

St Andrew's Church of England Junior School

Inspection report

Unique Reference Number	109216
Local Authority	North Somerset
Inspection number	356501
Inspection dates	24–25 November 2010
Reporting inspector	Ken Bush

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Mr A Hacking
Headteacher	Mr N Tuttiett
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by 11 teachers. Meetings were held with senior leaders, including the headteacher, subject coordinators and members of the governing body, including its chair. Inspectors observed the school's work, and looked at planning documentation, assessment information, examples of pupils' work and a number of policy documents. The team received and considered 76 questionnaires from parents and carers, 18 from school staff and 96 from pupils.

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

- How the school has addressed the issue of slow progress in mathematics and the effectiveness of intervention strategies to secure improvement.
- What the school has done to improve the attainment and progress of more able pupils.
- The consistency of teaching and of assessment across subjects, year groups and for pupils of different ability and how far this has contributed to accelerating progress.
- Whether leadership at all levels is having a demonstrable impact upon improving outcomes for all pupils at a fast enough rate.

Information about the school

The school was formed in September 2009 by the amalgamation of St Andrew's Church of England Junior School and The Glebe Infant School when the latter closed. It is an average sized primary school. Most pupils are of White British heritage, and there is a larger proportion of pupils from White-Romany or Gypsy heritage (travellers) than is usually found. A significant number of pupils join at times other than the beginning of the academic year. Only a very small number of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is close to the national average. These pupils' needs are related mainly to specific learning and speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is also close to the national average. Early Years Foundation Stage provision is in two Reception classes, one of which is a mixed-age class, including Year 1 pupils. The school has received a number of national awards in recent years, including Healthy Schools and Activemark. The school runs breakfast and after-school clubs which were included within the remit of this inspection. There is also pre-school provision on the site, which is not managed by the governing body and, therefore, was not part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Andrew's is a satisfactory and improving school that plays a significant part in the community it serves. In the past two years, school leaders, and the increasingly effective governing body, have been successful in establishing an inclusive, welcoming and stimulating learning environment for the new school. At the same time, have begun to put into place effective systems for raising achievement. Senior leaders have an accurate view of the school's strengths and weaknesses and have established clear and well-focused plans to secure further improvement in most of the key areas. Middle leaders, some of whom are relatively new in post, are quickly becoming proficient in monitoring and evaluating pupils' progress and the quality of teaching and learning. Their impact on outcomes at present is uneven. School leaders and the governing body have the strong support of staff and most parents and carers and this, together with recent signs of gradually improving pupil progress, indicates satisfactory capacity for sustained improvement.

Pupils get off to a good start in the Early Years Foundation Stage and from broadly average starting points, make satisfactory progress by the time they move on to secondary school at the end of Year 6. Rates of progress through the school are variable, but by the end of Key Stage 2, attainment is average overall, but lower in mathematics than in English, notably for more able pupils. However, inspection evidence indicates that the rate of progress in both English and mathematics is beginning to increase. This is because more timely and sharply focused interventions are being used by teachers and because good practice is more widely and effectively shared between different classes. Writing in particular has improved significantly as a result of pupils being given more opportunities to write at length in a range of subjects and on topics which engage boys as much as girls, such as why the dinosaurs died out.

Good care, guidance and support for pupils, and when required their families, is central to the school's philosophy and contributes well to pupils' personal development, most aspects of which are good. Pupils report that they feel safe, show good knowledge of e-safety and are aware of ways to keep themselves safe both now and as they grow older. Inspectors found pupils to be routinely polite, courteous and considerate towards one another both in lessons and around the school site. However, in their responses to the questionnaire, a few pupils felt that lessons are occasionally affected by poor behaviour. Teaching, learning and assessment are satisfactory and improving and no inadequate teaching was seen during the inspection. However, there is some variation in quality across the school and progress dips when the pace in lessons is too slow and when assessment information is not used well enough to plan lessons that match tasks to pupils' different needs, including the more able. The satisfactory and rapidly improving curriculum provides a solid foundation for a variety of activities across the age range and is successfully supporting the school's plan to enhance the part played by creativity in pupils' learning.

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What does the school need to do to improve further?

- By July 2011, raise attainment and accelerate rates of progress, particularly in mathematics and specifically for the more able.
- By November 2011, improve the quality of teaching and learning so that it is consistently good by:
 - ensuring that teachers make better use of assessment information in order to plan more effectively for pupils given their differing needs and starting points
 - ensuring that lessons operate at an appropriate pace to maintain interest and engagement for all pupils, including the more able.
- By July 2011, improve the consistency and rigour of monitoring and evaluation procedures, particularly by middle leaders, to secure better achievement for all pupils.

Outcomes for individuals and groups of pupils

3

Most pupils enjoy their learning and develop confidence when they are given opportunities to acquire and develop basic skills in lessons that are interesting and well structured. In a highly successful Key Stage 1 mathematics lesson, for example, pupils made rapid progress in understanding the concept of halves and quarters. This was because the pupils were able to solve problems and were challenged to think for themselves, extending the skills that they had already developed. As a result of good support and well-targeted interventions, the progress made by pupils with special educational needs and/or disabilities is, like that of other pupils, at least satisfactory. Other groups of pupils, such as those from the traveller community, also make similar progress to their peers. The progress made by more-able pupils remains slightly uneven and as a result they do not consistently attain as well at the higher levels in national tests as they should, particularly, but not exclusively, in mathematics. Pupils' good behaviour also makes a strong contribution to increasing rates of progress seen across the school. Broadly average attainment in key subjects, improving capability in information and communication technology and a developing understanding of the world of work lead to pupils being satisfactorily prepared for the next stage of their education and for adult life.

Pupils have a good knowledge and understanding of what it means to lead a healthy lifestyle. Most eat healthy lunches and the majority participate in the many extra-curricular sporting activities offered by the school, some in partnership with the village community. The effective school council enables pupils to exercise leadership roles within the school and increasingly in the local community. Pupils have a strong sense of commitment to Congresbury as was shown when several lobbied the parish council to try to prevent the closure of the village library. Pupils' good spiritual, moral, social and cultural development is clearly evident in lessons and assemblies, including those taken by representatives of the local church. Pupils have a good awareness of the variety of faiths and cultures to be found in other countries, but their appreciation of the diversity within the United Kingdom is less well developed.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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?

Teachers are adept in classroom management techniques that put a strong emphasis on good behaviour to support learning, including how to listen effectively when others are speaking. 'Show me a quality audience, please.' is a commonly heard request in most classrooms. In the best lessons seen during the inspection, teachers set challenging tasks with clear learning objectives and had uniformly high expectations of all pupils. In the less successful lessons, work was not planned sufficiently well to match different pupils' needs and capabilities, the teacher spoke for too long and there was a consequent decline in pace and pupil engagement. This adversely affects the progress made by more-able pupils in particular. Marking is at least satisfactory across the school and is particularly strong in Key Stage 1.

The school provides a well-designed, broad and balanced curriculum. Some features of the curriculum are good; for example, cross-curricular provision is well developed. This approach enables key skills to be taught through topics such as the natural environment and Greek myths and legends and they engage the interest of boys and girls equally well. Planning for progression of investigative skills in science, however, is less well developed. Extra-curricular activities make a useful contribution to the curriculum, as do the various visits to places of interest and visitors to the school. The curriculum is well adapted to meet the needs of most pupils including the less able, those with special educational needs and/or disabilities and those from ethnic minority backgrounds. A good example of

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this is the opportunity given to pupils from traveller families to learn about their cultural heritage in history. However, the curriculum does not yet consistently provide sufficient challenge for the more-able pupils to enable them to develop higher-order thinking skills.

Support for pupils whose circumstances render them vulnerable, for pupils with special educational needs and/or disabilities, and for the relatively high proportion of pupils who join at times other than the start of the academic year, is particularly strong. This enables the pupils concerned to feel secure, to take a full part in the life of the school and to make comparable progress to their peers. Effective deployment of teaching assistants and the strong teamwork established between them and class teachers are key features of the school's good care, guidance and support. There are well-established systems for ensuring effective exchange of information with external agencies. While attendance is average and tends to fluctuate year-on-year, systems for promoting regular attendance and good punctuality are robust. Provision in the after-school club is highly regarded by pupils and parents and carers; the quality of provision in the breakfast club is less well-developed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has led the new school effectively and given it a clear sense of direction. He is well supported by other leaders, staff and the governing body who share a commitment to improve the outcomes achieved by all pupils and to ensure that the school remains firmly at the heart of the local community. Mechanisms to track pupils' progress more systematically are now in place. They are starting to be used to greater effect by leaders and by class teachers to raise pupils' expectations of themselves and to intervene more effectively when pupils fall behind. This, together with improving teaching, which is now starting to be coordinated, monitored, evaluated and shared more strategically, is beginning to accelerate pupils' progress, including in mathematics, where progress until recently, had been too slow.

Although the governing body has not yet developed its monitoring and evaluation role fully, it is beginning to take a stronger role in school improvement. It provides a high level of support, is actively involved in the day-to-day life of the school and is increasingly holding senior leaders to account for the school's performance more robustly. The impact of major developments to the school site on safeguarding procedures, such as those relating to site security, have been fully taken into account. The school adopts best practice in a number of aspects of safeguarding, and links it to good effect with the curriculum. Training for staff is comprehensive, regularly updated and includes those staff not directly employed by the school, such as the catering team.

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Staff and governors are ambitious for pupils who may find settling into school difficult such as those who join at different times of the year. Inclusive practice and equal opportunities are clearly promoted and discrimination is tackled vigorously. Inspection evidence shows that achievement and other outcomes for different groups of pupils are routinely monitored by senior leaders and by the governing body with gaps between different groups closing. Minority groups such as those from the traveller community gain confidence and feel valued by the school community. This is also clear evidence of the school's good contribution to the promotion of community cohesion. It has evaluated many of its planned actions and has clear plans in place to develop its contribution further, including to enhance pupils' awareness of cultural diversity within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Reception classes with a wide range of starting points in terms of prior attainment. As a result of comprehensive and regularly applied assessment procedures, their different needs and capabilities quickly become apparent to staff and they receive well-focused individual attention. Consequently, most children make good progress during their time in Reception and by the time they start Key Stage 1 children's skills and abilities are in line with expectations for their age. Links with the playgroup that operates on site are very strong and Reception staff are well-known to children before they join the school. From early on the children are expected to take responsibility for preparing for activities and clearing up afterwards. As a result, children develop confidence, independence and positive attitudes to learning.

Staff generally make good use of the learning and play facilities, both indoors and outside, and organise the children's activities appropriately. However, on occasions during the inspection, group sizes were too big to enable all children to concentrate during circle time

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and some became restless. Good leadership and management ensure that induction arrangements for new or relatively inexperienced staff are well planned and regularly reviewed and they receive good quality support. Personal contact with parents and carers is maintained on a daily basis, which enables any emerging issues or concerns to be dealt with expediently.

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

The proportion of questionnaires returned by parents and carers was similar to that found for primary schools. A very large majority are supportive of, and appreciate the efforts made by, the headteacher, staff and the governing body to create a successful new school for Congresbury. One parent commented, 'I am very happy with all aspects of my child's education at St Andrew's. It is a wonderful, warm, friendly village school.' Several parents and carers expressed very positive views about the quality of care and support given to vulnerable pupils and those with additional needs.

A small number of parents and carers raised concerns about how well the school communicates with them. Inspection evidence indicates that the school has made successful efforts to engage with parents over a range of issues and has been innovative in holding events such as the recent Numeracy Evening. While inspectors noted that almost one in five parents who completed the questionnaire did not agree that the school deals effectively with unacceptable behaviour, they found that behaviour is good and, on the few occasions when misbehaviour occurs, it is managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's Church of England 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	51	35	46	0	0	2	3
The school keeps my child safe	49	64	26	34	0	0	1	1
My school informs me about my child's progress	23	30	40	53	9	12	1	1
My child is making enough progress at this school	24	32	40	53	7	9	0	0
The teaching is good at this school	24	32	45	59	2	3	1	1
The school helps me to support my child's learning	23	30	43	57	8	11	1	1
The school helps my child to have a healthy lifestyle	36	47	32	42	5	7	1	1
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)	22	29	32	42	7	9	1	1
The school meets my child's particular needs	28	37	37	49	6	8	1	1
The school deals effectively with unacceptable behaviour	19	25	38	50	12	16	2	3
The school takes account of my suggestions and concerns	17	22	37	49	9	12	3	4
The school is led and managed effectively	27	36	34	45	9	12	3	4
Overall, I am happy with my child's experience at this school	31	41	38	50	5	7	1	1

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.



26 November 2010

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Congresbury, Bristol BS49 5DX.

Thank you for the very warm welcome you gave us when we visited your school recently. We enjoyed being in your lessons and meeting with some of you and were impressed with the pride most of you have in your school.

We have found that yours is a satisfactory and improving school. These are the main findings.

- The standards in English and mathematics reached by the end of Year 6 are broadly average compared to most other schools and you make satisfactory progress.
- You feel safe at school and behaviour is good.
- You have good knowledge and understanding about how to lead a healthy lifestyle and you make a good contribution both to the school community and to the village community.
- Teaching and the curriculum are both satisfactory and improving.
- Staff at the school care for you, guide and support you well.
- Your school is satisfactorily led and managed and your headteacher and the governors have good plans for how it can get even better.

Your headteacher agrees with us that pupils could achieve more at school and we have asked that:

- pupils achieve higher standards of work, especially in mathematics and particularly for those of you who find the subject easy
- teachers plan pupils' work more carefully so that it is better matched to their different abilities and that more lessons go at the right pace to keep pupils interested
- teachers and school leaders monitor how pupils are progressing more closely.

Yours sincerely

Ken Bush

Lead Inspector

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