

# St Andrew's CofE Primary School

## Inspection report

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<b>Unique reference number</b>	120675
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380085
<b>Inspection dates</b>	7–8 March 2012
<b>Lead Inspector</b>	Sue Hall

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Clarke
<b>Headteacher</b>	John Whalley
<b>Date of previous school inspection</b>	21 May 2007
<b>School address</b>	King Edward Crescent Woodhall Spa LN10 6RQ
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	7–8 March 2012
<b>Inspection number</b>	380085



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## Introduction

Inspection team

Sue Hall

Additional inspector

Ian Jones

Additional inspector

Alan Brewerton

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 11 teachers in 18 lessons and some shorter activities including two assemblies. They observed two group-reading sessions and heard 14 children of mixed abilities, from Key Stage 1 and 2, read individually. The inspectors also held meetings with groups of pupils, senior leaders and representatives of the governing body. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, looked at data about achievement across the school and examined samples of pupils' recent work. They looked at documents, including the school's self-evaluation information, minutes of governing body meetings and a sample of whole-school policies. They examined evidence regarding the safeguarding of pupils. Inspectors analysed 101 questionnaires received from parents and carers, 25 from members of staff and 150 from pupils.

## Information about the school

The school is larger than the average primary school. The majority of pupils are of White British heritage. A very small number speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. A below average percentage of pupils have a statement of special educational needs, although the overall proportion of disabled pupils and those with special educational needs is slightly above average. Mobility of pupils in and out of the school is higher than usual, mainly due to families working for short periods at local air bases. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. There is provision for children in the Early Years Foundation Stage in two parallel Reception classes. The school holds a Basic Skills Quality Award, Healthy School status and a Heart Start award.

Provision for pre-school children on the school site is managed privately. This is inspected and reported upon separately.

**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>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not good because despite strengths in pupils' personal development, leaders' monitoring and evaluation systems have not ensured that teaching is consistently good, and so pupils' progress varies too much across different year groups, subjects and ability groups.
- Pupils' achievement is satisfactory. It is good for children in the Early Years Foundation Stage and pupils in Years 5 and 6, but satisfactory in Years 1 to 4. Across the school pupils do well in mathematics and read well, but too few make good progress in writing. Standards of spelling, handwriting and grammatical accuracy are not secure and pupils, particularly boys, do not always extend their writing in enough depth or detail.
- Pupils' behaviour is good. Many have good levels of self-discipline and are keen to do well. They listen politely, move around the school very sensibly without adult reminders, and really enjoy the company of other pupils and adults. They have a good understanding of how to stay safe. Pupils' personal development is supported particularly well supported through creative subjects.
- The quality of teaching is satisfactory, but ranges from outstanding to inadequate. In the weaker lessons assessment information is not used effectively to set challenging work for all groups of pupils, and especially the most able. Teaching assistants are sometimes peripheral to activities. The marking of pupils' work rarely indicates specifically what needs to be improved.
- The leadership of teaching and management of performance are satisfactory. The school has appropriate systems to monitor the effectiveness of provision, but such activities lack evaluative rigour and the senior staff and governors have not always taken timely action to address weaknesses. The enrichment of the curriculum is a strength thanks to high-quality work in music and activities to support 'visual literacy'.

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- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards in writing across the school by ensuring that:
  - pupils' spelling is consistently accurate
  - they develop neatly presented handwriting that is grammatically correct
  - boys are presented with activities that motivate them to develop the skills to write at length and in depth.
- Raise the quality of teaching so it is consistently good by:
  - providing work that is closely matched to the needs of different groups of pupils and challenges those of higher abilities
  - making sure that teaching assistants support pupils in an effective and well-focused manner
  - extending the marking of pupils' work to make clear what they need to improve further.
- Improve the effectiveness of leadership and management by:
  - making sure that the monitoring of teaching and learning is rigorously evaluative and holds staff accountable for the progress of pupils
  - extending the role of governors in challenging senior leaders and identifying areas for further improvement.

## Main report

### Achievement of pupils

Parents and carers strongly believe their children make good overall progress. While this view is accurate in some respects, inspectors noted considerable variation in the rates of progress made. Children enter the Reception classes with skills and experiences that are in line with the expectations for their age although sometimes slightly lower in early writing, especially for the boys. Children make good progress in the Early Years Foundation Stage and enter Year 1 with skills above the levels expected, especially in their personal, social and emotional development and their speaking and listening. In Years 1 to 4 pupils achieve satisfactorily but their progress is variable. In Years 5 and 6 the rate of progress is good, and overall attainment by the time they leave is consistently above national averages. During the inspection, pupils in Year 6 enthusiastically collated data from football results and used the information to work out the mean, mode and median values. However, some pupils do not reach the standards the school has predicted, and data show that last year the 'value added' to pupils' learning from Key Stage 1 to 2 was slightly below the national average.

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Teacher assessment information, lesson observations and the sample of recent work confirm that standards are generally better in mathematics than other areas. The school places an appropriate focus on reading, and the daily systematic teaching of letters and the sounds they make enables the younger pupils to recognise, and start forming, letters and words. Most pupils across the school read well and are supported in their reading at home. However, attainment in writing remains a particular weakness, especially for the boys.

Disabled pupils and those who have special educational needs make similar progress to their classmates, although they make good progress where support is well targeted to their particular needs. Pupils who are in school for a short period, including those new to learning English, make satisfactory progress and many are rapidly helped to acquire the skills of speaking English.

### **Quality of teaching**

Parents and carers believe that the quality of teaching is good, and pupils say they like most lessons and enjoy a wide range of subjects. During the inspection several lessons were taught well, particularly in music, but the quality varied significantly and was satisfactory overall. Younger pupils were particularly well taught when they created different animal sounds when using percussion instruments, including the vibraphone, and in their singing. Such activities help promote children's spiritual, moral, social and cultural development well by providing them with the opportunity to work together to produce an accompaniment to a song. Music is a strength of the school noted by parents and carers and the pupils. The planned curriculum in other areas makes a satisfactory impact on teaching and learning, although it is more effective in numeracy than literacy, especially in motivating the boys.

The school has a detailed system for regularly assessing the progress pupils make. This information is used to identify where pupils are not making the progress anticipated. However, it is only available electronically and is not always used well enough when planning lessons to ensure the best possible level of challenge for all groups. In some lessons the work provided is too easy for the most able pupils. Where teaching is least effective the directions given to pupils lack clarity. For example, in a mathematics lesson, pupils were unsure which method to use in multiplication tasks because the explanations were confusing.

Teaching assistants are used well in some lessons to provide specific and well-focused support, including for disabled pupils and those who have special educational needs. At times, they are also effective in supporting pupils who speak English as an additional language. In other lessons though, teaching assistants are not deployed effectively to support learning. The marking of pupils' work is completed conscientiously, but rarely indicates to pupils exactly what they need to improve.

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

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The behaviour of pupils is typically good and a strength of the school. Pupils have positive attitudes to their learning and want to succeed. The majority of pupils get on with adults and their peers very well, and speak with obvious pleasure about how they like school and making friends. Very occasionally some pupils do not make enough effort to offer their ideas in discussions. Several parents and carers believe the school is 'friendly, approachable and caring' and there is 'a high standard of values and self-worth'. Records show that there have been few incidents of bad behaviour. If these do occur the school has suitable procedures to manage them, although a few parents and carers raised concerns about individual instances of inappropriate behaviour, and were unsure how these are dealt with.

Discussions with pupils indicate that they believe there is little or no bullying of any kind in the school. They understand the different types of bullying that might occur and have a good awareness of how to keep themselves safe, including internet safety. Pupils recognise that school assemblies are used to make sure that the messages of how to protect themselves are known to all. Their understanding of the difference between right and wrong is well developed. Attendance is in line with national averages and pupils arrive to school punctually.

### **Leadership and management**

The large majority of parents and carers appreciate the quality of education and care provided. The staff work closely together as a team. Governors support the school and work effectively to manage the budget and ensure good quality resources are available. The staff and governors are long-serving and proud of the strengths in provision, which sometimes means they are not fully self-critical. Nevertheless, since the last inspection senior leaders have maintained the above-average standards reached by pupils when they leave, have identified where improvement is needed and have provided a carefully structured programme of support where teaching was least effective. This has clearly led to improvements in some areas, including the use of questions to deepen pupils' learning, and although it has not yet had a full impact on ironing out inconsistencies, the school has satisfactory capacity to improve further.

Staff are committed to the school and local community and put in considerable time and effort to support the wide range of extra-curricular and enrichment opportunities, which are much appreciated by parents and carers. The headteacher is involved in teaching mathematics, supporting information and communication technology and collating the wide range of assessment information. This workload means that while the programme for monitoring the work of the school is appropriate, such activities have always not been followed up quickly or effectively enough. The assistant headteachers and the special educational needs coordinator work well in areas for which they hold responsibility, and are keen to develop their roles further.

The school provides a broad and balanced curriculum that meets the needs of pupils

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in a satisfactory manner, and supports their spiritual, moral, social and cultural development well. The school promotes equality and tackles discrimination satisfactorily, but has not always used assessment information well enough to ensure all groups achieve equally well. Arrangements for safeguarding are well considered, carefully managed and meet current requirements.



## 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 March 2012

Dear Pupils

**Inspection of St Andrew's CofE Primary School, Woodhall Spa, LN10 6RQ**

Thank you very much for making my colleagues and me feel so welcome when we visited your school recently. We enjoyed talking to you and listening to your ideas, especially when chatting to groups of you, hearing readers and at lunchtime, and reading your questionnaires. I liked listening to how beautifully you sang in assembly and seeing how well you get on together. I was particularly impressed with how sensibly you put forward your ideas in our discussion. One of my colleagues really enjoyed watching the youngest children using percussion instruments.

The school provides you with a satisfactory quality of education. Despite many good features, the quality of teaching is too variable to ensure that your achievement is consistently good. These are the things we liked best.

- Your behaviour is almost always good. You get on with adults and other pupils well and know how to keep everyone safe.
- Music and the extra activities in the arts and sport are enjoyed by many of you.
- The standards you reach by the end of Year 6 are above average and you often do well in mathematics.
- Your parents and carers are pleased with what the school provides and they support the school and your learning well.

These are the things we have asked your school to do to make it even better.

- Give you more opportunities to practise your writing skills so that all of you, and especially the boys, write well.
- Improve the planning of lessons so that activities are just hard enough for you, and support and the marking of your work are effective.
- Make sure that the adults in charge check even more carefully how things are working so that everything is always good or better.

You can also help by making sure that you always try your hardest, join in discussions and do not wait for other people to give their ideas first.

Yours sincerely

Sue Hall  
Lead inspector

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