

# Leyland St Andrew's Church of England Infant School

## Inspection report

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<b>Unique Reference Number</b>	119369
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379788
<b>Inspection dates</b>	19–20 March 2012
<b>Lead inspector</b>	Melvyn Hemmings

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Juliet Smithson
<b>Headteacher</b>	Christina Dring
<b>Date of previous school inspection</b>	23 October 2008
<b>School address</b>	Woodlea Road Leyland PR25 1JL
<b>Telephone number</b>	01772 423339
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## Introduction

### Inspection team

Melvyn Hemmings  
Geoffrey Yates

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 21 lessons or parts of lessons taught by seven teachers. Discussions were held with the Chair of the Governing Body, staff, groups of pupils and a local authority representative. They observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school was examined. Questionnaires from staff, pupils and from 60 parents and carers were scrutinised.

## Information about the school

St Andrew's is smaller than the average-sized primary school. Pupils are taught in seven classes, two of which contain mixed-age groups. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs is average. Most pupils are of White British Heritage. The school has gained a number of awards, including the Basic Skills Quality Mark, and holds Healthy School status. There is an on-site Nursery, and before- and after-school clubs that are privately managed. These will be subject to a separate inspection and published on the Ofsted website

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- St Andrew's is a good school. Its main strengths are the focused leadership of the headteacher, pupils' achievement, the quality of teaching, the way pupils behave and feel safe and the promotion of pupils' spiritual, moral, social and cultural development. Weaknesses that prevent it being an outstanding school are inconsistencies in the quality of marking, the deployment of teaching assistants, and limitations in pupils' ability to write accurately constructed sentences and solve practical mathematical problems. In addition, middle leaders are not fully involved in checking teaching and learning.
- Pupils achieve well and make good progress through the school. As a result, their attainment is broadly average in reading, writing and mathematics by the end of Year 2. There is no significant difference between the achievements of different groups.
- There are many strengths to teaching, including classroom management, the use of information and communication technology (ICT) to stimulate learning and good subject knowledge. Relationships are good and this ensures that classrooms are calm and friendly places in which to learn.
- Pupils have positive attitudes and work effectively together to complete tasks. They behave well and are polite and thoughtful towards others. Pupils show a good understanding of how to stay safe. Their enjoyment of school is seen in the improving rate of attendance.
- The headteacher's ambitious vision for school improvement is shared by all staff and governors and morale is high. The leadership of teaching and management of performance are good and an important factor in the school's success in consolidating and building upon its good performance at the previous inspection. The curriculum is well organised and provides a variety of imaginative experiences that effectively meet pupils' interest and needs.

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

- Raise achievement in English and mathematics further by:
  - improving pupils' ability to write accurately constructed sentences and their skills in solving practical mathematical problems
  - ensuring that teachers consistently provide pupils with clear guidance on how to improve their work
  - developing the role of teaching assistants in supporting pupils' learning.
- Fully involve middle leaders in monitoring and evaluating the quality of teaching and learning.

## Main Report

### Achievement of pupils

Pupils achieve well from their skill level on entering school, which is generally below that expected. They make good progress and their attainment is broadly average in reading, writing and mathematics by the end of Year 2. In the Early Years Foundation Stage, children learn and play happily together and are developing their independent learning skills effectively by making choices for themselves. In Years 1 and 2, pupils show interest and enthusiasm in all they do. They are keen to answer questions and to explain to adults and other pupils what they have been finding out. Pupils collaborate well in pairs and small groups and this makes a positive contribution to their social development.

Attainment in reading is improving quickly because of the strong emphasis on teaching phonics, which is effectively developing pupils' skills in linking letters and sounds. This was evident in a lesson for pupils in Year 1 in which they were making words using 'y' with a 'y' sound, such as 'dry', 'fly' and 'spy'. Pupils enjoy reading and talk enthusiastically about characters in their favourite books. They enjoy writing, sharing their ideas and expressing their feelings. Nevertheless, their sentences lack accuracy in the use of correct grammar, punctuation and spelling. Pupils have secure mathematical calculation skills, including quick mental recall. They are less proficient in applying these skills to solve practical real-life problems.

In their questionnaires, all parents and carers agreed that their children were making good progress at the school. Inspection evidence shows that this is an accurate view. There is no significant difference between the achievement or the quality of learning of different groups. This includes pupils known to be eligible for free school meals and those who are not. The identified gap between the attainment of boys and girls is closing quickly because of action taken by the school. Disabled pupils and those who have special educational needs make the same good progress as that of other pupils because of the well-targeted extra support they receive.

### Quality of teaching

In the Early Years Foundation Stage, staff have a good understanding of the needs of children of this age. As a result, they are able to provide activities that capture and maintain children's interest. Teachers use on-going assessment effectively to check how well children

are doing and to inform them what they need to do next to improve. Teaching assistants are not as adept at doing this. Staff use the outdoor area effectively to enable children to build upon learning that has taken place indoors.

Teachers use a wide range of resources successfully in Years 1 and 2, including ICT, to act as a stimulus at the start of lessons. They have good subject knowledge and so are able to explain ideas clearly and confidently. This was evident in a mathematics lesson for pupils in Year 2 when they were learning how to work out fractions of a number. Teachers provide activities that meet the needs of different groups, which is particularly important in the mixed-age classes. Classrooms are managed well so that lessons run smoothly and there is no disruption to learning. At times, marking and feedback does not provide pupils with clear guidance on what they need to do next to improve. Teaching assistants are not always deployed effectively to support pupils' learning, particularly during the introductions to lessons.

In their questionnaires, all parents and carers agreed that their children are taught well at school. Inspection evidence shows that this is an accurate view. Teaching impacts positively on pupils' spiritual, moral, social and cultural development. Teachers have high expectations of pupils' behaviour and ensure that they have a clear understanding of right and wrong. The opportunities for pupils to be involved in paired and small group activities effectively promote their social development. The curriculum is planned to enable pupils to build their knowledge, skills and understanding in a systematic manner. It is successful in doing this, apart from in developing pupils' mathematical problem-solving skills and their ability to write accurately constructed sentences.

## **Behaviour and safety of pupils**

The school is a safe and friendly place in which to learn. All parents and carers agreed in their responses to the questionnaires that the school keeps their children safe. Pupils say they feel safe and secure at all times in school. They have a good understanding of how to keep themselves and others safe. The curriculum contributes to pupils' understanding of how to stay safe, such as through developing their knowledge of stranger danger and road safety. Pupils know they can talk to an adult if they have any worries or concerns. Parents and carers appreciate the care taken of their children in school. One comment is typical, 'I would not hesitate to recommend this school to any parent, as my child is happy, safe and challenged.'

Staff, parents, carers and pupils overwhelmingly say that behaviour is good, having improved over time. Observations in lessons and around school confirm that behaviour is good and contributes to the progress that pupils make. Pupils are polite and courteous, acting responsibly in and out of classrooms. They have a good understanding of the different kinds of bullying, including name-calling and physical bullying. They say such behaviour does not happen often and if it does adults deal with it quickly.

Pupils have positive attitudes to learning and want to do well. They happily take on responsibilities such as being a school councillor or a playground buddy. These opportunities add to the life of the school and make an effective contribution to their social development. Attendance is improving and is close to being above average.

## Leadership and management

The headteacher and deputy headteacher work successfully to motivate and enthuse staff. As a result, there is a shared commitment to drive the school forward. The governing body is supportive of the school and effective in helping to shape its direction. Middle leaders are not fully involved in monitoring and evaluating the quality of teaching and learning. This limits their contribution to school improvement. Professional development is good and has improved the quality of teaching, particularly in promoting pupils' reading skills. Accurate self-evaluation gives leaders and the governing body a clear picture of the school's strengths and weaknesses. Plans for improvement are tightly focussed and measurable in terms of how successful they are proving. The school's track record in recent years shows that the capacity for further improvement is good.

Leaders and the governing body make sure that safeguarding arrangements are comprehensive and ensure the safety and well-being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality. The promotion of equality of opportunity and tackling of discrimination is good. Leaders track the progress of individuals and different groups accurately, so that any required changes can be made. A good example of this is the way leaders took action to narrow the gap in attainment between girls and boys. As a result, pupils' outcomes are positive and any unevenness between different groups is minimal. Partnership with others, including Leyland Museum, contributes effectively to pupils' good achievement and progress.

The curriculum is good. It is planned well to meet the needs of different groups of pupils and to ensure that spiritual, moral, social and cultural development is good. As a result, pupils have a clear understanding of the personal qualities necessary for living and working together. Pupils' social development is effectively promoted through a wide range of enrichment activities. These include visits to places of educational interest, including the Museum of Science and Industry in Manchester, and opportunities to work with a variety of visitors. Such activities successfully extend pupils' skills and widen their horizons. Pupils' awareness of the beliefs and traditions of cultures different from their own is enhanced by a visit to a Hindu temple and links with a school in Preston whose pupils are mainly of the Muslim faith. Good engagement with parents and carers ensures that they are involved successfully in their children's learning.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



21 March 2012

Dear Pupils

**Inspection of Leyland St Andrew's Church of England Infant School,  
Leyland, PR25 1JL**

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school because:

- your achievement is good and you attain average standards in reading, writing and mathematics by the end of year 2
- you learn a lot in lessons and feel safe in school, as indicated in your questionnaires
- the curriculum provides interesting activities, including a visit to the Museum of Science and Industry in Manchester
- you willingly take on responsibilities, such as being a school councillor or a playground buddy
- your behaviour is good and you are keen to learn
- you enjoy school as is shown by your improving attendance.

We have now asked your school to:

- improve your ability to write accurately structured sentences and solve practical mathematical problems
- make sure that teachers always give you clear guidance on how to improve and that other adults in classrooms fully support your learning
- ensure that all leaders are fully involved in checking how well you learn.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings  
Lead inspector

