

# St Andrew's CfE Primary School

## Inspection report

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<b>Unique reference number</b>	123500
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	380672
<b>Inspection dates</b>	7–8 February 2012
<b>Lead inspector</b>	Miranda Perry

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Lea
<b>Headteacher</b>	Adrian Marsh
<b>Date of previous school inspection</b>	18 October 2006
<b>School address</b>	Park Lane Shifnal TF11 9HD
<b>Telephone number</b>	01952 460226
<b>Fax number</b>	01952 463703
<b>Email address</b>	Head.st-andrews@shropshirelg.net

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<b>Age group</b>	4-11
<b>Inspection date(s)</b>	7–8 February 2012
<b>Inspection number</b>	380672



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## Introduction

Inspection team

Miranda Perry	Additional inspector
Andrew Morrish	Additional inspector
Simon Blackburn	Additional inspector

This inspection was carried out with two days notice. Twenty-six lessons or part lessons were observed, amounting to about nine and a quarter hours in total, taught by nine teachers and two teaching assistants, of which six were joint observations with the headteacher. Meetings were held with groups of pupils, the Chair of the Governing Body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. Inspectors observed the school's work and studied standards in reading, the work pupils were doing in their books and the tracking system used to monitor pupils' progress. Inspectors considered the 58 questionnaires completed by parents and carers as well as those from pupils and staff.

## Information about the school

St Andrew's is a larger-than-average sized primary school. Classes are of combined year groups. The proportion of pupils known to be eligible for free school meals is lower than the national average. Almost all pupils are White British. There are very few from minority ethnic heritages, or pupils who speak English as an additional language. A below-average proportion of pupils are disabled or have special educational needs, including those pupils that possess a statement of special educational needs. The school has received the Shropshire Silver Award for special educational needs, a Food for Life Award, gold, an Eco-Schools bronze award, National Healthy Schools and Safer Schools status and the Investors in People standard. The school meets the current floor standard, whereby the government sets minimum expectations for attainment and progress.

There is a privately managed, pre-school on site, which also runs before- and after-school clubs. This is inspected separately by Ofsted and a report for this provision can be found on the Ofsted website.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Attainment is above average by the end of Year 6, which represents good progress from pupils' starting points. Previous good performance has been consolidated, in part, as a result of an exciting curriculum which enables pupils to learn in a real-life context.
- Children make good progress in the Early Years Foundation Stage. They benefit from the reorganisation of the Early Years Foundation Stage, which has increased opportunities for them to learn creatively.
- Pupils continue to progress well in Key Stage 1 and by the end of Year 2 reach above-average standards. Good progress is maintained in Key Stage 2.
- Pupils enjoy their learning because teaching is good. Strong relationships with staff mean that pupils are motivated and engaged. They want to know what they have to do to improve, although marking does not always give them this information.
- The curriculum gives pupils a good range of learning opportunities. In particular, they have additional opportunities provided by local and international links, for example, by a neighbouring farm and a school in Kenya. These learning opportunities help pupils to develop as considerate individuals, who act safely, behave well and have a sophisticated understanding of spiritual, moral, social and cultural issues.
- Pupils behave well, but the school's approaches to behaviour management are sometimes inconsistently applied.
- The school is successful in eliminating gaps in achievement and rates of progress between groups of pupils. Disabled pupils and those who have special educational needs succeed well because of the school's inclusive practices which ensure all pupils are treated as individuals with equal potential.
- The pupils learn successfully in lessons because the school works hard at improving teaching. Leaders and managers model best practice, and develop effective programmes of mentoring and support. However, the monitoring and evaluation of teaching are not fully systematic.

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

- Increase the number of lessons in which teaching and learning are outstanding to 66% by July 2012 through:
  - formalising the monitoring and evaluation of teaching and learning so that staff have better-focused areas for improvement
  - ensuring that marking is consistent and helps pupils know how to improve.
  
- Formalise best practice in the management of behaviour so that:
  - practice matches policy, directly
  - approaches to behaviour management are more consistently and systematically applied by all staff
  - behaviour in lessons and throughout the school becomes consistently outstanding.

## Main report

### Achievement of pupils

Pupils' good learning and above-average standards attained are evident in the records of progress they make over time, their work in books and in the lessons seen during the inspection. Pupils make good progress when they are identifying for themselves what they need to do next. In a Year 5/6 class, for example, after selecting the calculation skills they would need to complete a construction project, pupils had to list the skills they most needed to improve. One pupil said, 'I can see how much I know now.' Pupils do less well on the occasions when they are not given clear next steps for their learning, and some pupils report that they do not always know how to improve their work.

The pace of progress is good, and if gaps between the progress of different groups appear, the school develops strategies that close them. The adoption of learning styles that suit the needs of Key Stage 2 girls has closed the gap between high-ability girls' and equally able boys' achievement in mathematics. Pupils from all ethnic heritages achieve equally well.

Disabled pupils and those who have special educational needs progress well because adult support is effective, and pupils are taught how to help each other with their learning. The fact that teaching assistants have a strong subject knowledge, work in close partnership with the teacher and have a very thorough understanding of the pupils' learning needs mean that disabled pupils and those who have special educational needs make as good – and sometimes better – progress than their peers at the school. In one class, pupils working as a group, adopted specific learning roles to support a pupil with special educational needs, and as a result, all pupils in the

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group made good progress in understanding the properties of angles.

Pupils at St Andrew's enjoy reading and they reach above-average standards in reading by the end of both Key Stages 1 and 2. Enjoyment of books, stories and growing understanding of the sounds letters make is fostered in the Early Years Foundation Stage, and this enjoyment impacts positively on the good progress pupils make across all areas in the Reception Year and Year 1. Progress in reading is good because letters and sounds are taught in a way that engages pupils and ensures they respond positively to high expectations. Years 1/2 pupils were delighted by the idea that they could throw away the word 'say', and explore the letters and sounds of all the alternatives they could use instead, such as 'whisper', or 'murmur'.

Parents and carers are justified in saying that their children are making good progress at the school. Several parents and carers report that their children make better progress now the curriculum has been adapted to a real-life context. Pupils commented that when they visited the farm, 'You would not believe how much I knew about perimeters.'

### **Quality of teaching**

Pupils benefit from good teaching across the school, and most parents and carers correctly recognise that their children are being taught well at St Andrew's. Lessons are planned to meet individual pupils' needs, and teachers are constantly adjusting activities to match the range of abilities. Teaching of pupils in intervention groups is particularly successful. In these groups, lessons are planned in response to how well pupils achieved in the previous lesson. The desired outcome for each pupil is mapped and relentlessly pursued by the teaching assistant. Pupils are given the confidence to problem-solve in active, empowering ways. For example, a Year 5/6 group was estimating the volume of different containers using a variety of strategies, such as testing their weight, filling them with water and comparing them to each other. Over a very short period of time, all pupils, including disabled pupils and those who have special educational needs, grew in confidence and relished their increasing success at accurate estimation. When asked why he was filling a jug with water, a pupil with special educational needs said, 'because it's fun and the way I learn best'.

The school's cross-curricular approach ensures the pupils' basic skills in reading, writing and mathematics are well developed. Teaching reinforces mathematics through literacy, and vice versa. Pupils are taught to make links between what they learn in one subject and another. Every half term the Year 5/6 pupils complete an independent writing activity. They are given a variety of stimuli, so that they competently transfer their skills across religious education, science, mathematics and English. Teaching in this cross-curricular way enables pupils to work well, both in groups and independently, and enhances their spiritual, moral, social and cultural development.

Most pupils think that teaching is good at the school, although some say that they do not always know how well they are doing. In the best lessons, teachers talk to pupils

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about their progress, and mark their books so that pupils know where they are, and what they have to do next. Pupils say that they appreciate the way that they are given their targets so that they use them to get better. In some lessons, marking does not always give pupils a clear picture of how well they have done, and how to improve.

### **Behaviour and safety of pupils**

Pupils, parents and carers are rightly convinced that good behaviour in and around the school is well established. Inspectors saw examples of outstanding behaviour. Pupils respect each other and their environment. Taking responsibility for keeping the school a clean, tidy, pleasant and purposeful place to work is second nature to them. They concentrate well in class, and respond to the high expectations placed on them in terms of participation, and taking their learning seriously. Bullying in any form is rare, as affirmed by pupils and their parents and carers, and pupils are well equipped by the school to deal with it. When bullying does happen, it is usually the result of minor disagreements, which are dealt with swiftly by teaching staff to the pupils' satisfaction. On occasions, the process of logging behaviour issues over time, as specified in the school's policy, is not put into practice. Pupils say that, sometimes, the influence of the midday supervisors is not effective enough in ensuring best behaviour. As a consequence, pupils think they would benefit from a more consistent application of the school's behaviour policy.

Pupils act safely, and feel safe. Their attendance is above average. They are confident about taking on responsibilities and regularly prepare and deliver electronic presentations to their peers about issues that concern them, such as the negative effects of swearing. The pupils rise to the challenge of their regular visits to the farm, and the cultivation of their own fruit and vegetables. They are confident and resilient when learning in the world of work. One pupil said, 'They help you here to be a professional.'

### **Leadership and management**

Leaders and managers at St Andrew's are passionate about their school, and the ethos – in which pupils realise their potential as learners through active, creative and exciting learning – is shared by all the staff. All staff are wholeheartedly positive about how the school is led.

Planning is thorough, ambitious and matches the school's vision, enabling leaders to take concerted action to tackle weaknesses. After implementing a series of effective strategies to improve progress in writing at Key Stage 2, action is now having a positive impact on the attainment of high-ability pupils in mathematics as a result of focused-improvement plans.

Promotion of equality of opportunity is good because the school works hard to close any gaps with national averages for all groups. This promotion contributes to making St Andrew's a harmonious community in which there is no discrimination, and one

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which takes its responsibility to its local, rural community seriously as shown in the school's close working with its local and its wider communities.

Effective monitoring and assessment of attainment and achievement enable the school to track every pupil with vigilance and ensure that its high expectations are met. One of the strengths of the tracking process is that it enables the school to understand each pupil's specific and ever-changing learning needs. All teachers are set challenging targets for the attainment and progress of their classes, and provided with comprehensive support through dialogue and review, and helpful opportunities for professional development to achieve them. However, monitoring and evaluation of teaching are not so thorough, and less focused than tracking procedures. Consequently, although helpful professional development opportunities are provided for all staff, their needs are not precisely defined by monitoring and evaluation of their performance. Nevertheless, the school's good capacity for further improvement is shown by its strong track record of good achievement and effective teaching and learning.

The governing body ensures that arrangements for safeguarding meet statutory requirements. Governors have a thorough knowledge of the school's strengths and weaknesses, are adept at recognising progress that is questionable, and urge action where necessary to improve pupils' performance. Governors do not have a clear picture of behaviour over time, because the policy of logging incidents is not always adhered to.

The school provides a good curriculum which is broad and balanced. One of the curriculum's strengths is its response to pupils' interests and learning styles. The pupils relish the opportunities the curriculum gives them to learn outside and in the local community. For example, Foundation Stage pupils made good progress as a result of investigating the opportunities for measuring and calculation out in the snow. There are plenty of artistic and cultural experiences for the pupils to enjoy. From the Early Years Foundation Stage onwards, pupils show empathy for people who live in different circumstances to themselves, particularly because of the school's partnership with a Kenyan school, which provides well for the pupil's spiritual, moral, social and cultural development.



## 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](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.

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.**



9 February 2012

Dear Pupils

### **Inspection of St Andrew's CofE Primary School, Shifnal, TF11 9HD**

My colleagues and I thoroughly enjoyed our two days inspecting your school. Thank you for making us most welcome. Your enthusiasm, good behaviour and support for the school really impressed us. We agree with you that you learn a lot and we note that you told us that you are happy to come to school.

You go to a good school. You make good progress and learn well. You told us about, and we saw for ourselves, some real, lifestyle learning of which you are proud. We think your work with the local community – on the neighbouring farm, and producing your own vegetables – show you are mature, confident and responsible individuals. We admire the way you respect each other and your school. We think, as you do, that most of the time the school manages your behaviour well.

Teaching is good, and we know that you appreciate the help that teachers give you. You get on very well with your teachers, and respond to their high expectations of you. Teachers have a very good understanding of the different ways you learn and where you are up to. Most of the time, you know how well you are doing, but sometimes the marking in your books does not help you as much as it could. Standards in English and mathematics are above average by the end of Year 6. All of you achieve well.

We have asked your headteacher and governors to make sure that teaching goes on getting better, and that marking always helps you understand how well you are doing. We have asked the school to make sure that everyone, particularly midday supervisors, manage your behaviour to the same high standards.

You can help by always using teachers' marking to improve your work, and by continuing to enjoy your learning.

Yours sincerely

Miranda Perry  
Lead inspector

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