

St Andrew's CofE Primary School

Inspection report

Unique Reference Number	123477
Local Authority	Shropshire
Inspection number	380661
Inspection dates	12–13 October 2011
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Ian Bartlett
Headteacher	Deborah Mills
Date of previous school inspection	10 February 2009
School address	Hopton Lane Nesscliffe Shrewsbury SY4 1DB
Telephone number	01743 741331
Fax number	01743 741648
Email address	admin@nesscliffe.net

Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors, who observed seven lessons taught by four teachers and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, and looked at documentation including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 38 parents and carers, 43 pupils and nine staff were analysed.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment systems?
- What impact are subject leaders for English and mathematics having on teaching and learning?

Information about the school

This is a much smaller than average rural primary school. The proportion of pupils known to be eligible for free school meals is below the national average, as is the proportion of pupils from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is broadly average and currently no pupil has a statement of special educational needs. The governing body provides a before- and after-school club for pupils. The school has gained Healthy School status, the Basic Skills Quality Mark and the Eco Schools award.

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

This is a good school which has improved since the last inspection under the strong and purposeful leadership of the headteacher. The school has a family atmosphere where every pupil feels welcome. Parents and carers are extremely supportive of the school. One parent, typical of many, commented: 'This is a happy school with a welcoming atmosphere and lots of extra activities for my children to take part in'.

Most children start school with broadly average skills and experiences. They get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is now good. Throughout the school, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. As a result, attainment in Year 6 is above average. Arrangements for the evaluation and monitoring of teaching and learning are good as is the overall quality of teaching. Pupils' personal development is good. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. This is reflected in their consistently very high levels of attendance.

Pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' good behaviour. This, in turn, has a very positive effect on the good progress pupils make in most lessons. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the wide range of after-school activities and clubs, including physical activities. Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. Pupils' progress is tracked carefully and data analysed rigorously to ensure that any pupil falling behind is identified quickly and support is provided.

Subject coordinators for the core subjects of literacy and mathematics have overseen clear improvements in their areas of responsibility. The coordinators of the foundation subjects are still relatively new to their roles and have not had time to gain a good overview of their subject area. The school has good links with groups and schools in the local area and has plans to develop links further afield, in this country and overseas. Staff and members of the governing body have a good understanding of how well the school is doing and what needs to be done next.

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Given this and significant improvements to date, the school has a good capacity to sustain improvement.

What does the school need to do to improve further?

- Strengthen the effectiveness of foundation subject coordinators by providing opportunities for them to observe the quality of teaching in their subjects.
- Improve the school's contribution to community cohesion by formulating a plan to develop pupils' appreciation of different faiths and cultures.

Outcomes for individuals and groups of pupils

2

Attainment on entry to the school varies considerably from year to year but is broadly as expected for children's ages. The very small cohorts and the relatively high proportion of pupils with special educational needs and/or disabilities in some year groups makes comparisons between key stages and year groups less meaningful than in larger schools. However, attainment in the most recent national tests was above average at Year 6. School data and pupils' work seen during the inspection confirm that, in the current Year 6, pupils' attainment is above average. The quality of learning in lessons and work in pupils' books seen during the inspection confirm pupils' good progress throughout the school. In an outstanding numeracy lesson on probability, pupils were kept highly motivated by the teacher's energy and enthusiasm for the subject. She maintained a very good pace throughout, engaging pupils' attention by frequently changing activities and moving the lesson from inside to outside and back again. Tasks that were closely matched to pupils' ability enabled all pupils to make very good progress. Pupils with special educational needs and/or disabilities make good progress. This is because of the good support provided by class teachers, teaching assistants and outside agencies in ensuring that work is well-matched to their needs and that they take small and progressive steps in learning.

Pupils say they enjoy coming to school. Pupils in Year 6 stated that they will be sorry to leave the school in the summer. Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. Their good behaviour makes a strong contribution to the good progress they make in lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health-promotion strategies and understand the main threats to their health and how these can be avoided. They enthusiastically take on responsibilities and play a constructive role in the life of the school. Through the school council, they have had an influence on decisions about school life. Coupled with their well-developed basic skills, this prepares them well for the world of work.

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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	2
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	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good. Teachers have good subject knowledge, which in the best lessons enthuses and challenges pupils and contributes to their good progress. Lessons are well planned with clear learning objectives and very effective success criteria. These are routinely shared with pupils so that they can assess how well they have learnt. Good use is made of resources, including new technology, to illustrate key points and motivate pupils, and thus enhance their learning. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants makes a significant contribution to the quality of learning across the school. In a small minority of lessons, however, progress is held back because teachers do not always move learning along at a fast enough pace. The rigorous whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through the school. As a result of termly meetings to discuss individual pupils' progress, teachers have a good understanding of how well their pupils are doing and the action to be taken to support them effectively in order to reach their challenging longer-term targets.

The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is good emphasis on developing key literacy and numeracy and information and communication technology skills and on extending pupils' knowledge and skills in other subjects, particularly in music, French and

¹ 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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physical education. Staff are making links with different subjects to make learning more meaningful. The school's good and well-organised arrangements for the care, guidance and support of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning very well. Pupils are secure, safe and well looked after.

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?

Since she joined the school, the headteacher has consistently communicated to the staff her high expectations about continuing to improve provision. The result of this is clearly evident in the significant improvements made. With the able support of an enthusiastic, committed and well-motivated staff team she has identified, and has rigorously and successfully tackled, areas requiring improvement. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. As a result of regular monitoring and support by the headteacher and local authority advisors, teaching is good across the school and planning is founded on robust evidence and based on good quality data. However, subject co-ordinators are relatively new to their roles and are not monitoring or supporting teaching regularly or rigorously enough. The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. It discharges its duties effectively. School leaders and governors have a good understanding of safeguarding procedures and have good systems to ensure that pupils and staff are safe. The school adopts recommended good practice for safeguarding pupils across all areas of its work and is rigorous in ensuring that checks are frequently carried out.

The school has a highly positive relationship and effective liaison with parents, carers and with other partners which contribute significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, that pupils' awareness of cultures other than their own in their own country is more limited and has plans to further develop links with schools in more urban environments and overseas. The school makes good use of all its resources and provides good value for money.

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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	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage clearly enjoy school, Although they had only been attending school for a few weeks at the time of the inspection, they had settled into the routines very well, and were playing happily together and individually. They undertake a variety of whole class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things, and make good progress in developing their skills and knowledge across a wide range of areas. Their overall achievement is good. Staff have very good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, well-supported and carefully integrated into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity.

Provision for the outdoor curriculum has improved since the last inspection and is now good. Children have free access to a large, secure outdoor area with a good range of free-choice and adult-led activities. This allows children to explore with purpose and challenge, and effectively fosters the development of their independent learning skills. Leadership of the Early Years Foundation Stage is effective and provides clear direction for the team. Adults have a good knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. There are good systems for the long-term assessment and tracking of children's progress, and planning builds securely on teachers' accurate assessments of children's needs. All staff monitor and record children's progress on a day-to-day basis effectively and observations and achievements are recorded in individual pupil profiles.

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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

Parents and carers are very well satisfied with the school, reflecting the school's excellent links with them. All who responded felt that their children enjoy school and all believe the school keeps their children safe, helps them have a healthy lifestyle and deals well with unacceptable behaviour. All feel that teaching and leadership and management are good and declared themselves, overall, happy with their children's experience in school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's CofE 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 inspection team received 38 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	31	82	7	18	0	0	0	0
The school keeps my child safe	34	89	4	11	0	0	0	0
The school informs me about my child’s progress	24	63	14	37	0	0	0	0
My child is making enough progress at this school	19	50	17	45	2	5	0	0
The teaching is good at this school	29	76	9	24	0	0	0	0
The school helps me to support my child’s learning	23	61	15	39	0	0	0	0
The school helps my child to have a healthy lifestyle	29	76	9	24	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)	26	68	11	29	0	0	0	0
The school meets my child’s particular needs	23	61	15	39	0	0	0	0
The school deals effectively with unacceptable behaviour	28	74	10	26	0	0	0	0
The school takes account of my suggestions and concerns	27	71	11	29	0	0	0	0
The school is led and managed effectively	32	84	6	16	0	0	0	0
Overall, I am happy with my child’s experience at this school	30	79	8	21	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).

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"> ■ 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.



14 October 2011

Dear Pupils

Inspection of St Andrew's CofE Primary School, Shrewsbury, SY4 1DB

Thank you for welcoming us to your school and for talking to us about what you do there. St. Andrew's is a good school. Those who lead your school do so well and all the adults take good care of you. It was good to see that you all clearly enjoy school and that you have a good understanding of how to keep safe, and how important it is to eat healthily and take regular exercise. It is to your credit that you behave well, and get on well with each other and with all the staff. Your levels of attendance are well above average. This ensures you all make good progress and achieve good standards. Teachers work hard to help you to learn and to make sure you enjoy being at school. It was good to hear from the school councillors and Eco councillors about how you are helping to improve the school. You told us that you like your school very much and there are lots of things to do and enjoy.

We have asked the staff and governing body to do two things that we feel will improve your school.

- Look at ways to help you learn more about the lives of children from different countries and backgrounds to your own.
- Give teachers in charge of subjects opportunities to observe lessons so that they can find ways of making teaching and learning even better.

You can all help by always doing your best and making sure you know your targets.

I wish you well for the future.

Yours sincerely

Clive Lewis
Lead Inspector

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