

# St Andrew's Church of England Infant School

## Inspection report

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<b>Unique Reference Number</b>	103703
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	363681
<b>Inspection dates</b>	22–23 June 2011
<b>Reporting inspector</b>	Marian Harker HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolyn Strentz
<b>Headteacher</b>	Allison Underhill
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	St Andrew's Church of England Infant School Church Lane Eastern Green Coventry CV5 7BX
<b>Telephone number</b>	02476466309
<b>Fax number</b>	02476460752
<b>Email address</b>	admin@st-andrews.coventry.sch.uk

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<b>Age group</b>	4–7
<b>Inspection date(s)</b>	22–23 June 2011
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed nine lessons taught by six teachers, and held meetings with parents and carers, groups of pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at documents relating to self-evaluation, pupils' progress, school improvement and the safeguarding of pupils. Inspectors looked at pupils' work and analysed the responses of 50 parental questionnaires, in addition to those completed by staff.

## Information about the school

St Andrew's is a smaller than average sized infant school. The proportions of pupils from minority ethnic groups, those whose first language is not believed to be English or those identified with special educational needs and/or disabilities are much lower than average. Most pupils are from White British families. The school has access to a privately run breakfast club and after-school club on site. This provision is inspected separately by Ofsted. A new headteacher was appointed in September 2010. The school has achieved a number of awards including Active Mark, Sing Up Silver, Green Flag, International Schools and Healthy Schools status.

**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</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

St Andrew's is a good school which has consolidated its performance since the last inspection. Parents and carers are positive about the school and say such things as, 'My child is very happy at school. All children are treated as individuals and supported to achieve their potential.' Pupils achieve well and enjoy school very much and this is reflected in high rates of attendance.

Pupils make good progress throughout the school as a result of the good teaching they receive. Children join the school with skills and abilities that are broadly in line with those expected for their age and progress well. Consequently, by the time pupils leave the school at the end of Year 2 they attain levels that are above national averages, particularly in speaking and listening, reading and writing. Attainment at the higher levels in mathematics is improving but remains below that of reading and writing. Pupils have very positive attitudes to learning and this supports their good progress.

Teachers involve the pupils in interesting activities that encourage them to develop their curiosity about the world around them and widen their cultural understanding. Opportunities to challenge the more able pupils, particularly in mathematics, are sometimes missed. Pupils' work is regularly marked using a helpful highlighting system. However, they are not always given clear guidance on how to improve their work. The large majority of lessons observed during the inspection were judged to be good. In these lessons pupils were making good progress working individually, in pairs or groups, demonstrating good social skills. In a few lessons observed, learning was slower as pupils did not have sufficient time to complete their tasks.

Pupils' behaviour is good. Routines are well established and respected by the pupils. As a result, the school is a calm and purposeful learning environment. Pupils report

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that they feel safe in school and are confident that any concerns or worries will be addressed swiftly.

The headteacher and senior team provide dedicated and purposeful leadership that is successfully moving the school forward. Self-evaluation is accurate and procedures for monitoring and evaluating the school's work are comprehensive. However, they are not focused sharply enough on improving pupils' learning.

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

- Raise attainment and accelerate progress in mathematics so that it is in line with reading and writing by:
  - providing greater challenge for more-able pupils
  - providing pupils with detailed written and oral feedback on their work so they know how to improve
  - moving pupils on to tasks sooner in lessons so that they have more time to complete their work and consolidate their learning.
  
- Sharpen monitoring and evaluation procedures at all levels so that they are clearly focused on improving pupils' learning by:
  - ensuring that school improvement planning identifies appropriate measurable milestones to support senior staff and governors in their monitoring and evaluation
  - ensuring that lesson observations focus on pupils' learning and feedback given to teachers clearly evaluates the impact of teaching on pupils' progress
  - providing more frequent opportunities for subject leaders to support and improve the quality of teaching and learning.

## Main report

The school is at the heart of the community and has a good reputation locally. The school promotes pupils' spiritual, social, moral and cultural development very well. Parents and carers express very positive views about the school, typically commenting, 'I am so pleased with my child's progress. I am confident that the teaching staff are aware of my child's ability. My child is very happy at school and this makes a difference to her learning.'

Children in the Early Years Foundation Stage make good progress in their learning. Personal and social skills are particularly well developed because staff pay close attention to children's individual interests and learning needs. The learning environment is stimulating and welcoming. The outdoor areas are spacious and well resourced. Children were observed thoroughly enjoying making their own garden water feature and learning about water wildlife and gravity at the same time. Early

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reading and writing skills are well taught and by the time pupils reach the age of six and by the end of Key Stage 1 attainment in reading and writing is above average. Although attainment in mathematics is broadly average it has not reached the same level as in reading and writing because teachers sometimes miss opportunities in lessons to extend pupils' mathematical thinking, particularly those who are more able. In addition, on occasion, pupils spend too long listening to the teacher talking and this limits their progress. In the best reading and writing lessons observed, learning is carefully structured and pupils are given opportunities to develop their independence. The school carefully tracks the progress of different groups of pupils illustrating its strong commitment to giving the same opportunities to them all. Girls and boys generally achieve similarly. Pupils with special educational needs and/or disabilities, those who are learning English or those who are identified as potentially vulnerable, receive good quality support and make good progress in their learning.

Lessons are consistently well planned using up-to-date assessment information. Teachers mostly take careful account of pupils' different abilities in their planning and in their questioning during activities. Classroom routines are very well established and little time is wasted between lessons or activities. Teaching assistants and other adults provide caring and helpful support. Teachers' subject knowledge is secure and key skills are mostly taught well. However, in some good mathematics lessons observed, more able pupils were not always suitably challenged. For example, a more able group were asked to find out if all multiples of five were even by plotting numbers 1-100 in a Venn diagram. A number of the pupils knew the answer and could explain their thinking by using their knowledge of odd and even and the five times table without needing to complete the Venn diagram. The school has recently introduced a helpful marking policy so that pupils know when they have been successful in their work. However, marking in pupils' books does not routinely explain how their work could be improved. Teachers give pupils verbal feedback but this is not consistently recorded.

Pupils enjoy a lively and interesting curriculum that is built on learning through practical experiences. Pupils in Year 2 were particularly keen to share their recent experience of visiting Kenilworth Castle as part of a themed approach to work on castles. A wide range of visitors enhance the curriculum, such as African drummers and pupils have opportunities to join in a good range of after school activities. The school has established close links with St Andrew's church and the local vicar visits regularly. Spirituality is well developed through daily assemblies, prayers before lunchtime and a strong sense of community within the school.

Pupils behave well throughout the school day. They listen carefully in lessons, follow instructions quickly and get on very well together. Very occasionally, lessons are slightly disrupted by inappropriate behaviour if minor issues are not dealt with swiftly by adults. Most parents and carers report that behaviour is well managed. Pupils say that behaviour in the school is good and they enjoy seeing their name in the Golden Book when they have demonstrated good behaviour. One or two parents and carers felt that potential bullying issues had not been fully addressed by the school. Evidence from discussions with pupils and parents and carers indicates that these

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occurrences are very rare and are swiftly sorted out by senior staff. The school keeps pupils as safe as possible. Both pupils and parents and carers report that St Andrew's is a safe and secure learning environment. Senior leaders and the governing body keep a close eye on risk assessments and the security of the school site. Pupils enjoy coming to school, attendance is well above the national average and persistent absence rates are low.

The headteacher has high expectations and leads by example in setting out and sharing her vision. There is a sense of shared ownership of the school's priorities and strong teamwork, including the governing body, has contributed positively to maintaining good outcomes for pupils. The school development plan accurately identifies areas for improvement but does not have milestones, linked to improving outcomes for the pupils, against which success can be evaluated. Teachers are given thorough written feedback and guidance on how to improve their work, but these comments are too often focused on the quality of teaching and not how to improve the quality of learning. The school is beginning to improve teaching and learning through coaching, support and modelling good practice but this is at an early stage of development. The members of the governing body make a positive contribution to school improvement. They know the school very well and have a good range of expertise which is used to support and challenge senior leaders. All staff promote equality of opportunity well. Racist incidents are rare, but procedures are in place to ensure that if any issues arise, they are tackled promptly. The school meets the latest requirements for safeguarding. The school has maintained a good standard of education since its last inspection and has an accurate view of how to improve the school further. As a result, it is well placed to continue to improve in the future.

### 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 Infant 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 12 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	42	84	7	14	1	2	0	0
Q2 My child feels safe at school	40	80	8	16	1	2	1	2
Q3 The school helps my child to achieve as well as they can	37	74	12	24	0	0	0	0
Q4 The school meets my child’s particular needs	36	72	12	24	0	0	1	2
Q5 The school ensures my child is well looked after	38	76	11	22	0	0	1	2
Q6 Teaching at this school is good	41	82	9	18	0	0	0	0
Q7 There is a good standard of behaviour at this school	34	68	15	30	0	0	1	2
Q8 Lessons are not disrupted by bad behaviour	29	58	17	34	0	0	0	0
Q9 The school deals with any cases of bullying well	25	50	14	28	1	2	0	0
Q10 The school helps me to support my child’s learning	32	64	17	34	1	0	1	2
Q11 The school responds to my concerns and keeps me well informed	33	66	15	30	0	0	1	2
Q12 The school is well led and managed	34	68	15	30	0	0	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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 June 2011

Dear Pupils

**Inspection of St Andrew's Church of England Infant School, Coventry, CV5 7BX**

Thank you for making us so welcome and for talking to us about your school. We enjoyed visiting your lessons and looking at your work. We particularly enjoyed hearing about the Year 2 visit to Kenilworth Castle and meeting Jasper, the cat who visits the Reception classes. Thank you to those pupils on the school council and eco-council who spoke confidently about what they had done to improve the school.

You go to a good school where everyone looks after you very well. You make good progress in your lessons. You are well behaved and you look after each other in lessons and on the playground. The school keeps you safe and helps you to enjoy your lovely school grounds. You all like coming to school and most of you attend nearly every day. Your teachers make sure that you are making as much progress as you can and your lessons are interesting and enjoyable. Your headteacher and teachers are doing a good job in school. We have asked your headteacher, the staff and governing body to help you make even better progress particularly in mathematics and those of you who are more able. We have also asked your school leaders to make sure that they focus very carefully on how well you are all learning. You can help by working as hard as you can in lessons.

We wish you every success for the future.

Yours sincerely

Marian Harker  
Her Majesty's Inspector

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