

# St Andrew's Church of England Primary School, Radcliffe

Inspection report

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 105350           |
| <b>Local authority</b>         | Bury             |
| <b>Inspection number</b>       | 377230           |
| <b>Inspection dates</b>        | 5–6 October 2011 |
| <b>Reporting inspector</b>     | Adrian Guy HMI   |

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

---

|  |   |
|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Voluntary aided                                     |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 250   |
| <b>Appropriate authority</b>               | The governing body                                  |
| <b>Chair</b>                               | Greg Ridgeon  |
| <b>Headteacher</b>                         | Pippa Jackson-Maitland                              |
| <b>Date of previous school inspection</b>  | 12 December 2008                                    |
| <b>School address</b>                      | Graves Street<br>Radcliffe<br>Manchester<br>M26 4GE |
| <b>Telephone number</b>                    | 0161 7232426  |
| <b>Fax number</b>                          | 0161 7259675  |
| <b>Email address</b>                       | standrewsradcliffe@bury.gov.uk                      |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 18 lessons, taught by eight teachers in each of the classes in the school. This included joint observations of lessons with the headteacher. Inspectors held meetings with school staff, the members of the governing body, the local authority representative and groups of pupils. They observed the school's work and scrutinised a number of documents, such as those relating to safeguarding pupils; the teachers' assessments of pupils' attainment and their progress; the school improvement plan and documents identified by the school to support its self-evaluation. Inspectors also took into consideration the 102 questionnaires returned by parents and carers, and those returned by staff and pupils.

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

- Whether, given their starting points, all pupils are supported and challenged in their learning so they are able to make good progress and attain the highest standards of which they are capable.
- Whether the school's provision, and in particular the quality of teaching and learning, ensures equality of opportunity and enables pupils, especially those who have special educational needs and/or disabilities, to make good progress.
- Whether, through self-evaluation, leaders, managers and governors have an accurate grasp of the school's strengths and weaknesses and can demonstrate a capacity for sustained improvement.
- Whether provision in the Early Years Foundation Stage meets the needs of all children and enables them to make good progress.
- Whether the school is effectively developing pupils' understanding of diversity and promoting all aspects of community cohesion.

## Information about the school

St Andrew's is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils from a minority ethnic background is much lower than average, as is the proportion of pupils who speak English as an additional language. In comparison to most schools the proportion of pupils with special educational needs and/or disabilities is slightly higher. The percentage of pupils with a statement of special educational needs is broadly in line with the national average. The number of pupils joining and leaving the school part-way through their education is much lower than the national average.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Andrew's School takes good care of its pupils and enables them to progress well in aspects of their personal development and well-being. Pupils' enjoyment of school is fostered by a strong ethos and staff who provide good levels of care, guidance and support. In particular, adults' care has a good impact on pupils new to the school, those pupils who have special educational needs and/or disabilities and those whose circumstances have made them vulnerable. This is also evident in the very positive views expressed by pupils, parents and carers and the high level of attendance.

Pupils' attainment has fluctuated since the last inspection but attainment overall, at the end of Key Stage 2, is average. In 2011, most of the pupils leaving the school in Year 6 gained the expected level for their age in both English and mathematics. Although some pupils make good progress, particularly those in the Early Years Foundation Stage and those who have been identified as having special educational needs and/or disabilities, the school acknowledges that there are still groups of pupils for whom progress is satisfactory. These groups include Key Stage 1 pupils who do not make enough progress in writing and Key Stage 2 pupils who currently are not making expected progress in mathematics. This was also reflected in the majority of lessons observed, where pupils' progress was satisfactory. Consequently, pupils' achievement overall is satisfactory.

Pupils' good spiritual, moral and social development is reflected in their good behaviour and the extent to which they get on together, cooperate well and show positive attitudes to learning. Pupils' understanding and experience of cultural diversity and different communities within the United Kingdom and global perspectives are less well developed.

Overall the quality of teaching is satisfactory. There are some examples of good quality practice where information gathered from assessing pupils' learning is used well to provide well-focused tasks that are engaging and challenging. Here, pupils show high levels of enjoyment and learning moves on at a brisk pace. However, where teaching is less effective, activities are not planned to take account of the needs of different groups or individuals and there is an over-emphasis on adult direction. As a result, pupils' progress slows and opportunities are missed to encourage pupils to be more independent.

The new headteacher has a secure understanding of the school's strengths and has identified the areas which require improvement. Together with middle leaders she is drafting appropriate improvement plans to address these. However, currently these plans are in draft form and lack the clarity to enable leaders to measure their success and be held to account. There are systems in place for tracking pupils' progress and middle leaders are keen to develop aspects of teaching and learning. For example, they are clear about the way in which they want to develop the teaching of letters and the sounds they make (phonics). Together with improvements in the progress made by children in the Early Years Foundation Stage, this demonstrates that the school's capacity for sustained improvement is satisfactory. The high priority placed on pupils' welfare and effective engagement with parents and carers are strengths of the school.

The governing body is supportive and has a broad understanding of the strengths of the school and the areas it has identified for improvement. Members of the governing body work with the local authority to ensure they meet their statutory duties and recently drafted policies ensure the school is now compliant with current legislation regarding equal opportunities. However, systems to evaluate the school's work and ensure that all aspects are regularly reviewed are not sufficiently established to enable them to hold the school to account and monitor the school's improvement effectively.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise further pupils' attainment and increase the proportion of pupils consistently making good progress in English and mathematics across Key Stages 1 and 2 by:
  - ensuring that activities are accurately matched to pupils' needs
  - ensuring that all pupils are challenged in lessons
- Improve the quality and consistency of teaching and learning for all pupils by:
  - ensuring assessment consistently informs teachers' planning and their teaching
  - ensuring that activities are engaging so that pupils' learning moves forward at a brisk pace.
  - ensuring a more effective balance between directed activity and creating opportunities for pupils to be independent.
- Improve leadership and management by:
  - empowering middle leaders to take responsibility for improving outcomes for all learners
  - strengthening monitoring and evaluation procedures

- sharpening the governing body's ability to hold the school to account and ensure aspects of the work of the school are reviewed regularly and systematically
- refining the school development plan to include measurable criteria against which leaders and governors can measure and evaluate improvement.

## Outcomes for individuals and groups of pupils

3

When they first enter the school, children’s skills and knowledge are generally just below those typical for their age although these fluctuate from year to year. In the Early Years Foundation Stage children make good progress. Consequently, by the time they leave Reception their outcomes are broadly average. However, the good progress children make when they begin school is not consistently maintained as they move through the school. In Key Stage 1 attainment in writing is slightly below the national average and in Key Stage 2 pupils’ progress in mathematics is satisfactory. This is because work is not always well matched to their needs to enable them to make better progress. Pupils with special educational needs and/or disabilities are well supported and, as a result, they progress well.

Pupils are keen to take on roles and responsibilities such as house captains and they take these very seriously. Pupils were excited about their preparations for Harvest celebrations and understood the importance of charitable activities and the promotion of healthy eating.

Pupils say they feel safe and behave well in school. They are polite, considerate and get on together very well indeed. Where there are incidents of unacceptable behaviour, pupils are very confident that these are dealt with effectively by staff. Their high attendance, together with skills such as teamwork and cooperation, mean they develop good skills that will contribute well to their future economic well-being.

### *These are the grades for pupils' outcomes*

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

## How effective is the provision?

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

Although there are examples of good teaching and the use of assessment information to support learning across the school, there is too much variation between classes. Consequently, the quality of teaching overall is satisfactory. In the better lessons teachers use assessment information well to ensure that all groups of pupils are working at a suitably challenging level and are given tasks which have been carefully matched to their abilities. However, where teaching is less effective the pace of learning often slows because there is an overemphasis on 'teacher talk' and work is not always matched accurately to pupils' needs. Similarly marking is inconsistent and does not clearly indicate where pupils have succeeded and how they can do even better. As a result, its overall impact on pupils' progress is satisfactory.

The curriculum satisfactorily meets requirements. It is adequately planned to ensure that all aspects are covered. This is enriched by a suitable range of extra-curricular activities including a choir who sing well with good intonation.

The school takes good care of pupils and supports them well especially those whose circumstances make them potentially vulnerable. It is active in securing help from outside agencies to meet pupils' needs and in particular has been effective in maintaining high levels of attendance through work with parents and the local authority. Pupils are confident that the adults care about them and will help them if they have any worries.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The headteacher has an accurate grasp of the school's strengths, the effectiveness of teaching and the areas for development. Together with school leaders and governors, she has identified the correct priorities for improvement and set out suitable plans which identify actions to address this. The school has identified that arrangements for monitoring and accountability are areas for further development. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is satisfactory. The school encourages respect for others and pupils get on together well. Leaders are aware of variations in the performance of groups and the school has appropriate systems to report racist incidents should they arise; however, this level of reporting has yet to be extended to include other groups.

Parents and carers are kept well informed about what their children are learning and events in school, although they receive less detailed information about the extent of their children's progress. The school has developed successful links with other agencies and community partners. This work has enabled it to meet the needs of pupils and their families and secure positive outcomes for their well-being.

Arrangements for safeguarding pupils are satisfactory. Staff are appropriately trained and vigilant and the well-being and safety of pupils is a priority for all.

The school is a harmonious and cohesive community and its inclusive ethos means that pupils are treated equally and respect each other. Although they have a good understanding of the immediate community, opportunities for deepening pupils' understanding of wider diversity to enable them to challenge stereotypes are less systematically developed.

*These are the grades for the leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:   |          |
| The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Early Years Foundation Stage

Children settle very well in the Early Years Foundation Stage. They are well cared for and they make a positive start to their schooling. School data shows improvement over the last three years in the progress children make and, as a result, they leave their Reception Year with outcomes that are broadly average. Consequently, outcomes are good. Although there is some good teaching and a wide range of resources including a newly constructed outdoor area, provision across all aspects of the Early Years Foundation Stage is inconsistent. For example, differences in the provision in outdoor learning mean children do not benefit consistently from the full range of opportunities for outdoor learning and too often children are inactive for long periods during whole class sessions. During small group sessions, activities and questioning by adults are well matched to children's varying abilities. However, at times assessment activities are overly adult-directed and opportunities are missed to observe children's independent learning.

The Early Years Foundation Stage leader has fostered excellent relationships with parents and carers who have very positive views of the way children are helped to settle into school. The school has identified aspects of leadership and management that are inconsistent across the Early Years Foundation Stage and plans to address these issues.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation stage</b> | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage        | 2        |
| The quality of provision in the Early Years Foundation Stage     | 3        |



|  |   |
|--|---|
| The effectiveness of leadership and management in the Early Years Foundation Stage | 3 |
|--|---|

## Views of parents and carers

Inspectors spoke to some parents and carers and considered their responses along with those expressed in the questionnaires. The overwhelming majority of parents and carers are very supportive of the school. They agree that their children enjoy school, are kept safe and that the school is led and managed effectively. A very small minority disagreed that the school helps them support their children's learning and that the school takes account of their concerns. Inspectors examined these issues carefully. They found evidence that the school has appropriate arrangements for engaging with parents and carers through workshops and parents' evenings and actively seeks their views.

## 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 Primary School, Radcliffe 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 74             | 73 | 26    | 25 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 88             | 86 | 13    | 13 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 62             | 61 | 36    | 35 | 1        | 1 | 0                 | 0 |
| My child is making enough progress at this school   | 59             | 58 | 37    | 36 | 3        | 3 | 1                 | 1 |
| The teaching is good at this school   | 68             | 67 | 28    | 27 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child's learning  | 63             | 62 | 31    | 30 | 6        | 6 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 68             | 67 | 28    | 27 | 2        | 2 | 1                 | 1 |
| 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) | 56             | 55 | 29    | 28 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 60             | 59 | 37    | 36 | 1        | 1 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 67             | 66 | 26    | 25 | 3        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 49             | 48 | 41    | 40 | 5        | 5 | 1                 | 1 |
| The school is led and managed effectively   | 64             | 63 | 30    | 29 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 67             | 66 | 33    | 32 | 1        | 1 | 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 is for the period 1 September 2010 to 08 April 2011 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 school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</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.**



7 October 2011

Dear Pupils

**Inspection of St Andrew's Church of England Primary School, Radcliffe, Manchester, M26 4GE**

Thank you for welcoming the inspection team to your school recently. You may remember us coming to see how well you are all learning. We learned a lot from watching your lessons, talking to you about your learning and life at school and looking at your work.

Your school provides you with a satisfactory education. The adults take good care of you. Your well-being is really important to them. They help you to grow up sensibly and to get along together really well.

I hope you enjoyed your Harvest celebrations. When I heard them rehearsing, I thought your school choir sang really well and were good at keeping in tune. We were very impressed with your attendance at school we think it is excellent. Well done!

These are the things we have agreed with your headteacher that your school should improve next:

- make sure you all make good progress and achieve well
- improve the quality of teaching you receive, so that you can become more independent
- make sure that your school leaders and school governors are better at checking that your school improves in the way they want it to.

I do hope your school council elections go well and that your new school council are eager to help to make things even better at your school. Remember, you can all play your part by continuing to work hard and attending school regularly. All the inspectors wish you the very best for the future.

Yours sincerely,  
Adrian Guy  
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).