

# St Andrew's CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	126030
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359992
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Chris Grove

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Robinson
<b>Headteacher</b>	Jayne Wilson
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Nuthurst Road Nuthurst Horsham RH13 6LH
<b>Telephone number</b>	01403 891286
<b>Fax number</b>	01403 891114
<b>Email address</b>	head@st-andrews-horsham.w-sussex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	12–13 January 2011
<b>Inspection number</b>	359992

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. They observed ten lessons taught by five teachers. Meetings were held with groups of pupils, and with members of the governing body and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 61 parents and carers and those completed by 15 members of staff and 70 pupils.

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

- The extent of children's academic progress and personal development, and the quality of provision and leadership, in the Early Years Foundation Stage.
- The extent to which the school's monitoring of pupils' outcomes and the quality of provision leads to accurate self-evaluation.
- How well the school promotes community cohesion at the national and international levels.

## Information about the school

St Andrew's Primary is located in a village setting and is smaller than average. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is very low. The number of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is broadly average. There is an after-school club, which is not managed by the governing body and did not form part of this inspection. The school has achieved a range of national accreditations including the Healthy Schools and Eco Schools (Bronze) Awards. It is also a UNICEF Rights Respecting School.

**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

St Andrew's Primary is a good school. As a result of her well-judged approach to leadership, the headteacher has developed a strong team spirit among the staff, with good support from the deputy headteacher. Without exception, all members of staff who completed the questionnaire agreed that they were proud of the school and that their contribution was valued. This leads to the school's strongly positive ethos, which is also recognised by the parents and carers and pupils. All the parents and carers who returned a questionnaire agreed that their children enjoy school, and the very great majority were happy with their children's experience at school. One delighted parent or carer concluded by saying, 'I would recommend St Andrew's to any parent who wants their child to have positive memories of their primary years.' Another described it as a 'brilliant school', while a third parent or carer commented, 'Both my children feel secure and happy at the school.'

All respondents to the staff questionnaire, and the very large majority of parents and carers, think that the school is well led and managed, and this is confirmed by inspection evidence. Members of the teaching and support staff share the headteacher's inclusive vision, which leads to their strong and trusting relationships with the pupils. The very positive atmosphere is well established with the children in the Early Years Foundation Stage, and pervades the whole school. Staff are particularly good at identifying and supporting the needs of pupils, including those who may be vulnerable. All aspects of pupils' personal development are good because of the strong ethos of pastoral care.

Children make a sound start in the Early Years Foundation Stage. In recent years, satisfactory provision has resulted in satisfactory achievement, especially in aspects of literacy and children's knowledge and understanding of the world. One reason is that not enough use is made of assessment information in planning the next steps in children's learning. Although the quality of teaching is improving, more able children are not always consistently well challenged in the learning activities that are on offer. A further reason is that at the end of the Early Years Foundation Stage, the assessment of children's attainment has not been fully secure.

Pupils' achievement is good. From starting points that are broadly as expected, pupils make good progress across the school. Pupils make good progress, as a result of teaching that is consistently good. The imaginative curriculum provides pupils with a broad range of worthwhile experiences. One contented parent or carer commented particularly favourably on the quality of teaching and the curriculum, in writing, 'Our son loves school, thriving on the dynamic and enthusiastic way lessons are taught.'

School leaders offer strong ambition and drive, leading to the school's secure climate for learning. Through their detailed insight and understanding, the members of the governing body also make a good contribution to the school and to its effectiveness in meeting the needs of all pupils. Although much is done to promote community cohesion within the

**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

school and in the locality, pupils do not have sufficient opportunities to reflect on life elsewhere in the United Kingdom and in different societies in the world.

A good range of self-evaluation activities enables school leaders to check the quality of pupils' outcomes and the school's provision. Tracking information about pupils' attainment and progress is consistently well used. Good progress has been made on the issues for improvement from the last inspection. For instance, pupils' attainment and progress have improved strongly over the last three years, and subject leaders now make a full contribution to the school's improvement. Challenging targets are set and achieved. For example, the school successfully met the demanding target for 2009/10 that every pupil in Year 6 should make at least two full levels of progress in English and mathematics since the end of Year 2. Given the school's record in recent years of improving academic outcomes and maintaining the good personal outcomes for pupils, and the evident improvements in teaching and the curriculum and in leadership and management, the school has a good capacity to sustain further improvement.

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

- In the Early Years Foundation Stage:
  - accelerate progress, especially in reading, in writing and in knowledge and understanding of the world, through improved use of assessment information to plan the next steps in children's learning
  - ensure that learning activities are more consistently challenging for more able children
  - improve the accuracy of the final assessments of children's attainment at the end of the year.
- Improve the promotion of community cohesion through a wider range of contacts at national and international levels in order to develop pupils' understanding of the diversity of other communities.

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

**2**

Both girls and boys achieve well and enjoy their time in school. They make good progress, although there is some variation between subjects and year groups. In a good lesson in mathematics, for instance, pupils in Year 6 applied themselves very well and made good progress in classifying the properties of quadrilaterals, because of the lively pace to the learning and the good challenge for pupils which allowed them to develop or confirm their understanding of mathematical terminology. In a well-conducted lesson in Year 3, pupils learnt to understand and use geographical terms in a discussion with their teacher about the effects of a volcanic eruption, before they were given a good opportunity to apply their literacy skills to the task of writing a newspaper article on the subject. Pupils who have special educational needs and/or disabilities also progress well, because teaching is well tailored to their needs and assistants offer them good support.

Pupils are well behaved in the playground, around the school and in assembly. Most pupils behave maturely in lessons, are attentive to their teachers, and cooperate well with other pupils. Most also feel safe in school, although a very small minority say that they do not. Pupils' spiritual, moral, social and cultural development is good. Many practise a healthy

**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

lifestyle. As well as enjoying two hours weekly of physical education and games, there is good participation in after-school physical activities, of which there is a wide range for a small school. School lunches are served from the recently reinstated kitchen, and this provides pupils with balanced meals. Nearly half the pupils take up this option. The curriculum provides good support for pupils' emotional well-being and mental health. The Healthy Schools award attests to pupils' good understanding of healthy living.

Pupils make good contributions within the school and to some extent in the community. Members of the school council are good at listening carefully to one another, and participate very well in discussions. They are proud of their efforts to improve the school, for instance the play equipment that they have purchased and the new shed to house this. Pupils appreciate the good range of opportunities to play supportive roles in school, such as eco warriors, play leaders and bus prefects. The status of being a Rights Respecting School has had a good impact on pupils' understanding of their social responsibilities. Attendance is above average. Activities such as 'talk partners' in lessons enable pupils to develop good workplace skills. Together with their above average skills in literacy and numeracy, this means that they are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	2
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 strong relationships between pupils and teachers are a major factor in the good climate for learning. All teachers set high expectations and a good pace to their lessons.

**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

Clear objectives and criteria for successful work ensure that learning is consistently purposeful. In all classes, tasks are well matched to the learning needs of different groups of pupils, providing good levels of challenge. Teaching assistants offer pupils good support, especially those with special educational needs and/or disabilities, so that they make good progress. However, during introductory sessions, and in whole-class work towards the end of lessons, the assistants do not always have a clear role to play. Good use is made of assessment to support learning. For instance, teachers direct their questioning well. The most challenging questions are posed to the most able pupils. Teachers also regularly use self-assessment to seek feedback about the extent of pupils' understanding of their learning. Pupils know and appreciate the targets that teachers set to help them to improve their work in writing and mathematics.

The curriculum has been carefully planned to ensure a good balance between subjects, and to meet pupils' needs. Good planning ensures effective links between subjects, for instance opportunities for writing in geography and religious education. Pupils' personal development is well supported, for example through personal, social, health and citizenship education. The specialist teaching of French is well received by pupils. Partnership work has helped to extend provision, for instance in physical education and sports, and also to enhance the use and relevance of information and communication technology (ICT) in other subjects. Although music is not a prominent feature of the school, there are annual productions which pupils greatly enjoy. The broad programme of visits and visitors provides good enrichment. Visits made include those to the neighbouring St Andrew's church, with which the school is closely associated. There is good participation in the well-developed programme of extra-curricular activities.

The school is strongly committed to the care and support of pupils, and especially any whose circumstances are challenging. The school is welcoming. One satisfied parent commented that, 'All the staff without exception are approachable and friendly.' Provision for pupils with special educational needs and/or disabilities is well organised, and is supported by the school's good links with external agencies. Good liaison with the feeder nurseries supports induction well, and effective links smooth transfer to secondary education.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The senior team offers the school committed leadership and a clear sense of direction, which has empowered middle leaders. Subject leaders are now well involved in monitoring the quality of teaching and learning, and have a good impact, especially in mathematics.

**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

The governing body has a good understanding of the school's many strengths and few weaknesses. Governors meet almost all statutory requirements, and play the role of 'critical friends' to good effect, and especially when they evaluate the school's annual data review. The positive questionnaire responses of almost all parents and carers are testimony to their good engagement with the school. Parents and carers appreciate the school's good communication and the approachability of the staff. The school's leaders have a strong commitment to the promotion of equal opportunities and tackling discrimination. This leads to good participation by pupils who may be vulnerable, and to above average academic performance by both girls and boys.

The school has assessed its provision to promote community cohesion, and has developed a clear plan of action. The contributions that are made at the levels of the school itself and of the local community are very effective. However, cohesion at the national and international levels is less well developed, though the link with a school in Sierra Leone has been re-established. At the time of the inspection, the school's systems and procedures met all the requirements for safeguarding. Arrangements are rigorously undertaken and, where necessary, there is good collaboration with outside agencies. The school's policies for child protection, anti-bullying and race equality safeguard pupils very effectively.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The very good relationships with adults enable children to settle quickly into life in school. They show positive attitudes and behave well, because expectations and routines are clear. Children become confident and motivated learners, enjoying the activities available, and persevering with tasks. They cooperate well and learn to play together and to share resources. Children know how to keep safe, and to practise healthy lifestyles. There is



**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

encouragement to become more independent, for instance through self-registration or through tidying up at the end of sessions. Children's achievement is satisfactory. They enter Year 1 with knowledge and skills that are broadly typical for their age, except in reading, writing and knowledge and understanding of the world, which are lower. In part, this is because some learning activities do not always include sufficient challenge, especially for more-able children. However, progress is better in aspects of their personal and social development.

Some work is well planned and purposeful, such as a speaking and listening activity on the story of the 'Three Little Pigs', which incorporated a focus on spelling. However, some other activities do not always engage children sufficiently, because they lack the adult intervention necessary to ensure that progress in learning is made. Both the indoor and outdoor areas are stimulating and are a good reflection of the different areas of children's learning. There are also effective opportunities to make links between areas. For instance, children made textured bricks as part of their work on the story. However, assessment information is not used with sufficient rigour to inform the next stage in children's learning. The curriculum involves a good range of visits to stimulate children's interests, including, for instance, a teddy bears' picnic in a local wood.

The headteacher also manages the Early Years Foundation Stage. She has ensured a rigorous approach to safeguarding. Risk assessments are fully up to date, and teaching assistants are appropriately qualified. There is good liaison with pre-school settings to ensure a smooth transition into school. Resources are well deployed, with teaching assistants acting as key workers to support individual children. The school recognises that the procedures used last year to arrive at the final assessments in the different areas of learning at the end of the Early Years Foundation Stage were overambitious, leading to some loss of accuracy. School leaders have rightly identified as a priority improvement to assessment procedures to determine children's final attainment profiles at the end of the year.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

There was a high rate of return of completed questionnaires. All parents and carers feel that the school promotes a healthy lifestyle, and almost all also feel that the school keeps their child safe. Most feel well informed about their children's progress, and think they are making enough progress. The great majority of parents and carers believe that the quality of teaching is good and that the school deals effectively with unacceptable behaviour, although a few disagree.

## 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 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	70	18	30	0	0	0	0
The school keeps my child safe	44	72	15	25	1	2	0	0
My school informs me about my child's progress	34	5	623	38	3	5	0	0
My child is making enough progress at this school	29	48	26	43	4	7	0	0
The teaching is good at this school	33	54	24	39	1	2	0	0
The school helps me to support my child's learning	32	52	24	39	4	7	0	0
The school helps my child to have a healthy lifestyle	38	62	23	38	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)	25	41	27	44	3	5	0	0
The school meets my child's particular needs	34	56	24	39	3	5	0	0
The school deals effectively with unacceptable behaviour	33	54	20	33	5	8	1	2
The school takes account of my suggestions and concerns	36	59	21	34	3	5	0	0
The school is led and managed effectively	41	67	16	26	1	2	0	0
Overall, I am happy with my child's experience at this school	42	69	16	26	1	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 January 2011

Dear Pupils

**Inspection of St Andrew's C of E Primary School, Horsham RH13 6LH**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. We think that St Andrew's Primary is a good school.

These are the positive things about your school

- Your school is very welcoming and sets a positive climate for your learning.
- The headteacher and other leaders are good at their jobs and know how to improve your school.
- All the adults take good care of you.
- Your understanding of healthy living is good, and you feel safe at school.
- Your contributions to your school and to the community are good.
- You enjoy school, listen and cooperate well in lessons and behave well in class and around the school.
- The teaching is good. The school has made the curriculum interesting for you.
- Your achievement is good. By the end of Year 6, your attainment in English and mathematics is above average and your progress is good.
- You participate well in the good range of extra-curricular clubs.
- Your parents and carers are very pleased with your experience at the school.

What your school needs to do now

- In the Reception class:
  - make better use of the assessments of children to improve their progress
  - make sure that the work is suitably challenging for all children
  - make sure that the way the children are assessed at the end of the year is more accurate.
- Give you more opportunities for contact with other people, not just in your local area but also elsewhere in the country and in different parts of the world.

You can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove 

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**