

St Andrew's CofE Aided Primary School

Inspection report

Unique Reference Number	105077
Local Authority	Wirral
Inspection number	355693
Inspection dates	15–16 November 2010
Reporting inspector	Frank Carruthers

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mrs Eirlys Tripp
Headteacher	Mrs Vivienne Woods
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons or parts of lessons were observed involving seven teachers. Meetings were held with pupils, the Chair of the Governing Body, staff and two parents. Inspectors also spoke to parents individually during the inspection. They observed the school's work, and looked at pupils' books, school assessments, planning and school policies including those concerning the safeguarding of pupils. Forty-five questionnaires were returned by parents and carers and read, and 105 pupil questionnaires were completed, read and analysed.

- How well pupils of all levels of abilities and with different needs are progressing.
- Current levels of attendance and the effectiveness of measures to promote good attendance.
- The effectiveness of the safeguarding procedures.
- Whether the school is accurate in judging the curriculum, care, guidance and support and the Early Years Foundation Stage to be outstanding.
- The improvements made since the last inspection and how they inform the inspection team about the school's capacity to improve.

Information about the school

St Andrew's is slightly smaller than the average primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion with special educational needs and/or disabilities is broadly average. The Early Years Foundation Stage consists of a class of Reception-aged children. The school runs a breakfast club. There is a privately-run Nursery class and an after-school club on site, both of which are subject to a separate inspection. The school is a member of a network of local schools. It has gained the Basic Skills Award, the Healthy Schools status and the Activemark.

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

The school provides a good education for its pupils. Standards are rising and the school has some outstanding features. Pupils achieve well and enjoy school. By the end of Year 6 the standards they reach in English and mathematics are above average. Pupils with special educational needs and/or disabilities make excellent progress and often reach the standards expected of all pupils in Year 6. Behaviour is good and levels of attendance are above average. Pupils make an outstanding contribution to life in school and in the community. They develop excellent skills to take forward to secondary school, such as their attitudes and levels of cooperation and independent working. Their spiritual, moral, social and cultural development is outstanding.

The quality of teaching is good and some lessons are outstanding. Strengths include lesson planning and classroom management. Teachers are using assessment information and marking with increasing effectiveness. Teaching assistants make a good contribution to pupils' learning, though sometimes they are not used as well as they might be. The curriculum is outstanding. Staff have developed a thematic approach which covers key skills exceptionally well and which promotes pupils' interest and enjoyment very well. Pupils report how much they enjoy the planned activities, visits and experiences. Provision in the Early Years Foundation Stage is good. However, the outdoor provision does not mirror the quality of the indoor experiences the children have. The school provides excellent care, guidance and support for all pupils and no child underachieves.

The school leadership team is working with increasing effectiveness and is exceptionally well led by the headteacher. The team has had an excellent impact in the way it monitors the school's performance and the quality of teaching and learning. The governing body makes a good contribution to the school's development and has highly effective links with subject leaders. Some aspects of the leadership and management of the school are outstanding: these are the partnerships with other schools and agencies and how the school promotes equal opportunity and tackles discrimination. No aspect of leadership and management is less than good. Since the last inspection there has been consolidation of the school's performance as well as significant improvements. These have been most evident in rising standards and actions taken to address the key recommendations from the last inspection report. School self-evaluation is thorough and accurate. These factors indicate the school has good capacity to improve.

What does the school need to do to improve further?

- Maximise every opportunity for teaching assistants to have a positive impact on pupils' learning by ensuring they are fully engaged in all aspects of teaching and learning.

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- Further improve the effectiveness of the Early Years Foundation Stage by developing outdoor provision to mirror the quality of provision indoors.

Outcomes for individuals and groups of pupils

2

Pupils' achievement, enjoyment and learning in lessons are good. The attainment of the great majority of children on entry to school is broadly as expected for their age, though slightly below expectations in communication, language and literacy. During their time in school, pupils make good progress. In lessons they pay attention very well and are keen to answer questions. They work together well, sharing ideas and tasks. They take pride in their work and complete written work carefully and neatly. All groups of pupils, such as boys, girls, the very few from minority ethnic groups and those more able and talented, make good strides in their learning. Pupils with special educational needs and/or disabilities do exceptionally well thanks to careful assessment of their progress and very effective programmes of intervention. Standards of writing have improved significantly since the time of the last inspection. As a result, the quality of written work produced by both boys and girls in Year 6 is often exceptional.

Pupils report that they feel safe in school and they have a good awareness of personal safety both in school and when out and about. They understand how to be safe online. They report that bullying is rare and if it arises, they know what to do and who to turn to. There have been no exclusions in recent years. Pupils take on responsibilities exceptionally well and develop a good understanding of how to be healthy and fit. Pupils in Year 5 last year introduced 'Funky Fruits' which are healthy snacks for all pupils. This is one example of how the school promotes a healthy lifestyle well. It also offers pupils the opportunity to take charge of a project, organise it, order produce and manage finances. The school council makes an excellent contribution to decision making in school and all pupils are active in reaching out and being involved in the local community. Church links are especially effective in these respects. The four Year 6 pupils who make up the Welcome Team are worthy ambassadors for their school.

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Please turn to the glossary for a description of the grades and inspection terms

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	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	1
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
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?

Teaching has several strengths. Lessons have good pace and teachers plan stimulating activities using resources such as interactive whiteboards, video clips

and artefacts very well. In an outstanding lesson in Year 2 for instance, pupils were gripped by the teacher's clever use of a puppet and video to stimulate descriptive writing. Teachers use questioning effectively and make timely explanations at key points in the lesson to promote better understanding. Marking and feedback to pupils on how they can improve their work are good. They have been significantly improved since the time of the last inspection. Teaching assistants are used well to support individual pupils and small groups in lessons. However, they are not so effectively used at the start of lessons and during whole-class teaching by the teacher.

The curriculum has been a key area of improvement in recent years. It is a significant factor in promoting the good outcomes for pupils and rising standards. Cross-curricular links and key skills are carefully planned through the topics. Pupils' personal development and understanding of matters of safety and healthy living are also extended through the curriculum. Regular evaluations of the topics are made and teachers are encouraged to be flexible in their approach. With excellent visits out of school and visitors to school, the pupils acquire a rich variety of experiences. Provision for the care, guidance and support for pupils is given prominence in the roles of individuals on the senior leadership team. This high profile means the needs of pupils, including the more vulnerable, are

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exceptionally well met. Links with outside agencies are especially effective. Parents and carers are fully involved in consultation over individual needs. Staff are deployed very well, for instance, one teaching assistant has oversight of any instances of bullying or similar concerns that might be expressed by pupils through the Worry Box. Volunteers also support the pupils' well-being by running a popular breakfast club, which is non-profit making.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A key recommendation from the last inspection report, to enhance the role of subject leaders in monitoring provision, has been very successfully addressed. As a result of high quality teamwork, the improvements to teaching and learning, use of assessment and marking, and to the curriculum have been considerable. All staff are committed to the drive towards school improvement and are effective in their roles. The school makes sure pupils have the best opportunities and do not suffer any form of discrimination. The way the school monitors pupils' achievement over time is a key ingredient in this approach. The governing body makes very effective use of governors' individual abilities and skills. It has a prominent role in developing strategy and monitoring school performance. Comprehensive risk assessments and child protection measures make for robust safeguarding procedures. The school's promotion of community cohesion is good and continues to be improved by developing links with schools overseas and in this country.

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Please turn to the glossary for a description of the grades and inspection terms

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	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Reception class and the great majority enter Year 1 having achieved the early years goals for children's development. Provision is good. Children enjoy a wealth of experiences in the classroom, which cover the areas of learning very well. As a result, they play harmoniously and pursue their interests well. This was evident when children were using their imagination as they travelled to other countries on a 'magic carpet ride'. Staff are assigned as key workers to a group of children. This ensures that assessment is exceptionally thorough and that information feeds very well into the overall planning for the curriculum. There is a good balance between adult-led and child-initiated activities, though at times adults do not intervene enough to extend the learning where children are pursuing their own activities. Indoors, children have free flow between areas and shared rooms but this is not available as much outdoors. As a result, experiences outdoors are more limited. The class teacher is an effective key stage leader and member of the senior leadership team. All aspects of safeguarding the children's welfare are good. Parents and carers are involved well in their children's learning, and links with classes in Key Stage 1 help the children to transfer smoothly into Year 1.

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	2

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Please turn to the glossary for a description of the grades and inspection terms

Stage	
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Views of parents and carers

In terms of the number of questionnaires returned, the response was a little below what is expected of most inspections of primary schools. Almost all the parents and carers who responded expressed highly positive views of the school. Twenty of the questionnaires included very positive comment about the work of the school. These views could be summed up in one response: 'An excellent and caring environment in which children of all abilities and needs are catered for.' This positive view was also true of parents that the team met. Parents greatly value the work of the school in helping their children to achieve well. They appreciate the work of the headteacher and all staff in helping their children to become well-rounded youngsters. Inspectors endorse these opinions and consider they are a reflection of the successful partnerships the school has with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's CofE Aided 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	76	10	22	0	0	0	0
The school keeps my child safe	37	82	7	16	1	2	0	0
My school informs me about my child's progress	34	76	10	22	0	0	0	0
My child is making enough progress at this school	33	73	10	22	1	2	0	0
The teaching is good at this school	36	80	8	18	1	2	0	0
The school helps me to support my child's learning	35	78	8	18	1	2	0	0
The school helps my child to have a healthy lifestyle	31	69	12	27	2	4	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)	33	73	9	20	0	0	0	0
The school meets my child's particular needs	32	71	11	24	1	2	0	0
The school deals effectively with unacceptable behaviour	28	62	15	33	1	2	1	2
The school takes account of my suggestions and concerns	29	64	13	29	0	0	1	2
The school is led and managed effectively	29	64	14	31	2	4	0	0
Overall, I am happy with my child's experience at this school	36	80	7	16	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	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.



17 November 2010

Dear Pupils

Inspection of St Andrew's CofE Aided Primary School, Wirral, CH63 7NL

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. We particularly enjoyed the meeting we held with the Welcome Team, the school council and other pupils. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. Some of the work of the school is outstanding, for example, the curriculum you are taught and how the school helps your personal development through the excellent care it provides for you. Your behaviour in lessons is good and this means you learn well. You told us bullying is rare and if it happens, the staff deal with it promptly. You take on responsibilities exceptionally well. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach above average standards in English and mathematics. This is because the teaching you receive is good and you work hard. You know your targets for learning well. You told us how much you enjoy the activities out of school and visits you make to places of interest. Those of you who find aspects of learning difficult, such as reading and mathematics, make excellent progress because the staff do their very best to help you. School leaders do a good job. Your headteacher does an outstanding job. The staff are constantly finding ways to improve your progress and increase your enjoyment of learning.

Part of my job is to identify how the school can be even better. There are two improvements for staff to make.

- The teaching assistants are helping you a lot but there are times in lessons when they could be doing more to support your learning and check how well you are doing.
- The children in the Reception class have lots of things to do indoors but this is not quite the case when they are in their outdoor area. Staff need to think of ways to make the outdoor activities as good as those indoors.

Please continue to work hard and enjoy school. I send you all my best wishes for the future.

Yours sincerely

Mr Frank Carruthers

Lead inspector

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