

# St Andrew's CofE Primary School

## Inspection report

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<b>Unique reference number</b>	109257
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	395733
<b>Inspection dates</b>	17–18 May 2012
<b>Lead inspector</b>	John Carnaghan

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Brown
<b>Headteacher</b>	Sue East
<b>Date of previous school inspection</b>	3–4 December 2008
<b>School address</b>	Northampton Street Bath BA1 2SN
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<b>Fax number</b>	01225 337051
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	17–18 May 2012
<b>Inspection number</b>	305733



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## Introduction

Inspection team

John Carnaghan

Additional inspector

Julie Quarrell

Additional inspector

This inspection was carried out at two days' notice. Inspectors saw twelve lessons over six hours taught by nine teachers. Meetings were held with staff, pupils and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at its policies, plans, documents and assessment data as well as questionnaires from staff, pupils and 60 parents and carers.

## Information about the school

St Andrew's CofE Primary is a smaller than average-sized school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is about twice the national average; these pupils are from a wide variety of ethnic groups. About a third of pupils speak English as an additional language. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. The proportion of pupils joining or leaving the school throughout the year is higher than average. In 2011, the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

**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>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Over the past year, the school has made progress in several key areas and achievement has improved as a result. It is not yet good because teaching is not always challenging enough to ensure that all pupils make good progress, and some leadership activities, including monitoring and evaluation, have lacked rigour. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- By the end of Key Stage 2, pupils' attainment is usually average and their achievement is satisfactory. Following a drop in standards last year, an increasingly rigorous approach to learning has lifted attainment sharply this year. Strongly inclusive teaching means there are minimal variations in the progress of different groups of pupils, although the lack of challenge in some lessons limits the progress they make.
- Pupils enjoy lessons. Teachers have secure subject knowledge and often plan lively activities that capture pupils' imagination. Classroom relationships are highly positive so learning proceeds unimpeded by interruptions. In the best lessons, perceptive questioning, analytical marking and effectively used targets keep pupils well informed of how to improve. However, not all lessons are sufficiently fast paced or challenging enough.
- Most pupils behave well. Relationships are very good and pupils have enthusiastic attitudes to learning. Bullying of all kinds is most unusual and pupils say they feel safe in school. The school manages this and other infringements of its behaviour policy effectively. Attendance is slowly improving due to the school's efforts and is now average.
- Leaders and managers acted with speed and good judgement to reverse a potential decline in achievement in 2011. The management of teaching and performance have helped progress to improve and attainment over time is rising. However, some monitoring lacks organisation and rigour. The curriculum

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provides exciting and memorable experiences for pupils and numerous activities benefit pupils' spiritual, moral, social and cultural development.

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

- By summer 2013, raise pupils' achievement by:
  - ensuring that all lessons provide good pace and consistent challenge for all groups of pupils
  - building on the school's good efforts to continue the reduction in pupils' absence.
  
- By September 2012, improve the school's systems of leadership and management and, in particular, the systems for monitoring and evaluating the school's work, so that there is a more consistently rigorous focus on promoting pupils' progress and achievement.

## Main report

### Achievement of pupils

Pupils enter the school with skills and abilities that are on average below expectations for their age. There is a very high turnover of pupils and the attainment of many is affected by their previous experiences, their short stays at the school and the difficult personal issues faced by some. Attainment fell after the previous inspection as the nature of the school's intake changed. Improvements in teaching and the use of assessment to identify and provide additional help for pupils facing barriers to learning have had a positive impact on attainment recently. In Year 6, attainment has risen sharply and is now close to the national average; the school is well placed to meet the government floor standard in 2012. The school has also increased the emphasis placed on developing pupils' reading skills through a number of initiatives, and attainment in reading has also risen and is now broadly average at the end of both Key Stages 1 and 2.

Children make a satisfactory start in the Early Years Foundation Stage; their progress is similar to typical expectations but they make good progress in their personal and social development. Attainment at the end of Reception is average and children are well equipped to move on to the next stage of learning. In Years 1 to 6, progress is satisfactory. Recent improvements to lessons have had a positive impact that is beginning to accelerate progress over time. The school is highly inclusive and tailors teaching to individual pupils' needs. Interventions are monitored so that all groups of pupils, including those who speak English as an additional language, together with disabled pupils and those with special educational needs, make similar rates of progress. Given their starting points, the achievement of all groups of pupils is satisfactory. Parents and carers feel that their children make good progress.

Pupils are keen to learn and enjoy working together. They make their best progress when they are given challenging work that interests them. An excellent English

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lesson in Key Stage 1 typified the school's upturn in progress. It developed writing skills by promoting pupils' enjoyment of the story of 'The hare and the tortoise'. The teacher's enthusiasm and skilful use of mime as she told the story reinforced pupils' recollection and appreciation of the fable, and inspired them to write sentences independently, making outstanding progress.

## Quality of teaching

Teaching is satisfactory. There have been significant improvements to teaching this year. However, it is too early for the full impact of developments to be evident in pupils' progress over time. Parents and carers feel that their children are well taught and supported.

Most lessons are typified by constructive relationships between adults and pupils, and between the pupils themselves. Good behaviour in lessons means there are few interruptions to the flow of learning. Lessons are often carefully planned to offer varied, interesting experiences, with brief and focused activities used to maintain pupils' concentration. The teaching of disabled pupils and those with special educational needs is satisfactory, building on the good relationships fostered by all staff. Teachers have good subject knowledge and inspire confidence. The teaching of reading using phonics (letters and the sounds they make) is good; teachers keep up a brisk pace in these sessions, varying their approach to develop new understanding of sounds and letters, and to reinforce and consolidate what has been already covered. A good lesson for Year 5 and 6 pupils included some of the typical strengths of teaching in the school; it was carefully planned to engage pupils' interest in the forthcoming Olympic torch relay in Bath, using this as a context for imaginative writing in a journalistic style. Success criteria were established collaboratively with pupils and key words aided pupils as they successfully tackled their writing tasks. Most lessons promote pupils' social development well through the regular use of learning partners and collaborative working.

In the most effective lessons, teachers question pupils carefully to monitor learning. Regular assessment provides further checks; results are carefully evaluated to identify where improvements are required. This often triggers additional help for pupils in danger of falling behind, and these interventions are carefully monitored. Pupils often receive perceptive advice through marking. They also have targets that are frequently referred to in lessons and provide clarity about how they can improve their work. Since the last inspection, staff in the Early Years Foundation Stage have started to use assessment and tracking information more constructively to improve their teaching practice.

Despite these improvements, some inconsistencies in teaching remain. Teaching is less effective when teachers do not provide work that is challenging enough for all groups of pupils. Occasionally, the pace of learning slows when teachers spend too long on individual tasks or do not set deadlines for pupils to work to. As a result, in such lessons, pupils do not make as much progress as they should.

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## **Behaviour and safety of pupils**

Behaviour in lessons is typically good. Pupils respect their teachers, and are usually courteous to staff and towards one another, and this gives classrooms a calm, positive ethos. The school has clear behaviour policies that are generally effective and contribute to a lack of disruption. Space is tight on the playgrounds but supervision is good and pupils behave well. Bullying of any kind is unusual. Pupils report that racist bullying is unknown; they correctly comment that the school treats the rare instances of bullying most seriously and deals with them thoroughly. Pupils have a secure awareness of the different types of bullying, including cyber-bullying and prejudice-based harassment. Parents, carers and pupils have very few concerns over bullying or behaviour. Inspectors found the school to be a safe environment, and the vast majority of parents and carers are in full agreement.

Attendance has long been a concern of the school, and it has put rigorous procedures in place to check up on and reduce absence. Rewards are used to encourage pupils and outside agencies to support and challenge parents and carers. The very high turnover of pupils and the large proportion of families who have connections abroad make it difficult to ensure that all pupils attend as much as they should, and this has a negative impact on their progress. However, attendance over time is on an upward trajectory and is now close to the national average.

## **Leadership and management**

Leaders, managers and the governing body have taken a concerted approach to improvements, reacting swiftly to a fall in achievement in 2011. In partnership with the local authority and others, the school's performance and its management have been regularly reviewed and actions taken to address the most important concerns. The quality of teaching was, correctly, a major priority. Monitoring was stepped up, and, in the case of that carried out by outside agencies, was rigorous. However, that carried out by the school has been less systematic and not always sufficiently focused. Training opportunities for teachers have been identified and acted upon. These initiatives have improved aspects of teaching and learning, and pupils' progress has taken a sharp upturn as a result.

Senior leaders share with all staff an inclusive vision for the school, and determination to provide good care and raise attainment. Close attention is paid to each pupil's pastoral needs. Staff promote equality of opportunity and tackle discrimination well. In the face of an increasingly high proportion of pupils joining and leaving throughout the year, pupils' progress is starting to improve. The school has fully addressed issues raised in the previous inspection and essential systems are in place demonstrating its capacity for continuing improvement.

The curriculum is good because it provides a wealth of interesting experiences. The school utilises partnerships effectively. For example, it uses members of the governing body and local community to provide a 'reading army' who come into school to promote reading skills. An innovative collaboration with a local theatre

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provides a unique seven-week programme of experiences for Year 4 pupils encompassing the whole curriculum, working in the theatre and around the city. There are good opportunities for pupils to develop their spiritual, moral, social and cultural understanding. They enjoy assemblies, where their singing is vibrant and enthusiastic. Pupils show tolerance and are understanding of their peers. One pupil remarked of a friend: 'I think he's doing well. He's had some problems in the past, but is really trying to be better behaved.'

The governing body recently has become more focused on achievement and uses its understanding of assessment information to challenge the school critically. It has good systems to ensure pupils' safety. Staff are well trained in areas relevant to pupils' care and safety; systems are in place to identify those at risk. The school meets safeguarding requirements.

Other partnerships also support improvements; a link with an outstanding local school has helped drive the school improvement programme and a number of sports partnerships enhance the curriculum. The school works with commitment to engage with parents and carers. Most parents and carers hold favourable views of the school and would recommend it to others. One typical comment made was, 'I think St Andrew's is a wonderful school that provides a safe, nurturing and warm learning environment'.



## 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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



19 May 2012

Dear Pupils

### **Inspection of St Andrew's CofE Primary School, Bath, BA1 2SN**

Many thanks for making the inspectors so welcome when we recently visited your school. We enjoyed meeting you and thank you for your help with the inspection. We were pleased to hear that you are happy at school, and agree that the school cares for you well and keeps you safe

St Andrew's provides a satisfactory education. You make satisfactory progress and your attainment is similar to that of other pupils in the country. Your learning is improving because teaching, while satisfactory, is getting better, and the mixture of subjects and topics you follow (the curriculum) is good. Your behaviour is satisfactory and we were pleased to see how well you get on with your teachers. The headteacher, leaders and managers are working well to improve the school. Developments such as more effective teaching are beginning to boost your progress.

I have asked the school to make these improvements.

- Raise your achievement by making sure all lessons run at a good pace and are challenging enough for each of you, and by continuing to work on improving attendance.
- Ensure school leaders and managers check up on your learning and achievement more thoroughly.

All of you can help by not being absent from school unless it is absolutely necessary. Once again, thank you for all your help.

Yours sincerely

John Carnaghan  
Lead inspector

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