

St Andrew's CofE Primary School

Inspection report

Unique Reference Number	105934
Local Authority	Salford
Inspection number	355863
Inspection dates	23–24 February 2011
Reporting inspector	Jim Kidd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Mr Les Robinson
Headteacher	Miss Karen Leyland
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons or part lessons and all seven teachers were seen teaching at least once in their classrooms. Inspectors held meetings with pupils, parents and carers, the Chair of the Governing Body, teachers and support staff. They observed the school's work, and looked at development planning, pupils' progress documentation and pupils' workbooks. Inspectors also analysed 39 questionnaires returned by parents and carers and 80 completed by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's work to raise the progress and attainment of boys.
- The levels of achievement reached by pupils, including those who join the school other than at the usual times.
- The impact of the school's work to support staff who are relatively new to the school.
- Challenge in teaching and whether it is high enough to enable pupils to reach the higher National Curriculum levels in both key stages.
- Whether the curriculum reflects the diverse ethnic background of pupils and also enables them to acquire literacy and numeracy skills rapidly and securely enough.

Information about the school

This is a smaller-than-average sized primary school. The proportion of pupils known to be eligible for free school meals is above average. There is a high percentage of pupils from minority ethnic groups and the proportion with English as an additional language is almost four times the national average. The percentage of pupils with special educational needs and/or disabilities is broadly average. St Andrew's is a nationally accredited Healthy School. It also holds the Heart Start and Eco School (Bronze) awards and has been recognised as an approved provider by the Mentoring and Befriending Foundation for its work with pupil peer mentors. Since the previous inspection, there have been considerable changes in staffing, including the appointment of a new headteacher.

The Just 4 Kids Holiday Club operates on the school site. It is not managed by the governing body and receives a separate inspection. The report will be available 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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school which provides a good quality of education for its pupils. Pupils feel exceptionally safe in school and the care, guidance and support provided for them is outstanding. Pupils have the highest regard for the adults who work with them and comment, 'Our school is like our family.' Parents and carers agree. One summed up their views with the words, 'The school has a wonderful sense of community and it is like a second home to our children.'

All groups of pupils make good progress across the school and achieve well to reach broadly average attainment by the end of Year 6. As a result of excellent support from teaching assistants and the inclusion manager, pupils with special educational needs and/or disabilities make the same good progress as their peers. The school recognises that not enough pupils reach the higher National Curriculum levels in both key stages. Pupils behave well and have an excellent understanding of what makes an unsafe situation. Spiritual, moral, social and cultural development is outstanding and, as a result, the school is a racially harmonious community, in which mutual respect abounds.

Teaching is good and there are examples of outstanding practice in Key Stage 2. Challenge is realistic and generally matches pupils' learning needs. Challenge for more-able pupils, however, is not always consistently high across the school. Good curricular planning ensures there is a good balance between pupils' acquisition of discrete literacy and numeracy skills and topics which fire their enthusiasm and which reflect their diverse ethnic heritages. Pastoral care is excellent and the family support manager is in the vanguard of home-school liaison.

The leadership places great emphasis on the support and development of both teaching and non-teaching staff: several teaching assistants have gained prestigious qualifications as a result. Ongoing evaluation of progress towards targets in all areas of school life is strong and both senior and middle leaders have an accurate view of strengths and areas for development. However, whilst the governing body is fully supportive of the school its role in formally evaluating school performance is underdeveloped.

St Andrew's is a school in which pupils come first and in which staff see the inextricable link between pupils' personal development and their academic success. It has sustained good performance in both personal and academic outcomes for pupils since the previous inspection and has good capacity to improve further. It provides good value for money.

What does the school need to do to improve further?

- Increase the percentage of pupils reaching the higher National Curriculum levels and hence raise pupils' attainment further by:

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- – providing consistent challenge in lessons for more-able pupils
- – further developing pupils' research and independent learning skills
- – ensuring that teachers encourage pupils to take even more responsibility for their own learning and for reaching their targets
- – continuing to develop teachers' understanding of data and how it can be used to improve progress and raise attainment.
- Further increase the effectiveness of the governing body by developing its role in evaluating the performance of the school.

Outcomes for individuals and groups of pupils**2**

From breakfast club at the beginning of the school day to meeting their parents and carers at the end, pupils have smiles on their faces and are enthusiastic about their learning. As pupils in Year 3 say, 'We've got problem-solving after playtime and we can't wait!' They enjoy their lessons and are also fascinated by the thought-provoking assemblies, bursting into spontaneous applause when their peers take part in role-play activities in front of the whole school. Children generally enter the Nursery with well below age-related skills, particularly in numeracy and in communication, language and literacy. As a result of good teaching, excellent support from teaching assistants and a wide range of focused individual and small group sessions, all groups of pupils, including those with special educational needs and/or disabilities, achieve well across the school. Moreover, pupils who enter the school at other than the usual times and those at early stages of learning English, also achieve well, because of the plethora of initiatives to help them settle in quickly and to support their acquisition of skills in their new language. Attainment by the end of Year 6 is broadly average and the progress and standards reached by boys are improving apace. Over time, there has been a below average percentage of pupils reaching the higher National Curriculum levels in both key stages.

Members of the school council ensure that the pupil voice is heard and are not afraid to put forward ideas about how to improve the school. Trained peer mentors and peer mediators offer support to other pupils, make sure that no-one is lonely at breaks and lunchtimes and also help to solve any problems which may arise. In their words, 'We always listen to both sides of the story.' Pupils understand the importance of living a healthy lifestyle and have a sound knowledge of what makes a balanced diet. Attendance is broadly average and there has been a reduction in the number of persistent absentees since the previous inspection. Broadly average attainment and good progress in their academic studies mean that pupils are soundly prepared for the next stage in their education and beyond.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good planning, warm relationships and outstanding support for pupils who sometimes find the work difficult are the hallmarks of teaching across the school. In the best lessons, an outstanding Year 5/6 numeracy session for example, pupils are fully engaged, benefit from increasingly complex assignments which foster progress and are given many opportunities to coach their peers and to act as extra learning resources for them. As a result, pupils are often astonished at what they can do and pupils with special educational needs and/or disabilities develop their calculation skills rapidly. On occasions, challenge for more-able pupils through teachers' questioning is not consistent and does not enable them to reach for the higher levels in their assignments. Assessment and marking are good overall and pupils receive detailed and accurate advice on how they can improve their work. Pupils are aware of their targets, but teachers do not always ensure that their charges take sufficient responsibility for their own learning and for reaching these targets.

The curriculum is planned well, meets the needs, interests and aspirations of most pupils and topics reflect the wide range of cultures and religions represented in the school. It makes a good contribution to pupils' personal development. It places an appropriate emphasis on literacy and numeracy and there is a very effective programme, taught in individual and small group sessions, to accelerate the acquisition of language skills of those who are at early stages of learning English. The impact of the curriculum is continuously under review and teachers have identified that pupils' independent learning

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skills are underdeveloped. They are currently planning to extend pupils' use of information and communication technology as a tool for research. There is a good range of enrichment activities, including visits and visitors and also a wide variety of clubs before, during and after the school day.

Care, guidance and support are of the highest order. Staff take very effective steps to raise pupils' confidence and self-esteem and recognise that this is of the essence if they are to take full advantage of everything the school has to offer and if their academic progress is to accelerate. The inclusion manager and the outstanding team of teaching assistants identify vulnerable pupils quickly and accurately and provide focused support for each individual. Pupils with special educational needs and/or disabilities also benefit from targeted support and often make major contributions in class as a result. The family support manager provides considerable and most effective support for families in challenging circumstances. Parents and carers speak positively of the induction procedures into the Early Years Foundation Stage and strong links with local high schools facilitate ease of pupils' transition into the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Teachers of all levels of experience and responsibility speak positively of the support they receive from senior leaders. They point to high levels of teamwork and a shared vision engendered by, in their words, 'The perceptive yet sensitive leadership of the headteacher and the committed senior team.' Newly and recently qualified teachers are grateful for the support and advice they receive from their mentors and they give many examples of how their professional practice has improved as a result. Without doubt, senior leaders lead by example and they have an accurate view of school performance. They are aware, for example, that although teachers' understanding of progress data is improving strongly, further development in this area is of the essence if they are to have greater awareness of how it can be used to accelerate pupils' learning and raise their attainment further.

Members of the governing body are fully supportive of the school's work and are beginning to challenge the leadership with increasing rigour. However, their formal involvement in the school's self-evaluation is underdeveloped.

The school's engagement with parents and carers is good and is improving strongly. Parents and carers enjoy the opportunities they have to talk to staff at morning breakfast club and they are grateful for the instruction they receive in the English language workshops.

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The school promotes equality of opportunity well and challenges discrimination in all its forms: pupils respect each other and celebrate the cultural diversity within the school.

Child protection and safeguarding requirements are robust and meet current requirements. Risk assessments are fully in place and staff training is up to date.

The school promotes community cohesion well within its walls but national and global links with schools within different cultural and socio-economic contexts are less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

This is a good Early Years Foundation Stage. Children generally enter the nursery with skills, particularly in numeracy, communication, language and literacy, which are well below those expected for their age. Good teaching, alongside a curriculum which provides well for both teacher-directed and child-initiated learning lead to them making good progress in both nursery and reception to enter Year 1 with below average but improving attainment. Relationships between staff and children and between staff and parents are warm; child protection and welfare lie at the very heart of the setting. Children are happy and enthusiastic and get on well with each other: they are more than willing to talk to visitors and to show them just how much they enjoy their learning. Teaching and support staff make effective use of the setting and use a variety of resources well to promote children's confidence and self-esteem. They are currently placing emphasis on more focused planning for use of the outdoor area so that it is fully integrated into children's learning experiences.

Leadership and management are good and both teaching and support staff demonstrate secure subject and professional expertise. The assessment of children's progress is both ongoing and accurate and staff are never afraid to amend approaches and activities if they feel that children are not achieving as well as they might. Parents and carers have a high

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regard for how the setting meets the needs of their children and comment that their sons and daughters look forward to coming to school and sometimes do not want to leave!

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All parents and carers who returned the questionnaires believe the school helps them to support their children's learning. Indeed, most are entirely satisfied with their children's experiences at St Andrews. In the words of one, 'The school has a caring staff who look after and nurture our children.' An overwhelming majority is of the opinion that the school keeps their children safe and that it helps them have a healthy lifestyle. Most believe the teaching to be good and that their children are making enough progress. A very small minority expressed the view that the school does not take account of their suggestions and concerns. The inspection team talked with groups of parents and carers at the breakfast club and found no evidence to endorse this view. Parents and carers talked most positively about the sterling work of the inclusion and family support managers and said that these professionals listen to their views and do what they can to support their families.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's CE 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	51	16	41	3	8	0	0
The school keeps my child safe	21	54	17	44	1	3	0	0
My school informs me about my child's progress	14	36	24	62	1	3	0	0
My child is making enough progress at this school	15	38	20	51	2	5	0	0
The teaching is good at this school	23	59	14	36	0	0	0	0
The school helps me to support my child's learning	15	38	24	62	0	0	0	0
The school helps my child to have a healthy lifestyle	21	54	17	44	0	0	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)	20	51	13	33	2	5	0	0
The school meets my child's particular needs	13	33	21	54	3	8	0	0
The school deals effectively with unacceptable behaviour	19	49	15	38	3	8	1	3
The school takes account of my suggestions and concerns	15	38	17	44	3	8	0	0
The school is led and managed effectively	19	49	14	36	4	10	0	0
Overall, I am happy with my child's experience at this school	20	51	17	44	1	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 February 2011

Dear Pupils

Inspection of St Andrew's CE Primary School, Eccles, M30 0FL

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We are particularly grateful to the members of the school council, the peer mentors and peer mediators who came to talk to us on Wednesday lunchtime. A special 'thank you' goes to those of you who opened doors for us and helped us find our way around your school. Here is the letter I promised you!

St Andrew's is a good school and it is improving all the time. You behave well, make good progress in your lessons and enjoy looking after each other. You feel very safe in school and have an excellent understanding of the different races and religions which make up the United Kingdom: you respect and celebrate the many different cultures represented in your school. Your teachers teach you well and all the adults in school provide you with outstanding care and support. You also have many opportunities for visits outside school, to Manchester Museum of Science and Technology, for example.

Your headteacher and all the other staff are always trying to make St Andrew's better for you. Therefore, I have asked them to help you improve your skills in finding things out for yourselves and to help you take more responsibility for reaching your targets. If they do this, and also challenge those of you who sometimes find the work fairly easy, I think more of you will reach the higher National Curriculum levels. I have also asked members of the governing body to check on the school more and your teachers to look very closely at how well you are doing in your work so that they can help you make even more progress.

Thank you all again for being so friendly, polite and kind to us. Please keep working hard and looking after each other as well as you do now!

Yours sincerely

Jim Kidd

Lead inspector

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