

St. Andrew's Church of England Junior School

Inspection report

Unique Reference Number	112869
Local Authority	Derbyshire
Inspection number	357212
Inspection dates	14–15 March 2011
Reporting inspector	Ronald Hall

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	John Roberts
Headteacher	Andrew Cartledge
Date of previous school inspection	27 March 2008
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Introduction

This inspection was carried out by three additional inspectors. During the inspection 11 lessons were visited, and three teachers were observed. Meetings were held with the headteacher, middle managers, local authority advisors, pupils and members of the governing body. Inspectors observed the school's work, and looked at documentation including: assessment and tracking data; samples of the monitoring of teaching and learning; school planning and attendance data. An inspector scrutinised documents regarding safeguarding. Questionnaires returned from 87 parents and carers, 14 staff and 152 pupils were analysed.

The inspectors reviewed many aspects of the school's work, looking in detail at a number of key areas.

- Raising attainment and progress through a robust approach to school self-evaluation.
- Improvements in standards and progress, especially for some groups of pupils, such as boys.
- Adaptation of the curriculum to meet the needs of all pupils.
- Pupils' understanding of the multicultural and ethnically diverse society in this country.

Information about the school

This is a smaller than average junior school where most pupils are of White British heritage. Over the past 18 months there has been a lack of continuity in the leadership team due to staff illness. The proportion of pupils with English as an additional language is lower than average. The percentage of pupils with special educational needs and/or disabilities is average, although the proportion with statements of special educational needs is higher than average. Their needs vary from general learning difficulties, to those with behavioural and/or physical disabilities. The proportion of pupils known to be eligible for free school meals is above average. The school has a number of awards reflecting its commitment to healthy lifestyles and physical education.

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's effectiveness is good. It provides a caring and safe environment, characterised by a welcoming atmosphere created by polite and courteous pupils and a friendly staff team. In the words of one parent, which are representative of the views of many, 'The staff are excellent and very caring and drive my child to be better and have an interest in learning.' Pupils' understanding of healthy lifestyles is good. They participate enthusiastically in physical exercise, eat healthily and show good levels of confidence and self-esteem. They make a good contribution to improving the lives of other people in the school and wider community. They are proud of their school; in return the local community is complimentary about their good manners and conduct in public. Parents are overwhelmingly supportive of the school. In particular they recognise that their children enjoy coming to school and this is borne out by their children's increasing levels of attendance which are above average.

Pupils' attainment is average. The school's results in national tests show that attainment has risen to an average level in English and in mathematics it is above average. Pupils make good progress in lessons. Pupils with special educational needs and/or disabilities also make good progress, because the school provides good support and intervention programmes.

The great majority of teaching and learning is good. Good relationships between teachers and pupils provide a secure platform for good learning. Teachers give pupils clear oral feedback and set work that is closely matched to their different abilities. There is no single reason why teaching is satisfactory rather than good, but occasionally, the pace in lessons slows or pupils do not have enough time to work independently. Marking does not always show pupils the next steps in learning. The curriculum is well designed to capture pupils' interests. Visitors and trips out of school add breadth and help develop pupils' personal skills. Changes to the curriculum have helped to narrow the gap between the attainment of boys and girls.

The school is well led and managed. Despite a lack of continuity in the leadership team, actions taken have resulted in continued improvement within the school. Its leaders have taken action that is successfully improving pupils' progress and raising their attainment. Subject leaders work closely with the headteacher and play an important and successful part in raising attainment, notably in English. Nonetheless, the headteacher and governing body recognise the need to restructure the leadership team to ensure that monitoring is manageable and remains effective at identifying key areas for improvement. The school's self-evaluation is accurate and the resulting improvement plan identifies appropriate areas for development. The governing body has a clear and accurate view of the school and provides both challenge and support. Consequently, the school has a good capacity for improvement.

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What does the school need to do to improve further?

- Ensure that teaching and learning are always good by marking pupils' work helpfully, providing sufficient time for pupils to complete tasks when they are learning independently and maintaining a good pace in lessons.
- Complete the restructuring of the leadership team by September 2011.

Outcomes for individuals and groups of pupils

2

School data demonstrates that attainment on entry is well below national expectations for English and matches expectations for mathematics. The school's results in the 2010 national tests and current data clearly show that the school is on an upward trend. Attainment in English is average and mathematics is a little above national expectations. Progress is equally good for boys, girls and pupils known to be eligible for free school meals but is not even across the school. Pupils make the best progress in Years 5 and 6 due to effective intervention programmes to develop pupils' skills. A recent focus on writing has successfully accelerated pupils' progress in this area, resulting in the improvements in English attainment. Pupils discuss their work critically with each other and use each others' comments effectively to develop their skills and knowledge. In a good mathematics lesson on data collection, pupils worked in pairs to discover the percentage of times a number came up on dice rolls. Pupils were eager to learn, clearly enjoyed their task and made good progress. In another lesson pupils were very eager to plant a range of potatoes and trees, and made good use of opportunities for discussion created through paired work. However, pupils' ability to work independently is not as strong because there are not good opportunities to do this.

The progress of pupils with special educational needs and/or disabilities is good due to the effective input provided by the teaching assistants and accurate match of resources to pupils' needs. Pupils who are vulnerable due to their circumstances are well supported so that they make good progress in their personal development.

Pupils have a well-developed sense of right and wrong and an ability to be reflective and thoughtful in their actions. Pupils make a good contribution to the school and the wider community. They actively help to improve the lives of others through their considerate approach to raising funds for charities and engaging in local community activities, as well as increasingly participating in school decision-making. Their cultural awareness is well developed, including their understanding of diversity in the United Kingdom. Increasing levels of attendance are brought about by pupils enjoying school and feeling safe. The extent to which pupils adopt healthy lifestyles is good; almost all pupils speak knowledgeably about being healthy and how to stay safe. Pupils show a good understanding of healthy eating and participate enthusiastically in a wide range of physical exercise.

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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	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is good but opportunities are occasionally missed to provide pupils with independent learning opportunities. Good teaching is characterised by the good relationships between staff and pupils, resulting in pupils showing positive attitudes in lessons. Teachers use assessment well to set work which matches the needs of the different abilities of pupils. Although verbal feedback is good, opportunities are missed to move pupils on more quickly due to inconsistencies in marking. Pupils' progress is good because teachers show a clear understanding of the next steps in pupils' learning and of age-appropriate levels of pupils' skills and knowledge. Effective intervention programmes ensure that pupils who are not achieving as well as expected are quickly highlighted and provided with suitable support.

Well-organised arrangements help develop pupils' personal skills and behaviour well and promote above average levels of attendance. The school's recent revisions to the curriculum are successfully engaging pupils in learning, particularly boys. This has resulted in the gap between the performance of groups of pupils rapidly closing. The regular use of visitors and participation in trips enhance pupils' interest and enjoyment. These events are used well to promote pupils' basic skills. The school has improved the range of resources and teaching assistants provide well-organised support for pupils' learning.

Pupils with special educational needs and/or disabilities receive good support in helping to develop their behaviour and personal skills. The needs described on their statements are

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met well through adjustments to the curriculum. The school's care, guidance and targeted support for specific groups of pupils help them to make significant gains in their personal safety, confidence and emotional well-being. There are effective links with other agencies and schools to enhance learning.

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 and middle leaders place a strong emphasis on encouraging pupils' good spiritual, moral and personal development. All staff provide a stable and supportive environment in which pupils develop a thoughtful and considerate approach to adults and to each other. Leaders have adopted a proactive approach to safeguarding pupils and make good use of links with other agencies to improve pupils' safety. The school has completed a thorough audit of the contribution it makes to the community locally, nationally and globally. There is evidence of developing links with a school in Uganda and, although the pupils have a good understanding of the multicultural and diverse society in which they live, its initiatives have yet to have their full effect.

The school has developed good partnerships which have helped to develop pupils' enjoyment, knowledge and skills in a range of areas. Partnerships with other schools have increased provision and enjoyment of physical exercise. Links with a range of professional agencies have helped to support pupils' emotional and social development and a closer partnership with the education welfare officer has resulted in improved attendance.

The governing body provides strong challenge to the school as well as good support. It is highly involved in the school's close partnership with the church, which helps to develop pupils' strong spiritual and moral outlook.

The headteacher, middle managers and governors have very successfully tackled key weaknesses. These have accelerated progress and raised attainment. Improvements have been most noticeable in writing and English. The headteacher and governing body have made a good start to restructuring the leadership team. The school successfully promotes equality of opportunity for all its pupils, for instance in ensuring that those with special educational needs and/or disabilities fare as well as others.

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These are the grades for leadership and management

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

Views of parents and carers

A large majority of parents and carers were positive about the school and agreed that their children enjoy school and that the school keeps their children safe. A common view was expressed in one parent's comment, 'I can say with the greatest confidence that St. Andrew's is a marvellous school that achieves great results.' Those that inspectors spoke to expressed the view that their children were well looked after. Parents and carers of children with special educational needs and/or disabilities said they had noticed improvements in their children's attitudes and confidence and felt that staff provided good support. The large majority of parents and carers agreed that the school keeps their children healthy and supports their learning. A minority of parents and carers felt that their children were not making enough progress at the school and they had insufficient knowledge of their child's progress. A minority of parents and carers also felt that the school does not deal with behaviour effectively. However, during the inspection only good behaviour was seen.

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 Junior 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	44	44	51	4	5	0	0
The school keeps my child safe	51	59	34	39	1	1	1	1
My school informs me about my child's progress	27	31	46	53	12	14	1	1
My child is making enough progress at this school	32	37	44	51	10	11	0	0
The teaching is good at this school	36	41	44	51	5	6	0	0
The school helps me to support my child's learning	19	22	53	61	13	15	2	2
The school helps my child to have a healthy lifestyle	24	28	58	67	4	5	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)	31	36	51	59	2	2	0	0
The school meets my child's particular needs	25	29	53	61	9	10	0	0
The school deals effectively with unacceptable behaviour	24	28	43	49	14	16	2	2
The school takes account of my suggestions and concerns	22	25	53	61	8	9	0	0
The school is led and managed effectively	35	40	43	49	7	8	0	0
Overall, I am happy with my child's experience at this school	38	44	40	46	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.



16 March 2011

Dear Pupils

Inspection of St. Andrew's Church of England Junior School, Derbyshire, SK13 2DR

We would like to express our gratitude for the warmth of your welcome and for your polite and friendly approach to us. You clearly enjoy coming to school because you rarely miss the chance to attend. We found that you have a good understanding of how to keep healthy and stay safe. We noticed that many of you ate healthily and take part in regular physical exercise.

You make a good contribution to the life of your school and your local community. You raise funds and take part in a wide range of local events. In particular, you have a thoughtful and reflective approach in your prayers and during assemblies and display a good understanding of right and wrong.

Your school provides you with a good and improving education. As a result, you make good progress in developing your skills and understanding from the time you arrive to the time you leave.

We have asked the school to make sure that you have more opportunities to work independently. Through good verbal feedback by teachers you are given a good understanding of how to improve, but this is not always the case when your work is marked. We have asked teachers to make marking more helpful to you.

The headteacher, governors and staff have produced a plan to make the school better. In order to do so we have asked them to remodel the staffing of the school in order to make sure all aspects of the school are monitored as effectively as possible.

We wish you all well for the future.

Yours sincerely

Ronald Hall

Lead inspector

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