

St Andrew's Primary School

Inspection report

Unique Reference Number	114188
Local Authority	Durham
Inspection number	357493
Inspection dates	22–23 March 2011
Reporting inspector	John Paddick

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Mrs Louise Allott
Headteacher	Ms Margaret Yates
Date of previous school inspection	Not previously inspected
School address	St Andrew's Road Bishop Auckland County Durham DL14 6RY
Telephone number	01388 605385
Fax number	01388 605385
Email address	standrews@durhamlearning.net

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Royal Exchange Buildings
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M2 7LA

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Introduction

The inspection was carried out by two additional inspectors. They visited seven lessons taught by five teachers. Inspectors scrutinised a wide variety of pupils' work, especially in English, mathematics and science. They held meetings with the headteacher, the Early Years Foundation Stage leader and the Chair of the Governing Body and spoke on the telephone to one parent at her request. Inspectors also met with a group of Year 6 pupils. They observed the school in session and looked at minutes of the governing body meetings, the school development plan, records of pupils' progress and safeguarding documentation. Inspectors analysed 67 questionnaires from parents and carers, 67 from pupils in Years 3 to 6, and 18 from members of staff.

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

- How high is the attainment of Year 6 pupils in English, mathematics and science and has it improved since the previous inspection?
- How much progress are all groups of pupils making, especially the most able?
- Are teachers in charge of subjects monitoring pupils' progress accurately and contributing to the school's review procedures?
- What is the quality of the school's links with parents and carers?

Information about the school

St Andrew's is smaller than the average-size primary school. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is below average and few speak English as an additional language. There are no pupils learning to speak English. The largest minority group is of Gypsy heritage. The proportion of pupils known to be eligible for free school meals is around twice the national average. Above average proportions of pupils have special educational needs and/or disabilities and more than average have statements of special educational needs. More pupils than usual join the school or leave at other than the normal time. The school runs a breakfast club before the start of the school day.

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

St Andrew's Primary School provides pupils with a good standard of education. It is a happy and welcoming school where members of staff go the extra mile to cater effectively for each pupil's individual needs. Pupils behave well and the atmosphere for learning is universally good. Capacity for sustained improvement is good because self-evaluation is accurate in most respects and the school has attended well to the areas for improvement from the previous inspection. For example, attainment in mathematics has risen substantially and assessment data are now used far more effectively to monitor pupils' progress. Teaching has improved so that it is now good overall and pupils are making much more progress than they were. Plans to raise further both attainment and the quality of teaching have a high profile. However, procedures and timescales for monitoring and reviewing the intended improvements are insufficiently clear.

Pupils display positive attitudes and are keen to discuss their work and their school. They say that they feel safe and most enjoy their education. They are particularly happy about the way that their teachers and classroom assistants care for them. When children join the school in Reception their attainment is very variable but few of them display the skills and attributes usually expected for their age. Nevertheless, they make good progress between Reception and Year 6 so that the gap between their attainment and the national average narrows quickly. By Year 6, standards in English, mathematics and science have risen to broadly average. In Year 6, most pupils can write accurately at length for a variety of audiences and have a solid grasp of addition, subtraction, multiplication and division of number. They can plan a scientific experiment, carry it out and record their results. The school caters well for its most able pupils and enables them to reach well above average standards. It also caters well for pupils with special educational needs and/or disabilities, providing them with effective extra help when needed, often on a one-to-one basis and particularly in reading and writing.

Most parents and carers fully recognise the school's good features and are more than satisfied with the quality of education that their children receive. They are particularly happy with the levels of care and the lengths the school goes to provide a safe environment. However, a very small minority of parents and carers do not share these positive views and are dissatisfied with what the school provides for their children.

What does the school need to do to improve further?

- Improve the school's links with parents and carers by providing more opportunities for them to discuss issues of concern and to experience for themselves the quality of its work.

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- Strengthen procedures for development planning so that timescales and systems for monitoring and reviewing the impact of actions are clear.

Outcomes for individuals and groups of pupils

2

Achievement is good because all groups of pupils make good progress with their learning as they move from Reception to Year 6. The way that their skills and attributes develop from the time they join the school to Year 6 is impressive. Pupils' written work is extensive and generally well presented and the large majority have already reached at least average attainment in English and mathematics. More-able pupils are working at a higher level. In mathematics, pupils have good mental skills and manipulate fractions, decimals and percentages with confidence. They can apply their skills well to more complex problems involving topics such as the areas of triangles. In English, they write extensively for a variety of audiences using good spelling, sentence construction and punctuation. Throughout the school, pupils of Gypsy heritage and those with special educational needs and/or disabilities make good gains in attainment, reading and personal development.

Pupils display good attitudes to learning and behave well in lessons and around school at breaks and lunchtimes. They enjoy their education and are keen to do well. These positive aspects of personal development are promoted strongly and effectively by the staff and help to underpin the good progress that pupils make with their learning. Pupils say that members of staff deal effectively with any bullying on the rare occasions that it occurs. They have a good grasp of what healthy living involves and most are keen to eat and drink what is good for them and to participate widely in sport. Pupils' average basic skills prepare them suitably for the future. Most pupils attend school regularly but overall figures are affected by a small number of persistent absentees.

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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	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 and classroom assistants promote good relationships with their pupils and manage their classes well. Their instructions are clear and they make lessons interesting by planning that pupils have plenty of opportunity to be actively involved in their learning. For example, in an outstanding history lesson, the teacher utilised an excellent range of resources and very quickly enabled pupils to understand the feelings of evacuee children during the Second World War. Teachers cater well for pupils of all abilities in their classes. This enables higher ability pupils to progress quickly, often through independent study, and provides extra effective support for pupils who need it. Occasionally, the pace of learning slows when question and answer sessions go on too long. Teachers mark pupils' work well by indicating clearly where they have made mistakes and explaining how to make improvements.

The curriculum provides pupils with a secure route towards making good progress in their basic skills. Frequent and accurate assessment identifies any pupils who are in danger of underachieving and triggers extra help for them, often on a one-to-one basis. A good range of extra-curricular activities, visiting speakers and visits makes a strong contribution to pupils' personal development. As recognised by the pupils themselves, good quality care, guidance and support are particularly effective features of the school's work and firmly underpin the good progress that they make. Effective extra support for pupils who join the school other than at the normal time enables them to fit in quickly and learn

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effectively. The school puts great emphasis on the importance of pupils' good attendance but, despite doing all that it can, there are still a few persistent absentees. The school organises a well-run breakfast club each morning before school. This provides many pupils and the youngest children with a good opportunity to socialise and prepare for the school day. Specialist help for pupils with the greatest levels of need is effective in enabling them to participate fully in all aspects of school life.

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 provides the school with strong and effective leadership. She has the full confidence of all members of staff and the very large majority of parents and carers. Since the previous inspection she has relentlessly and effectively focused on the quality of teaching and the progress that pupils make. The results are now very evident because the school is much improved and pupils are doing much better than previously. Members of staff and the governing body have been instrumental in supporting the headteacher in the pursuit of higher standards and better teaching. Governors understand the school's strong features and have a good grasp of what still needs to be improved. School development planning clearly identifies the improvements that staff and governors want to make. It identifies the people responsible for managing the developments but it is not sufficiently clear about how they will check on progress or how and when the changes are to be reviewed in terms of impact. Staff and governors are aware that a few parents and carers have recently become unhappy about their children's experiences at school and they recognise that the concerns need to be resolved effectively. Previous surveys of parents' and carers' views have shown almost full support for the school.

Good safeguarding systems are firmly in place and have a high profile in the daily life of the school. Documentation and procedures for the checking of all adults coming onto the site are first-rate. The school promotes equal opportunities well and there is no evidence of discrimination of any description. Good planning for the promotion of community cohesion has resulted in the provision of a very wide range of opportunities for pupils to take responsibility in school, raise money for charity, help in the local community and benefit from a direct link with a school in Tanzania.

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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	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 in Reception benefit from a welcoming environment and good teaching. When they first join the school their skills are very substantially lower than those expected for their age. They soon start to enjoy their education and make good progress. For example, the current group of children has made great strides since September and is on track to enter Year 1 with broadly average attainment. Children make good progress because they receive excellent levels of personal help from a dedicated staff, and consistently good and imaginative teaching. They respond extremely well to the activities that teachers and their assistants provide for them both indoors and outside.

Children develop effective personal skills quickly and they are keen to explain to visitors what they are doing. They relate well to the adults who work with them and they trust them. Behaviour is consistently good. Children share and take turns in a variety of situations, for example in answering in class and in using larger apparatus outside. Thorough arrangements for the observation and assessment of children mean that members of staff know exactly how much progress they are making and where there needs to be further emphasis. Teachers and their assistants compile learning journey folders to celebrate children's successes but parents and carers do not currently have an opportunity to contribute to them. The provision is well managed and there is a good balance between adult-led activities and those chosen by children. Staff work well together and constantly review their work and the impact of the programme on children's progress.

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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

A very large majority of parents and carers are satisfied with the quality of education that the school provides for its pupils. During the inspection several parents went out of their way to ensure that inspectors took into account their very positive views. However, a very small minority of parents and carers say that they are not happy about the education that their children are receiving. Inspectors looked into their concerns most carefully by specially interviewing the headteacher, members of staff and the chair of governors and considering their questionnaire returns. They found that the overwhelming evidence accumulated during the inspection supported the very positive views of most parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's 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 inspector received 67 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	31	40	60	5	7	1	1
The school keeps my child safe	28	42	36	54	3	4	0	0
My school informs me about my child's progress	17	25	40	60	9	13	0	0
My child is making enough progress at this school	16	24	40	60	10	15	0	0
The teaching is good at this school	19	28	38	57	10	15	0	0
The school helps me to support my child's learning	14	21	41	61	11	16	0	0
The school helps my child to have a healthy lifestyle	17	25	45	67	4	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)	13	19	44	66	8	12	0	0
The school meets my child's particular needs	17	25	42	63	7	10	1	1
The school deals effectively with unacceptable behaviour	13	19	41	61	8	12	5	7
The school takes account of my suggestions and concerns	12	18	44	66	6	9	3	4
The school is led and managed effectively	19	28	36	54	7	10	2	3
Overall, I am happy with my child's experience at this school	20	30	36	54	7	10	3	4

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.



24 March 2011

Dear Pupils

Inspection of St Andrew's Primary School, Bishop Auckland, DL14 6RY

Thank you for making the team so welcome when we came to inspect your school recently. A particular thank you goes to those of you who filled in the questionnaires or met with me to talk about your school. I would also like to thank the children in Reception who were so eager to talk to me and show me their work. We were particularly impressed by your good behaviour and the mature, sensible and polite way that you conduct yourselves.

We found that St Andrew's Primary School is providing you with a good quality of education. Your headteacher has done a good job since the previous inspection because lessons are better and this means that you are making much faster progress. We were particularly pleased to see the way that your teachers and their assistants check carefully on your progress and give you extra help if you are having difficulties with your work. We were also impressed by the way that the school keeps you safe from the time that you arrive until it is time for you to go home.

Your school can still improve further and we have asked the governing body, headteacher and staff to make some changes to help with that. These are to:

- improve links with parents and carers so that they have more opportunities to raise concerns and to come into school to see what it is really like
- check the impact of all changes in school more carefully to make sure they are working well.

You can help by continuing to behave well and work hard.

Yours sincerely

John Paddick

Lead inspector

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