

St Andrew's Primary School

Inspection report

Unique Reference Number	113070
Local Authority	Devon
Inspection number	357255
Inspection dates	8–9 December 2010
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Chris Eggins
Headteacher	Robert Whitell
Date of previous school inspection	9 July 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons and observed 10 teachers. Meetings were held with school leaders, staff, pupils and members of the governing body. Inspectors observed the school's work, and looked at pupils' books, assessment information, school development planning, and school policies, including safeguarding policies and procedures. The inspection questionnaires were responded to by 74 parents.

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

- Whether teaching and the curriculum are helping to accelerate progress in writing.
- If current strategies to improve attendance are beginning to work.
- Whether there has been sufficient improvement since the last inspection.

Information about the school

St Andrew's is an average-size primary school. The proportion of pupils with learning difficulties and/or disabilities is well above average. This includes pupils with moderate learning difficulties, visual impairment, autism and emotional and behavioural difficulties. Most pupils are White British. A few pupils, particularly from Poland, Latvia or Lithuania, speak English as an additional language. There is Early Years Foundation Stage provision for children from the age of four. There is a before-and-after school club providing child care that is managed by the governing body. This club is closing at the end of this term.

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 school that has improved since the last inspection. It has a warm and caring ethos within a vibrant environment in which pupils thrive. 'All the children are well-mannered and well behaved and teachers and leaders are all very passionate about their jobs,' wrote a parent who typifies the views of many. All groups of pupils achieve well. They attain broadly average standards in English, mathematics and science by Year 6 from low starting points. Pupils make the best progress in reading. The school has had significant success in improving pupils' mathematics and literacy skills through a wide range of intervention strategies. Teachers focus on pupils who are deemed to be underachieving, providing them with good quality support and guidance so that they quickly catch up. As a result, a large proportion of pupils exceed their targets. An example of a successful method is the way individual pupils are encouraged to talk through what they want to write before actually doing so. This strategy is helping them to improve the quality of their work. Pupils with special educational needs and those who speak English as an additional language also achieve well because of focused targets and high levels of support. Children get off to a good start to their education in the effective Early Years Foundation Stage and quickly become confident learners. Pupils say that they enjoy school and they participate enthusiastically in the wide range of activities offered. This was demonstrated by the way younger pupils participated in their Christmas play with high levels of excitement and joy. However, despite this, not all pupils come to school as often as they could and a small minority are persistently absent.

Pupil's spiritual, moral and social development are good as is clearly evident in the way that all groups work together and take turns. The school promotes inclusion well and pupils learn how to greet each other in languages such as Polish and Lithuanian. Pupils behave well in and around the school and lessons are calm and harmonious. The majority of teaching is good and occasionally it is outstanding. It is clearly focused on helping pupils to improve. In a few literacy lessons, pupils do not have sufficient opportunities to practise their writing skills because they spend too long sitting on the carpet listening to the teacher instead of actively participating in the lesson. At these times, expectations of what they could achieve are not high enough. Teachers assess pupils' work regularly and set challenging targets for improvement, particularly in writing. However some older pupils are not as fully involved in this process as they could be and, as a result, these pupils are unclear about what they need to do to improve.

Effective leadership and management are the key to the school's success. The headteacher provides clear leadership and direction. He is well supported by senior leaders and staff. A common sense of purpose, along with accurate self-evaluation, leads to clear understanding by leaders of the school's strengths and areas for improvement. The governing body supports and challenges leaders well. They meet their statutory duties. There has been good improvement since the last inspection. The school has met

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challenging targets for improving pupils' progress in reading and mathematics as well as improving progress by particular groups of pupils such as those with special educational needs and/or disabilities. As a result, the school has demonstrated a good capacity for further improvement.

What does the school need to do to improve further?

- Improve progress in writing across the school by
 - giving all pupils more time to write in their lessons
 - ensuring that all teachers have high expectations of what pupils can achieve in their written work
 - increasing the involvement of older pupils in setting and measuring their own targets, particularly in writing.
- Work closely with pupils, parents and carers to improve attendance, particularly by the small minority of pupils who do not come to school as often as they could.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and their attainment has risen steadily over the past few years so that by the end of Year 6, despite their low starting points, pupils' skills are broadly average. Pupils make the best progress in reading and mathematics because of the high level of good quality intervention programmes that successfully focus on these areas. All groups of pupils make good progress in their learning. This was evident in a literacy lesson in Years 1 and 2, for example, where pupils listened well and responded thoughtfully to questions about using instructional language. Because of good questioning by the teacher and activities that promoted enthusiasm for writing, pupils made some exceptional progress in their writing task. In another lesson, pupils in Years 3 and 4 showed effective information and communication technology skills (ICT) as they did research as part of their history topic. They were able to develop ICT presentations about the roles of knights in mediaeval times, accurately and efficiently editing and improving their work and showing how technology is helping them to improve their writing, spelling and punctuation skills. Pupils achieve particularly well in music and art because of the school's specialist provision.

Pupils are proud of their school environment. They take care of it and are polite to each other and to visitors. The School Council plays an active role in the life of the school, with direct involvement in the appointment of a new deputy headteacher and a new headteacher in the past few months. Members of the council are recognised by other pupils as having influence, particularly with regard to the new playground equipment. Pupils are very proud of their involvement in fundraising activities, most recently for Children In Need. The school enables children to be proactive in their response to local and global issues where they can make a difference; which was particularly evident in conversations with pupils about their good response to the earthquake in Haiti. Pupils' awareness of the different cultures and lifestyles that make up modern Britain is more limited. Pupils adhere to the school's ethos well, so that there is a harmonious atmosphere in all lessons. They say that they feel extremely safe and secure at school and that there is always someone that they can talk to. Their enjoyment of everything that the school offers is evident in their enthusiasm and willingness to take part. Despite this, a few pupils do not come to school regularly enough while others take too many holidays in term-time.

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Activities such as the development of the allotment, and the wildlife garden, help pupils develop healthy lifestyles and understand how they can contribute to the wider community. They were able to express their interests and aspirations for the future clearly, showing that they are well prepared for the next stage of their education.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2

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?

The rich and varied curriculum is having a positive impact on pupils' enjoyment and on their achievement. 'Learning Logs' allow them to reflect on their learning and share it with their parents. These contribute well to assessing and monitoring how well each pupil achieves over time. The pupils mentioned their Learning Logs regularly during the inspection with great enthusiasm. The wide range of intervention strategies, closely linked to pupils' individual education plans, provide very good and immediate support for those who require a short programme to improve specific skills. The curriculum is enriched by many after school and lunch-time clubs which are well attended. The use of a local Forest School to provide targeted support for pupils with low self-esteem is a good example of how the curriculum meets individual needs. Extended school links provide many sporting and community activities alongside support from the secondary school. Provision for pupils attending the before-and after-school club is good, providing a broad range of activities to extend their interests.

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Good teaching across the school has resulted in rising standards and improved progress by all groups. Strong relationships mean that pupils want to please their teachers. In Years 5 and 6, good teacher interventions at personal, group and whole-class levels enable pupils to make good progress and ensure they work at a fast pace. Sensitive questioning enable pupils to build confidence and improve their understanding of how to use connectives in their writing. In a few literacy lessons, too little work is planned and expectations of pupils are low, as a result, some pupils do not do enough writing. This is mainly because they spend too long listening to what they have to do and too little time is left for them to complete their work. Assessment is used well to provide a clear view of pupils' progress and to plan their next steps but pupils' involvement in the assessment process and in setting and measuring their own targets is variable. Teaching assistants make a good contribution to the learning of all groups.

Parents rightly believe that their children are very well cared for and safe at school. Staff work exceptionally well to support pupils, drawing on a wide range of other professionals to involve and engage pupils and families. Procedures to improve attendance are robust but are not yet having sufficient impact on the few pupils who do not attend regularly. Transition is very well planned so that older pupils transfer smoothly to secondary school. The school has established very thorough arrangements for welfare, health and safety. Carefully tailored additional guidance for language needs and for those with special educational needs and/or disabilities ensures that all groups are supported well. The before- and after-school club provides good quality care for pupils.

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	2

How effective are leadership and management?

The headteacher has a clear vision for the school. He is ably supported by leaders and other staff. Effective partnerships with support services and with local schools contribute well to pupils' learning and personal development. The school promotes equality particularly well and is robust about eliminating any discrimination. For example, as part of the school's community cohesion strategy, pupils celebrate diversity by learning about each other's lifestyles and learning to speak a few words in the different languages that are represented in the school. Pupils also have a productive link with a school in France, giving them a greater awareness of life in another culture. There are not yet effective links for pupils to extend their understanding of the range of cultures that make up modern Britain. Leaders and managers are rigorous in embedding their ambition for the future of the school and demonstrate this by the way they have worked tirelessly to secure improvements to the school building and to improve achievement by pupils. Extensive intervention strategies are testament to the rigorous drive to improve mathematics and, in

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particular, literacy skills across the school. Monitoring is rigorous and, as a result, the quality of teaching and learning has improved since the last inspection. Accurate self-evaluation recently has highlighted the issues from this report. Parents and carers are supportive and pleased with the school. The governing body have a clear view of the school's needs and successes and fully meets its statutory responsibilities. Safeguarding, including child-protection procedures, are particularly robust and very effective.

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	2
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

Children enjoy their time in the Reception class. They benefit from good accommodation and resources both in the classroom and outdoors. In their personal, social and emotional development, they learn to make healthy choices of fruit at break-times and play happily with their peers. Careful support and attention to safety ensures that the effective welfare arrangements keep children safe and secure. Many children enter the Reception class with skills that are well below expected levels, particularly in communication, language and literacy and in mathematical development. They quickly catch up and make good progress because of some well-planned and exciting activities that help them to develop their skills, however they enter Year 1 still below average in mathematical development and communication, language and literacy. This good progress in communication, language and literacy was evident when children pretended to be 'Santa's helpers'. They thought carefully as they prepared a sentence about themselves to explain why they should be a helper. 'I would be a good helper because I am kind,' said one child. The teacher wrote this on the board, modelling good writing techniques and, as a result, children developed good awareness of simple punctuation. Effective use of talking partners, and talking their sentences through with each other, prepared them very well for their writing task. In most lessons, children are fully engaged in a broad range of activities. Outdoor learning is not always as varied or vibrant as indoor opportunities.

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As a result of good leadership, children are very well looked after and their welfare is rigorously monitored. Their achievements are regularly noted and are used well to plan the next stage of learning. 'Learning Journeys' are very informative and show good examples of a broad range of learning opportunities and evidence of children's good progress over time.

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

Parents and carers are happy with the school. A very large majority of those parents who responded to the inspection questionnaires said that their child enjoys school and that they are well informed about their child's progress. 'It is a lovely friendly place where my daughters have felt welcome' and 'lovely friendly staff throughout the school' are typical comments from parents. They are particularly pleased with the support given to their children. One parent wrote, 'My son has benefited from many extra support programmes, all of which have increased his confidence and self-esteem.' Another parent commented that 'since moving to the school, the staff and helpers have done a brilliant job helping my child catch up'. A very few parents are concerned that the school does not deal effectively with unacceptable behaviour. Inspection evidence found behaviour to be at least good in all areas of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	68	21	28	1	1	2	3
The school keeps my child safe	45	61	24	32	2	3	2	3
My school informs me about my child's progress	34	50	34	46	3	4	0	0
My child is making enough progress at this school	39	53	32	43	3	4	0	0
The teaching is good at this school	43	58	26	35	2	3	0	0
The school helps me to support my child's learning	46	62	25	34	2	3	0	0
The school helps my child to have a healthy lifestyle	40	54	29	39	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)	39	53	31	42	2	3	0	0
The school meets my child's particular needs	39	53	31	42	3	4	0	0
The school deals effectively with unacceptable behaviour	34	50	31	42	4	5	0	0
The school takes account of my suggestions and concerns	30	41	40	54	3	4	0	0
The school is led and managed effectively	44	59	26	35	4	5	0	0
Overall, I am happy with my child's experience at this school	50	68	21	28	3	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



10 December 2010

Dear Pupils

Inspection of St Andrew's Primary School, Cullompton EX15 1HU

Thank you for your help in our recent visit. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a good education, and here are some of the things it does well.

- You behave well and get on well with all your friends.
- You understand how important it is to keep fit and healthy and how to stay safe.
- Most of you achieve well and make good progress in your lessons.
- Those of you who find learning difficult are trying hard to improve and achieve well.
- Your teachers give you lots of exciting things to do and you really enjoy your learning.
- Your parents are very pleased with the school.
- You are achieving particularly well in music and art.

We asked your school to do two things to help you do better:

- increase the amount of time you spend writing in lessons and make sure that you are all involved in checking it to see how you could improve
- working with you and your parents and carers to make sure that you all come to school as often as you can.

You can help by continuing to work hard.

Yours sincerely

Denise Morris

Lead inspector

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