

St Andrew's CofE Methodist (Aided) Primary School

Inspection report

Unique Reference Number	112913
Local Authority	Derbyshire
Inspection number	357218
Inspection dates	8–9 March 2011
Reporting inspector	Tim Bristow HMI

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	201
Appropriate authority	The governing body
Chair	Revd Jonathan Haigh
Headteacher	John Clapham
Date of previous school inspection	23 June 2008
School address	Pentland Road Dronfield Woodhouse, Dronfield S18 8ZQ
Telephone number	01246 417243
Fax number	01246 417243
Email address	info@st-andrewscofe.derbyshire.sch.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

T: 0300 123 4234

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed seven teachers and visited 14 lessons. They held meetings with governors, a representative from the local authority, staff and groups of pupils. They observed the school's work, and looked at the school development plan, assessment information, lesson plans, school policies and responses to questionnaires from 89 parents and carers, 108 pupils and 19 staff.

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

- Has the progress of pupils accelerated sufficiently to justify the school's assertion that achievement is good?
- Have marking, the use of assessment to decide next steps in pupils' learning and the ability of teachers to pitch the work accurately to meet the needs of all pupils improved since the previous inspection sufficiently to justify the assertion by the school that teaching and the curriculum are now good?
- How effective have school leaders been in improving the quality of teaching and learning?
- Is the overall effectiveness of the Early Years Foundation Stage good as judged by the school?

Information about the school

The school is a below average-sized primary school. The proportions of pupils from minority ethnic groups and pupils who speak English as an additional language are well below average. The proportion of pupils who are known to be eligible for free school meals is below average. The proportions of pupils with special educational needs and/or disabilities and pupils who have a statement of special educational needs are below average.

The pupils benefit from a before- and after-school club that is privately managed and subject to separate inspection arrangements.

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 pupils with a good quality education. The headteacher and leadership team have effectively improved the quality of teaching, the curriculum and care, guidance and support so that they are now good. This has resulted in the pupils making good progress overall so that their achievement by the end of Year 6 is good. The Early Years Foundation Stage is now good because of the rapid improvement in provision in the last two years. These improvements led by school leaders demonstrate that the school has good capacity for improvement.

By the time pupils leave Year 6, their attainment in English and mathematics is always above average and in some years it is high. Pupils make good progress overall because in the large majority of lessons teaching is good. Teachers in these lessons effectively use assessment information to pitch work at the correct level for nearly all pupils. There are a few lessons which are satisfactory, in which the progress of some pupils, particularly the more able, is slower than it could be. This is because the work is not challenging enough for them and occasionally teachers spend too long at the beginning of the lesson talking to pupils rather than letting them get on with their work.

The behaviour of almost all pupils is good in lessons and around the school. However, there is a perception amongst a few parents and carers and pupils that behaviour is not as good as it could be and that it is not well managed. There is a very small group of pupils in one year whose behaviour is challenging. The school has taken all the appropriate steps, working with its partners in the local authority, and the behaviour of this group is improving. However, the school has not communicated as effectively with parents and carers as it could over the issue of behaviour management to explain its actions, so that understandably a few parents and carers are concerned.

Pupils' spiritual, moral, social and cultural development is good. This is a result of the good pastoral care that underpins the school's work and improvements to the curriculum so that pupils are developing a good understanding of other cultures within this country and abroad. The curriculum offers pupils a good range of extra-curricular and enrichment activities. As a result of this, pupils have well-developed skills in subjects such as art and design and information and communication technology (ICT). It is evident that nearly all pupils enjoy school. One consequence of this is the high attendance rate.

The governing body is effective at holding leaders to account for school development. Priorities are well defined and effective self-evaluation procedures have resulted in improved provision. However, the checks on the few lessons that remain satisfactory have not been as sharp and incisive as they could have been. Links with other local schools and with schools abroad, such as the visits from the Palestinian teachers at the time of the inspection, demonstrate that community cohesion is being well promoted. The school's engagement with parents and carers is satisfactory. A small minority of parents and carers

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have concerns about aspects of the school's work, such as the consistency of the quality of teaching and their children's progress. This is a result in most cases of under-developed procedures to communicate or consult with parents and carers on aspects of the school's work.

What does the school need to do to improve further?

- Improve the teaching and learning in the few satisfactory lessons by:
 - providing greater challenge for the more able pupils
 - accelerating the pace of learning in the first part of the lessons
 - keeping a careful check on these lessons so that teachers are accountable for their work
 - sharing the very good teaching that exists in the school.
- Improve the effectiveness of the school's communication and consultation with parents and carers so that all are confident in the work of the school.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Key Stage 1 is always either above average or high. However, in the past, girls' attainment has been much higher than that of boys. An improvement in provision has led to acceleration in the progress made by boys and their work shows that their attainment is now much closer to that of the girls. Currently, the pupils' good progress results in attainment in some years at Key Stage 2 that is high. For example, Year 6 assessment information and pupils' work show that their attainment in English and mathematics is well above national expectations. Pupils in Year 5 have experienced some inconsistency in the quality of teaching in the past. Currently, the quality of provision they receive is much better and consequently they are making much more rapid progress than they were. Nearly all pupils with special educational needs and/or disabilities make good progress because of the additional support they receive in lessons. For example, additional attention from teaching assistants provides a good balance of support and challenge so that pupils work confidently and independently.

The teachers are aided in their work by the high levels of enthusiasm and enjoyment for learning demonstrated by pupils. In lessons, pupils demonstrate good behaviour, independence and problem solving skills. For example, in a Year 6 science lesson pupils worked extremely well together devising an experiment to investigate the absorption properties of a range of materials. Pupils write very creatively making good use of their imagination. For example, in a Year 4 lesson, pupils of all abilities were thoroughly enjoying creating Haiku poems. Pupils' writing is further enhanced by good standards of handwriting, spelling and punctuation.

The pupils demonstrate a sensible understanding of how to keep themselves safe. For example, pupils in Year 4 knowledgably explained the steps they need to take to keep themselves safe when using the internet. The pupils report how much they enjoy the school sports activities and are pursuing their interests outside the school, demonstrating their pleasure in developing a good, healthy lifestyles. Regular participation in fund raising for charity, such as the 'Hats for Haiti' event, enables the pupils to make a good

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contribution to the community. Within school, many pupils responsibly carry out their roles, whether they are members of the school council or playground buddies.

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	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	2
Taking into account:	
Pupils' attendance ¹	1
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 demonstrate a strong determination to improve. This has led to the strengthening of teaching since the last inspection. Lessons are well planned and teachers successfully tailor work to meet the needs of nearly all pupils. Lesson objectives and success criteria are used effectively to ensure that pupils are aware of what they are learning. Marking and pupils' targets are generally used effectively to ensure that pupils know how well they are doing and the next steps they need to take to improve their work further. Occasionally in the satisfactory lessons, expectations of what pupils, such as the more able, can achieve are not high enough. The work prepared for these pupils may be a bit harder than for others, but it is not as challenging as it could be.

One reason why progress is now good is because of the impact of the very effective procedures to track pupils' progress over time. Pupils whose progress is slowing are quickly identified and additional activities, such as the good quality one to one tuition, are provided to enable them to catch up.

The pupils benefit from an interesting, enriched and well organised curriculum. Pupils have good opportunities to practise their ICT skills in other lessons. The science curriculum has

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improved recently and pupils report how much they enjoy doing experiments. Cross-curricular links between English, mathematics and other subjects are satisfactory. The school recognises this, and is successfully developing the opportunity to link literacy and numeracy skills to other subjects. For example, in one Year 6 lesson pupils were practising the measuring skills that would be necessary for them to use in their science lesson later that day.

Good partnerships with outside agencies result in good care, guidance and support for pupils whose circumstances make them vulnerable. All the parents and carers who responded to the questionnaire report that the school keeps their children safe. Other partnerships, such as with the before- and after-school provision that offer a breakfast club give pupils a very good start to the day.

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 successfully driven school improvement since the last inspection. His ambition is shared by the whole team that demonstrate great determination to improve the outcomes for pupils. School leaders regularly check the quality of lessons. This work has been very effective in ensuring that the large majority of lessons and the curriculum are now good. All teachers, regardless of the quality of their teaching, receive the same checks on their work. This approach has been less effective than it could have been where the very small minority of teaching remains satisfactory. Insufficient attention has been paid to ensuring that the relative weaknesses in these lessons are addressed more rigorously. In addition, staff have had insufficient opportunity to share the very good practice that exists in the school that would help teachers to overcome the relative weaknesses in the satisfactory lessons.

The governing body demonstrates that it is very knowledgeable about the work of the school and is effective at holding the headteacher to account for his work. Recent training means that governors are now much more confident to challenge school leaders on the information that they receive about pupils' progress. They take an extremely rigorous approach to their statutory responsibilities, such as safeguarding. While safeguarding arrangements are good, they demonstrate that they are always looking for ways further to improve the procedures and policy.

The rigorous procedures for monitoring the progress and provision for pupils have been instrumental in ensuring that the equality of opportunity for nearly all of them is good. A highly effective community cohesion policy and plan underpin the school's success in this area of its work. Not only is community cohesion promoted well, but it effectively tackles

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discrimination. For example, pupils in Year 2 were observed politely questioning Palestinian teachers about the differences in their cultures. They demonstrated great respect and a natural curiosity when doing this.

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	3
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	2

Early Years Foundation Stage

Children are well prepared for learning when they start school because the large majority of them have social, speaking and listening skills that are better developed than would be expected nationally. They receive a good start in the Reception class so that by the time they enter Year 1 the development of skills of the large majority in all areas of learning is above national expectations.

Children demonstrate very good levels of confidence, co-operation and independence as they choose from the stimulating range of activities prepared for them inside and outside the classroom. Their sound and letter skills are developing well. For example, a group of boys thoroughly enjoyed their 'Bob the Builder' activities where they blended sounds to make words. The teacher and teaching assistants make regular assessments of the children so that activities are well tailored to meet the needs of individuals.

Leadership of the Early Years Foundation Stage is good because the Reception teacher, supported by other leaders, has very effectively improved the provision for children. This is appreciated by parents and carers. As one reported, representing the views of others, 'We have been so pleased with the way our son has settled into school life. He has a thirst for learning which we believe has been nurtured beautifully in a caring and supportive environment. He has made such great progress already. He loves his school and he tells everyone who asks how great it is, which we think speaks volumes.'

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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

In responding to the questionnaire, the very large majority of parents and carers supported the work of the school. For example, most parents and carers agree that they are happy with their child's experience at school. While there were a number of positive comments praising the work of the school, there were also comments raising concerns about aspects of its work. There was no apparent trend to some of these concerns. However, groups of parents and carers were concerned about behaviour, the consistency in the quality of teaching and the progress of their children. These issues have been addressed in this report. The governors and headteacher have rightly identified the need to improve some aspects of communication and consultation with parents and carers so that the very small minority with concerns have confidence that the school is dealing with them effectively.

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 Methodist (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 89 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	63	30	35	1	1	0	0
The school keeps my child safe	61	71	25	29	0	0	0	0
My school informs me about my child's progress	35	41	43	50	7	8	1	1
My child is making enough progress at this school	37	43	40	47	7	8	0	0
The teaching is good at this school	43	50	39	45	3	3	0	0
The school helps me to support my child's learning	34	40	44	51	7	8	0	0
The school helps my child to have a healthy lifestyle	46	53	32	37	5	6	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)	41	48	36	42	4	5	0	0
The school meets my child's particular needs	34	40	44	51	6	7	1	1
The school deals effectively with unacceptable behaviour	25	29	46	53	9	10	3	3
The school takes account of my suggestions and concerns	28	33	43	50	11	13	0	0
The school is led and managed effectively	29	34	45	52	6	7	1	1
Overall, I am happy with my child's experience at this school	48	56	32	37	6	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 March 2011

Dear Children

Inspection of St Andrew's CofE Methodist (Aided) Primary School, Dronfield, S18 8ZQ

You may remember that I came with my colleagues to inspect the work of the school and to check how well you are doing. Thank you for the help you gave us; we found you to be very polite and knowledgeable about the work of the school. Your views were very helpful to us as we carried out the inspection. I am very pleased to report that we think that you are doing well. You can be very proud of the good progress you are making. When you leave this school you are well prepared for secondary education because of your well developed ICT, literacy and numeracy skills. We thought that your art work was lovely. We think that your behaviour is good and for the few of you who find this hard, it is improving. You work very well together in groups and are developing into independent and creative individuals. Well done for the high attendance rate you have all achieved. It was really good to see how enthusiastic you are about taking responsibility in school. Those of you on the school council are doing a good job.

We think that you go to a good school where you are very well cared for and where the headteacher and staff try very hard to make your lessons and other activities exciting and interesting.

In order to help you do even better we have asked the school to:

- make some improvements to a few of your lessons so that some of you, particularly if you tend to find your work easy, receive work that is more challenging
- find ways to communicate better with your parents and carers.

All of you can help by continuing to produce your best work in lessons.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

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