

St Andrew's CE (VA) Junior School

Inspection report

Unique Reference Number	107547
Local authority	Calderdale
Inspection number	377598
Inspection dates	23–24 May 2012
Lead inspector	Joanna Sharpe

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Ian Knowles
Headteacher	Peter O'Hare
Date of previous school inspection	05 Nov 2008
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Introduction

Inspection team

Joanna Sharpe
Brenda McIntosh

Additional Inspector
Additional Inspector

This inspection was carried out with two days notice. Inspectors observed 13 lessons taught by eight teachers which equated to seven hours and 45 minutes of teaching time. They also listened to pupils read. A large number of pupils were spoken to both informally and in organised groups. Meetings were held with several members of the governing body and members of staff. Inspectors took account of the views from 121 questionnaires returned by parents and carers as well as those received from pupils and staff. They also scrutinised pupils' books in a wide range of subjects. Inspectors looked at school documentation including professional development records, data relating to pupils' progress, a number of school evaluation documents and safeguarding documentation.

Information about the school

This is an average-sized primary school. The school has undergone some significant changes in staffing and the governing body since the last inspection. The proportions of pupils eligible for free schools meals, those designated as school action plus and those with a statement of special educational needs are below average. The proportion of pupils supported on school action is higher than that of similar schools nationally. The majority of pupils are of White British heritage. The school meets the government's current 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

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet good because teaching over time is not consistently strong enough to secure pupils' good progress in English and mathematics. Progress in writing lags a little behind that in reading and mathematics. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Since the last inspection, there has been a slight decline in pupils' progress in English and mathematics. More recently, there are signs of improvement in progress and attainment. Progress in reading and mathematics is showing more rapid signs of improvement than in writing.
- Teaching is satisfactory. The quality varies throughout the school. In good lessons, teachers match the work well to meet the needs of the pupils; this is not the case in all lessons. However, all leaders are committed to improving the quality of teaching across the school through close monitoring of teachers' performance. For example, strategies to improve the teaching of mathematics are having a noticeable impact on improving pupils' learning and progress.
- Behaviour and safety are good. All pupils feel safe and enjoy coming to school. Pupils have a positive attitude to learning and generally work hard and participate enthusiastically in lessons. Relationships between pupils and their peers and adults in school are positive and respectful.
- Leadership and management are satisfactory. Leaders at all levels are committed to a shared vision to improve teaching and learning and have an accurate view of the school's strengths and areas for development. The leadership team has a comprehensive amount of information about how well pupils are progressing and is beginning to use the information more effectively to challenge inconsistencies in progress. However, leaders are aware that they must continue to strengthen their use of data to secure further improvements.

Although several are new to their posts, members of the governing body play an active part in moving the school forward.

What does the school need to do to improve further?

- Improve progress and raise attainment in writing by:
 - giving pupils more opportunities to write at length in all subjects, and especially in literacy lessons
 - having a sharper focus on the accuracy of pupils' spelling
 - maintaining consistently high expectations of writing in all subjects
 - ensuring that all marking, particularly in topic work, promotes further consolidation of basic skills learnt.

- Improve the quality and consistency of teaching across the school by:
 - ensuring leaders' use of data to challenge inconsistencies in progress is more rigorous
 - ensuring that the work planned in lessons fully meets pupils' needs
 - ensuring all pupils are always actively involved in their learning
 - sharing good practice in teaching.

Main Report

Achievement of pupils

Achievement in reading, writing and mathematics is showing clear signs of improvement although it is not as strong as at the last inspection. From their starting points, all pupils make satisfactory progress rather than good progress as considered by the majority of parents and carers. Attainment in English and mathematics is broadly average and rising. School data and pupils' work indicate that pupils in the current Year 6 are on track to at least meet floor standards at the end of the academic year. The attainment of the majority of pupils in reading is broadly average by the time they leave school. Progress is currently stronger in Years 5 and 6 and in reading and mathematics throughout the school. Progress in writing is improving but not as quickly as in reading and mathematics.

Pupils' learning and performance overall are satisfactory but vary widely across the school with inconsistencies evident in the pupils' books and in lessons. Where lessons are effective, pupils acquire knowledge quickly and build their skills and understanding, such as in mathematics lessons seen in Years 5 and 6. The use of topics and themes in the curriculum gives pupils a wide range of opportunities to learn across all subjects. However, expectations in writing are not always high enough in cross-curricular subjects to promote learning and raise standards.

Disabled pupils and those with special educational needs make progress broadly in line with other pupils. These pupils are closely monitored and their specific needs accurately identified. Provision for these pupils has improved recently due to the careful tracking of their progress and more accurate matching of staff support to their needs.

Quality of teaching

The majority of parents and carers consider that their children are well taught at school but inspectors judge that teaching over time is satisfactory. In all lessons, teachers make good use of interactive whiteboards to challenge and stimulate learning. There are numerous opportunities for pupils to share their ideas in lessons with their peers and this is promoted well. Pupils respect each other and value the opinion of others. In more effective lessons, activities and learning objectives are matched accurately to pupils' abilities. The pace and challenge ensure that pupils are enthusiastic, active participants in lessons. Many teachers demonstrate skilled questioning and timely intervention which have a very positive impact on pupils' learning. In a Year 3 art lesson, and in mathematics lessons in Years 5 and 6, teachers' expertise in probing through questioning ensured pupils were constantly thinking and learning. Also, timely feedback from teachers gave pupils greater clarity in their learning in mathematics and rectified any misconceptions. This had a direct positive impact on pupils' learning. Although some good practice is shared with colleagues, not enough is built on to improve the consistency in quality of teaching across the school. Leaders are developing this further.

Accurate and timely intervention for disabled pupils and those with special educational needs supports the improving progress that these pupils are making. Within the classroom situation, these pupils are supported well. In a Year 6 lesson on the deduction and interpretation of text, support for pupils with special educational needs was well matched to their needs. Activities are well planned and adult support is focused positively on pupils' learning. Mathematics lessons tend to be practical with teachers more confident and creative in their planning and delivery. In these lessons, pupils are given a great deal of opportunity to solve problems which allows pupils with special needs to apply and reinforce skills learnt in a wide range of situations.

In less effective lessons, pupils are not always aware of what they are learning as not all teachers communicate this effectively or pick up on pupils' misconceptions. Marking of pupils' work does not always highlight how pupils can improve or learn, for example, from spelling mistakes. This weakness in teaching can also lead to a few lessons lacking pace and challenge and pupils becoming passive participants.

Behaviour and safety of pupils

Currently, and over time, pupils' behaviour is good. Pupils have good relationships with all adults in school and are confident that any concerns they have will be dealt with effectively. Pupils say they feel safe and it is clear that adults in school care sincerely for their well-being. Systems have been introduced that deal very effectively and sensitively with issues that arise. Incidents are carefully recorded and logged, which enables recurrences to be identified and dealt with. The vast majority of teachers have high expectations of pupils' behaviour and pupils respond well to these expectations. Rewards and sanctions are applied consistently giving all pupils an equal and fair chance to thrive and learn. Pupils are very aware of what constitutes bullying and the different forms it may take. This is continually reinforced through daily school life and through activities, for example, led by a professional

acting group which educates pupils on all aspects of bullying in a fun and participatory manner.

Pupils are polite and friendly. Their attitude to learning is generally positive. The respect for each other and adults around them is evident at all times of the school day. Pupils take an active part in promoting good behaviour, such as when the school council introduced the roles of 'befrienders'. They are aware of risks and how to keep themselves safe. Attendance is above average. However, the school is not complacent and attendance is carefully monitored and strategies to improve attendance further are introduced when necessary.

The vast majority of pupils, parents and carers consider that behaviour in school is good. Some parents, carers and pupils expressed concern over the standard of behaviour in lessons. Inspectors carefully considered behaviour both in lessons and around the school using a wide range of evidence and by speaking to a large number of pupils. On those occasions when behaviour in lessons is not as good as it could be, it can be connected to the quality of teaching.

Leadership and management

Through thorough self-evaluation all leaders and managers have a clear picture of the strengths and weaknesses of the school. All leaders are committed to driving improvement and raising pupils' attainment and progress to, and exceeding, where they were some years previously. Improvements reflect the more systematic and effective use of data, including information about pupils' progress, as well as the strengthening of professional development for staff and their performance management. The use of data is still being refined to inform and guide action and has yet to show fully in the consistency of pupils' progress and the quality of teaching. The development of the role of middle and new senior leaders is beginning to have a positive impact on achievement and performance in the classroom, such as the improved performance in reading and mathematics. This demonstrates that the school has the capacity to continue this improvement further.

The curriculum gives pupils a wide range of opportunities especially through music. A range of extra-curricular activities enhances the curriculum further. The school is highly committed to pupils' spiritual, moral, social and cultural development. The school's ethos engenders a strong sense of belonging and respect. The school promotes equality and tackles any discrimination well. Members of the governing body play an active part in promoting the school ethos through activities such as 'Christian Crackers' and by leading assemblies in school. The governing body challenges the school well in setting targets for progress and in the performance management of senior leaders. It has a very accurate view of where the school is now and where it could be. The school engages well with parents and carers as the recent revival of both 'The Friends of St Andrews' and 'PEP' (parents empowering parents) testifies. Safeguarding meets requirements and gives no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



25 May 2012

Dear Pupils,

Inspection of St Andrew's CE (VA) Junior School, Brighouse, HD6 2AN

Thank you for the warm welcome you gave me and my colleague when we visited your school recently. We spoke to a large number of you. We were very pleased that you were so willing to speak to us and give us your opinions. We listened to your opinions and we looked at your completed questionnaires. We took your comments into account to help us make our judgements about how well your school is doing. We found that the adults in your school care for you well and always deal straight away with any problems you have. We were very pleased to hear that you all felt safe and enjoyed going to school. Your behaviour is good. We consider that you are polite and courteous to everyone.

We found that your school is a satisfactory school. We looked carefully at the quality of work in your books and saw that it is improving. We noticed this particularly in mathematics. Some of you told us how much you enjoyed mathematics lessons as they are very practical. We have asked the governing body, headteacher and teachers to improve the quality of the teaching in your school. We have asked them to do this in several ways. One is to make sure that the level of work in lessons always meets all of your needs. We also want them to improve the way writing is taught by giving you more opportunities to write and by your teachers reinforcing the skills they are teaching you.

You can help your teachers by making sure that you ask them if you do not understand fully what you are learning.

We wish you all the very best for your future and we are pleased that you are all so happy at your school.

Yours sincerely

Joanna Sharpe
Lead Inspector

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