

# St Andrews Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113427
<b>Local Authority</b>	Devon
<b>Inspection number</b>	378705
<b>Inspection dates</b>	12–13 October
<b>Reporting inspector</b>	Anna Sketchley

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Chisholm
<b>Headteacher</b>	Andrea Rice
<b>Date of previous school inspection</b>	18–19 March 2009
<b>School address</b>	Chardstock Axminster EX13 7BJ
<b>Telephone number</b>	01460 220534
<b>Fax number</b>	none
<b>Email address</b>	admin@chardstock-standrews.devon.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	12–13 October
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed three teachers. They held meetings with members of the governing body, staff and groups of pupils, analysed 34 questionnaires from parents and carers and spoke with a few informally. They observed the school's work and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement, and reports written by the local authority. Questionnaires completed by 28 pupils and eight staff were also evaluated.

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

- The ability of leaders at all levels to drive forward improvement.
- The effectiveness of strategies in teaching, learning and the curriculum in improving the attainment and progress in literacy for boys and mathematics for all pupils.
- The effectiveness of provision for children in the Early Years Foundation Stage and the progress they make.

## Information about the school

St Andrews is a small village primary school midway between Chard and Axminster. Pupils are drawn from the village and the surrounding area. St Andrews was newly federated with a school eight miles away in June 2011 and now shares an executive headteacher with that school. It also has its own leader for teaching and learning. There are currently three mixed-age classes: one is for the Early Years Foundation Stage children, one for Years 1 and 2 and another for Years 3, 4, 5 and 6. The proportion of pupils with special educational needs and/or disabilities is below average. Almost all pupils are of White British heritage and none is at an early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average. The school has achieved several national awards, the most recent of which is the Travelwise Silver Award. There is a privately run pre-school on the school site which was not part of this inspection process.

**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 Andrews is a satisfactory school. Since the last inspection it has suffered from considerable disruption but strong leadership, provided through the school's newly federated status with an outstanding school, is already leading to steady improvement. Professional development for teachers is under way and the new partnership, along with well-established links with other schools and agencies, is supporting the school well with its development. The executive headteacher, staff and capable governors are determined to succeed in raising attainment and improving pupils' progress. The leadership team has introduced strict monitoring procedures to raise the quality of teaching and the curriculum and to ensure that the school's self-evaluation of what needs to be done is accurate. Draft plans of action are already in place and improved planning, marking and assessment procedures are beginning to have a positive impact on teaching, learning and progress. These improvements demonstrate that the school has a satisfactory capacity for further improvement.

Young children make a sound start in Reception where a warm, calm and friendly environment gives them confidence and ensures that they make satisfactory progress. However, resources for the children are rather worn and their organisation is rather haphazard. In addition, assessment information is not used effectively to plan activities which will effectively challenge all children. Pupils' attainment in Year 6 is average and satisfactory progress is maintained throughout the school, although all pupils achieve well in reading. The school tracks pupils' progress carefully but until recently this has not been used effectively to plan the next steps of learning or to help pupils know what to do next to improve their work. New marking and target-setting procedures are beginning to make a difference, ensuring that all pupils have an equal opportunity to make the progress of which they are capable. Teaching and the curriculum are satisfactory. The introduction of more rigorous planning strategies for both mathematics and literacy lessons is beginning to improve achievement for all pupils. There are currently insufficient opportunities for pupils to practise their literacy and numeracy skills in other subjects. Pupils with special educational needs and/or disabilities have individual education plans and receive well-targeted support from skilled teaching assistants and as a result make similar progress to all other pupils.

The school's strong Christian ethos and excellent relationships underpin all its work and are the chief reasons why pupils are well behaved and polite both in lessons and

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around the school. Pupils enjoy school, want to do well and are attentive but some say, 'We could work a bit harder!' Attendance is average and monitored regularly. Pupils feel very safe in school and can discuss sensibly the various aspects of keeping safe. St Andrews is a very cohesive community and pupils make a good contribution to both school and village life. They enjoy having responsibilities around the building and raising money for a school in Africa. Through links with a school in London they are developing a firm understanding of the diverse cultures that exist in the United Kingdom. As a result of these and other initiatives, pupils' spiritual, moral, social and cultural development is good. Parents are very supportive of the school, making remarks such as, 'The change in leadership has been done well and we look forward to the school going from strength to strength.'

Up to 40% of the schools whose overall effectiveness is judged to be 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 attainment and improve progress in English and mathematics by:
  - using the outstanding practice of the federated partner school to improve expertise in teaching literacy and numeracy
  - using accurate assessment data to plan challenging tasks in lessons that meet the needs of all pupils so that they make the best progress they can
  - ensuring that pupils know the next steps in their learning so that they can improve their work
  - ensuring the curriculum provides stimulating and engaging opportunities for practising literacy and numeracy skills in other subjects.
- Improve the provision in the Early Years Foundation Stage by:
  - providing a more stimulating and well-organised environment for child-chosen activity times which reflects all areas of learning both indoors and outside
  - supporting provision with high-quality resources
  - using the good assessment procedures that already exist to plan more challenging adult-led activities so that all children make good progress in all areas of their learning and development.

## Outcomes for individuals and groups of pupils

**3**

Due to the very small groups of pupils, attainment fluctuates considerably from year to year. The very small cohort of pupils in Year 6 in 2011 made satisfactory progress. Their attainment was average in English and mathematics although stronger in reading. The progress and attainment of pupils with special educational needs and/or

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disabilities were similar to those of other pupils. Evidence from pupils’ work, lessons and assessment data seen during the inspection showed that attainment in the current Year 6 is average and progress is satisfactory.

The school’s work to raise attainment is beginning to show impact. Staff are very aware of the need, in mixed-age classes, to ensure that tasks meet pupils’ needs and abilities. During a Key Stage 2 mathematics lesson all pupils were challenged well and made good progress while learning to use their tables for both multiplication and division. Some pupils gave clear explanations for inverse operations and showed that they understood different ways of multiplying two-digit numbers. More-able pupils were fully engaged in their learning as they enthusiastically demonstrated their ability to multiply decimals. Those with special educational needs and/or disabilities were supported well by a skilled teaching assistant as they practised adding and subtracting. Pupils in a Years 1 and 2 class participated well as they gathered ideas to describe the character of the Three Little Pigs. They were captivated as the teacher read a new story, Three Little Wolves and the Big Bad Pig and were challenged to apply their knowledge to a different story. Different learning objectives for different groups across the age range in the class ensured that all pupils learned and practised skills appropriate to their needs and abilities.

Pupils get on well together and are very friendly towards each other. They demonstrate a good understanding of issues related to safety, knowing for example, how to use the internet safely. Excellent relationships in the school mean problems are rare, but pupils know who to approach for help if they need it. When asked about healthy living, pupils knew the importance of a healthy diet and lots of exercise. Some are beginning to show a serious commitment to keeping healthy through choosing healthy ways of coming to school and, as a result, the school has been awarded the Travelwise Silver award. Pupils enjoy the new responsibilities they have to help around the school and play a significant part in decision-making through the school council. They were heavily involved in the plans for the new school building. Pupils are proud of the charities they support and especially their link with a school in Africa and the help they are able to give them. Their spiritual development benefits considerably from strong links with the local church. Life skills learned through these opportunities, their good behaviour and sound basic skills, are preparing pupils satisfactorily for the future.

*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

<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

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The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory with some good features. Teachers have high expectations of behaviour, form excellent relationships with pupils and manage them very well. This supports pupils well in their learning. Information and communication technology (ICT) is used well to capture pupils' interest. Careful questioning and opportunities to explain their learning enable pupils to participate fully in most lessons. Occasionally too much time is spent listening to the teacher so that pupils do not have enough time to complete their tasks. This slows the pace of learning and pupils do not make enough progress. Lesson planning is thorough but where it is restricted to planning for particular ages, rather than different abilities within the mixed-age classes, it does not always match the needs of all pupils. Teachers' marking shows pupils how to improve their work but until recently this has not been used sufficiently to help them plan the next steps in their learning. Targets to help pupils make good progress are a very recent initiative and are not yet fully embedded.

Although literacy and numeracy are taught satisfactorily, teaching depends largely upon published schemes of work and there are insufficient opportunities for pupils to practise their skills in other subjects. ICT is a strength and pupils use it well across the curriculum. A two-year rolling programme of topics ensures adequate coverage of subjects but there are few visits and visitors to enrich and enliven learning for pupils.

There is a good range of after-school clubs such as dance, multi-skills, cooking, mathematics and design and technology. These are well attended and add an extra dimension to pupils' experiences. Personal, social and health education is promoted very well and is evident in the polite behaviour and excellent relationships.

The school takes the welfare of every child very seriously. Parents show a high level of satisfaction with all safeguarding procedures and these are carried out diligently. Links with outside agencies are good and vulnerable pupils and those with special educational needs and/or disabilities are supported satisfactorily. Leadership of this

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area of the school’s work has recently undergone a change and as a result individual education plans are now in place. Parents appreciate this and one comments, ‘Since the school has changed its management team there has definitely been an improvement in the support my child has received. My child’s needs have been assessed and an individual education plan has been put in place.’

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: 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>3</b>

## How effective are leadership and management?

In the very short time that she has been in post the executive headteacher has forged good links between the two federated schools and is using these very well to develop the senior leadership at St Andrews. The quality of teaching has been rigorously monitored and several new initiatives are beginning to prove successful. A new timetable for monitoring and self-evaluation is in place which identifies the correct priorities and action plans for improvement. The federation partnership is enabling the school to take advantage of outstanding practices, particularly for the continuing professional development of teachers. Despite the short time-frame, members of the new governing body are well organised and already know the strengths of the school and its areas for development. Many have supported the school through the federation process and are quickly becoming involved in the life of the school both at a strategic and operational level. They understand fully the importance of challenging the school’s performance and are using their past experience to ask pertinent questions and carefully monitor the school’s work.

The promotion of community cohesion at all levels is good. It is particularly strong at local and global levels through the school’s work with the church and village, for example its support for a school in Africa, the monthly ‘village lunches’ scheme and volunteers for hearing reading. Pupils’ understanding of the cultural diversity that exists in the United Kingdom through its links with a school in London is developing well.

The school has good relationships with parents, the pre-school on site and other schools and agencies. These partnerships enhance a variety of areas of school life. In particular, secondary schools support the curriculum well, especially in music and sport through activities such as the recent multi-skills festival for Years 1 and 2. Promoting equality of different groups of pupils is satisfactory. Through rigorous new



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monitoring procedures, it is becoming more effective as provision and outcomes for all pupils continue to improve. Leaders do not tolerate any kind of discrimination. The governing body and school staff ensure that safeguarding procedures are followed very carefully and regular training and monitoring ensure that a good quality is maintained.

*These are the grades for 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>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the Reception class with the skills expected for their ages in most areas of learning and make satisfactory progress by the end of the Reception Year. Their knowledge of letters and sounds and calculation skills are below expectations when they begin school but in these areas they make good progress and attain the skills expected. Induction procedures and links with parents are good and children make a seamless transfer from the pre-school to Reception.

Relationships are excellent and children experience a safe, calm and friendly environment and, as a result, they are confident and at ease in their surroundings. In whatever they are engaged, children’s behaviour is good as they share resources and learn together. Children thoroughly enjoyed a well-taught lesson while learning to gain good coordination skills. They exercised energetically and followed instructions safely and correctly. The school is very inclusive and children with diverse and extreme special needs are very well supported and included, but although well managed by adults, their behaviour occasionally disrupts learning.

Planning is detailed and thorough and there is a good balance between activities

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chosen by children and those chosen by adults. Children have opportunities to choose activities both inside and outside the classroom, but the organisation of resources does not support learning sufficiently. Children are not encouraged enough to be curious about the world around them while learning through their own play. Some resources are rather scruffy and during the inspection there was underuse of the exciting outdoor wider-school environment.

Assessment is good and there is a wide range of detailed evidence about how well children are learning and developing, but it is not used sufficiently well to plan the next steps in their learning. Assessment information is carefully collected and beautifully presented in the form of individual learning journeys and shared with both children and parents. Children are very keen to put things in their special book and parents are encouraged to make contributions about learning at home. Children are very well cared for. The leadership and management of the Early Years Foundation Stage are satisfactory.

*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	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers who responded are very supportive of the school. Of the very small number of concerns raised most were individual issues. A few parents indicated concerns about the wide age range in the Key Stage 2 class.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrews 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	76	8	24	0	0	0	0
The school keeps my child safe	25	74	9	26	0	0	0	0
The school informs me about my child’s progress	11	32	22	65	1	3	0	0
My child is making enough progress at this school	12	35	20	59	1	3	0	0
The teaching is good at this school	15	44	18	53	0	0	0	0
The school helps me to support my child’s learning	17	50	14	41	3	9	0	0
The school helps my child to have a healthy lifestyle	19	56	15	44	0	0	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)	10	29	18	53	2	6	0	0
The school meets my child’s particular needs	14	41	19	56	1	3	0	0
The school deals effectively with unacceptable behaviour	18	53	15	44	0	0	0	0
The school takes account of my suggestions and concerns	13	38	19	56	1	3	0	0
The school is led and managed effectively	12	35	19	56	2	6	0	0
Overall, I am happy with my child’s experience at this school	21	62	12	35	0	0	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 are 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.**

14 October 2011

Dear Pupils



**Inspection of St Andrews Church of England Primary School, Axminster  
EX13 7BJ**

Thank you for the very warm and friendly welcome you gave us when we visited your school recently and for spending time talking to us. We really enjoyed meeting you. We found St Andrews to be a satisfactory school. These are some of the best things we found.

- You enjoy coming to school and are very polite and well behaved. This is helping you to do well.
- You have a good understanding of how to stay safe and try to live a healthy lifestyle.
- You enjoy helping in school and get on really well together.
- Your teachers teach you satisfactorily and you have a good attitude to your work.
- You are well cared for and you told us that you feel very happy and safe in school.

All the adults in your school want you to do your very best. Although they know what needs to be done next, we have asked them to do some things to make your learning even better.

- We would like them to help you make better progress by finding new ways to help you with your learning in literacy and numeracy and to set you more challenging tasks that match your ability so that you make the best progress you can.
- We would also like them to make sure you know how to improve your work and give you lots more opportunities to practise your literacy and numeracy skills.
- We have asked your teachers to provide more interesting resources for the youngest children and improve the organisation of play when they are choosing their own tasks. We have also asked them to plan more interesting learning activities with the teacher.

Please keep working hard!

Yours sincerely

Anna Sketchley  
Lead inspector

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