasks. Around the school, pupils are respectful, well mannered, and they respond extremely positively to guidance from adults.

All parents and carers indicated in the questionnaire responses that their children feel safe at school. Pupils have an exceptionally well-developed knowledge and

understanding of how to keep safe on the internet. Almost all parents and carers are happy with the work of the school and a large majority are satisfied that the school deals effectively with isolated incidences of bullying when they occur. However, there is scope for the headteacher and governors to enhance current communication systems for ensuring that all parents and carers understand fully any action taken and its impact on aspects such as pupils' behaviour.

Leadership and management

The school's leadership team, including the governing body, have made significant gains in improving the school's effectiveness since the previous inspection, especially in raising achievement. A key factor in this success is the relentless drive and commitment of the headteacher who has established a shared vision for the school and secured the full enthusiasm of staff. Priorities for improvement are based on thorough self-evaluation and leaders at all levels regularly monitor and evaluate their work to ensure that it leads to positive outcomes for pupils. The headteacher has fostered a reflective approach among staff to professional development and a willingness to learn from each other, sharing the best practice in school. Excellent partnership working with a local cluster of schools has led to improved teaching, especially in literacy. Members of the governing body provide high levels of expertise, challenge and support for the school and for the headteacher. It ensures that safeguarding policies and procedures are robust and meet requirements. Consequently, the school has capacity for continuous improvement.

The school is wholly committed to equality of opportunity and tracks the performance of pupils rigorously. Pupils with particular needs are identified early and are supported extremely well through an extensive range of intervention programmes. There are examples of exceptional support for disabled pupils and those with special educational needs that enable them to develop important life skills. The school provides a broad and balanced curriculum, clearly focused on using and applying skills in meaningful contexts. Pupils' spiritual, moral, social and cultural development is supported exceptionally well by the wide range of sports, music and the arts curriculum opportunities on offer. These activities foster pupils' particular talents and interests extremely well and are much enjoyed by pupils.

Parents and carers are highly positive about most aspects of the school's work. Typical comments express appreciation for the staff that 'go above and beyond the call of duty', for the range of extra-curricular activities and say that St Andrew's is, 'a lovely school with a strong community spirit'. Pupils show a mature sense of responsibility in looking after the environment and in being part of the school and wider community. Collaboration and teamwork are key features in lessons and pupils are fully aware that these activities provide them with essential skills for the future.

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.



6 February 2012

Dear Pupils

Inspection of St Andrew's CofE Primary School, Lutterworth, LE17 6HD

Thank you for being so welcoming when I visited your school recently. I really enjoyed seeing how you learn and listening to your views. I think that the Year 5 and 6 pupils do an excellent job of leading your 'Wake and Shake' in the morning. I enjoyed watching the Year 1 and 2 pupils perform their television weather report in assembly. Those of you who were kind enough to speak to me were clearly proud of your school. You are right to be proud because it is an outstanding school.

I found that you are learning extremely well. You make excellent progress so that you reach much higher levels than those found in most other primary schools. This is because of the excellent teaching you receive. You really enjoy school, behave well and show really good attitudes to learning. In your questionnaires, a few of you thought that behaviour in lessons was not always good. When I talked to you about what behaviour was like most of the time, you explained this was mainly because some pupils are settling into their new classes and learning new routines. You told me that you particularly enjoy the wide range of after school clubs that help you develop lots of skills you will need in the future. Your headteacher, governors and staff have worked extremely hard to make improvements to the school and they do an excellent job of running it. However, a very small number of parents and carers feel that your school does not deal well enough with those extremely rare occasions when pupils are not kind to each other.

To make things even better, I have asked your headteacher, governors and parents to work together more closely than they do already with each other so that everyone is happy about what happens in school.

I hope you will continue to enjoy school and take full advantage of the excellent activities your school arranges for you. With every good wish for the future.

Yours sincerely

Sarah Warboys
Lead inspector

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