

# Ashton-on-Ribble St Andrew's Church of England Primary School

## Inspection report

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 119602           |
| <b>Local authority</b>         | Lancashire       |
| <b>Inspection number</b>       | 379850           |
| <b>Inspection dates</b>        | 19–20 June 2012  |
| <b>Lead inspector</b>          | Christine Potter |

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

---

|  |  |
|--|--|
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 5–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 406  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Mike Catterall   |
| <b>Headteacher</b>                         | Susanne Hesketh  |
| <b>Date of previous school inspection</b>  | 15 October 2008  |
| <b>School address</b>                      | Tulketh Road<br>Ashton-on-Ribble<br>Preston<br>PR2 1EQ                                   |
| <b>Telephone number</b>                    | 01772 726729   |
| <b>Fax number</b>                          | 01772 733079   |
| <b>Email address</b>                       | <a href="mailto:admin@st-andrewscofe.lancs.sch.uk">admin@st-andrewscofe.lancs.sch.uk</a> |

---

|                           |                 |
|---------------------------|-----------------|
| <b>Age group</b>          | 5–11            |
| <b>Inspection date(s)</b> | 19–20 June 2012 |
| <b>Inspection number</b>  | 379850          |



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

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

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

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

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

Piccadilly Gate  
Store Street  
Manchester M1 2WD

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



© Crown copyright 2012

## Introduction

### Inspection team

Christine Potter  
Gillian Salter-Smith  
Terry Bond

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 20 lessons or part lessons, taught by 15 teachers, observed group activities, listened to pupils read, and scrutinised a selection of pupils' workbooks. The inspectors held meetings with the headteacher, members of the governing body, a representative of the local authority, staff, and pupils. They observed the school's work, and looked at a wide range of documentation, including the school's evaluation of its effectiveness, the school development plan, records of attendance and behaviour, and documentation in relation to safeguarding and child protection. Inspectors took account of 230 questionnaires returned by parents and carers, together with others completed by pupils and staff.

## Information about the school

St Andrew's is a larger than average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.

The school has several awards, including the Bronze Eco Schools Award, Football Association Charter Standard, and Quality in Study Support. It also has Healthy Schools and Fairtrade status.

**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>2</b> |
| <b>Leadership and management</b>      | <b>3</b> |

## Key Findings

- This is a satisfactory school. It is not good because achievement is satisfactory and there are inconsistencies in the quality of teaching. The school's nurturing environment significantly contributes to pupils' good spiritual, moral, social, and cultural development and is valued highly by parents and carers. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment on entry is broadly in line with or below expectations for their age. Their achievement through the school is satisfactory overall. Children make good progress in the Early Years Foundation Stage, but no better than satisfactory progress overall through Key Stage 1 and Key Stage 2. Fewer Key Stage 2 pupils achieve the higher level in writing than in reading and mathematics.
- The quality of teaching is satisfactory overall. Some good and outstanding teaching was observed during the inspection. However, sometimes the pace of lessons is too slow and thus pupils become less engaged in their learning. Questioning and practical activities are not used consistently to challenge and support pupils. Teachers' marking and feedback do not always provide sufficient information for pupils to understand fully how to improve their work.
- Pupils' behaviour is good. The pupils are considerate and friendly and are keen to look after each other. Warm and positive relationships between adults and pupils mean that the vast majority feel safe and well cared for in school. Pupils have positive attitudes to learning and enjoy coming to school.
- Leadership and management of the school are satisfactory. The management of performance is satisfactory overall. Senior leaders understand the school's strengths and weaknesses and improvement strategies are beginning to have a positive impact on outcomes for pupils. However, the monitoring of teaching and learning is not yet sufficiently rigorous. Analysis of information from the

school's tracking and assessment systems does not yet provide sufficient information about the progress of pupils over time.

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

- Improve pupils' achievement so that it is consistently at least good in all year groups and subjects by:
  - ensuring more pupils reach the higher Level 5 in writing at Key Stage 2
  - using assessment information more precisely to measure the impact of provision on pupils' progress over time.
- Improve the quality of teaching so that it is good or better by:
  - ensuring lessons are well paced and that questioning challenges all pupils effectively
  - providing pupils with more practical activities to support learning
  - making better use of feedback and individual targets so that pupils have an increased understanding of how to improve their work
  - sharing the good and outstanding practice that already exists in the school
  - increasing the rigour of the monitoring of teaching and learning.

## **Main Report**

### **Achievement of pupils**

Children enter the Early Years Foundation Stage with skills that are broadly in line with the levels expected for their age, although, in some years, they are below expectations. They make good progress from their starting points during their time in the Early Years Foundation Stage because of the well-planned range of stimulating activities that is provided both indoors and outdoors. Children in this key stage demonstrate an enthusiasm for early reading and writing and are keen to discuss their work. They develop confidence and are excited and curious about the world around them.

Pupils make satisfactory progress through Key Stages 1 and 2, so that, by the end of Year 6, attainment in English and mathematics is broadly average. Overall, attainment in writing is consistently below that in reading and mathematics at Key Stage 2, because the proportion of pupils attaining Level 5 in writing is below the national average. Evidence from the school's assessment data and the scrutiny of pupils' work indicates that actions taken by the school are accelerating progress in Key Stage 1 and some Key Stage 2 cohorts, but improvements have yet to impact fully on overall achievement. Disabled pupils and those with special educational needs are supported appropriately through a range of interventions and intensive support. School tracking data and inspection evidence indicate that they make satisfactory progress overall. Individual assessments indicate that gaps between the achievement of boys and girls are narrowing. Opportunities for extended writing in different subjects have effectively improved boys' writing skills. Attainment in reading by the end of Year 2 and Year 6 is broadly average. Pupils read fluently and

confidently. They use their reading skills satisfactorily in different contexts, including carrying out research in books or on the internet.

Pupils in all year groups are eager to learn. The vast majority of pupils demonstrate positive attitudes in lessons and take pride in their work. They enjoy opportunities to work collaboratively in pairs or groups, are keen to help and support each other and contribute their ideas confidently. Almost all parents and carers feel that their children are making good progress. However, inspection evidence confirms that, although this is the case in the Early Years Foundation Stage, overall, pupils make satisfactory progress from their starting points.

## **Quality of teaching**

Teaching is satisfactory. Parents and carers are highly positive about the quality of teaching. Pupils feel that lessons are enjoyable and that they learn a lot in school. However, while there is some good and outstanding teaching in the school, there are inconsistencies in teachers' practice which limit pupils' attainment and progress. High-quality relationships between adults and pupils are positive features of all lessons and ensure that pupils, generally, enjoy their learning. Lesson objectives are clear so that pupils know what is expected of them. Phonics (letters and the sounds they make) is taught increasingly well and a range of intensive interventions effectively improve achievement of less-able pupils.

Teaching is of good quality in the Early Years Foundation Stage. It is exemplified by skilful, open-ended questions, which successfully encourages children's spoken language and extends their thinking skills. Practical, adult-led investigations, such as comparing how different objects bounce or how many bears fit in a container, develop the children's mathematical understanding. In the best lessons in Key Stages 1 and 2, teachers have high expectations of learning and behaviour. Lessons are well paced, children remain engaged and motivated, and activities provide appropriate support and challenge for children of different abilities. Teaching assistants support disabled pupils and those who have special educational needs appropriately and less-able pupils, providing them with practical activities which enhance their learning. Continuous assessment by the teacher is used to ensure pupils understand what is being taught and misconceptions are corrected promptly. In a Year 2 mathematics lesson, errors in reading scales by some pupils were used sensitively as a basis for pupils' discussion. Effective questioning provides opportunities for pupils to offer suggestions and explain their reasoning. Resources, including information and communication technology, are well prepared and cross-curricular links enhance learning. Pupils in Year 6 combined their geographical and internet skills to search for circular landmarks, measure their diameter and use this information to calculate the area of circles. Independent learning is planned well and pupils have good opportunities to work collaboratively. That is evidence of how teaching contributes effectively to pupils' good spiritual, moral, social, and cultural development. In some lessons, however, the pace is slower when teachers talk for too long. In those lessons, pupils have fewer opportunities to be actively involved in learning at all stages of the lesson and opportunities are missed for practical experiences to support learning. Questioning is not used effectively enough to challenge pupils' thinking skills or to assess their understanding.

The quality of marking of pupils' work is variable between classes. Some feedback, particularly in pupils' literacy books, gives a clear indication of what they need to do next to improve their work. However, not all errors are followed up, particularly in mathematics, and pupils do not always have the opportunity to respond to the feedback. Pupils do not have a consistent understanding of their targets and how to achieve them.

## **Behaviour and safety of pupils**

Pupils' behaviour and safety are good. Pupils are respectful and courteous as they move around the school and when engaging with adults. They are kind and considerate towards one another, work and play together purposefully and are aware of the needs and feelings of others. That creates a happy and calm environment. Peer mediators help other pupils to resolve issues successfully. Pupils accept responsibility readily. Members of the school council take an active role in organising events and proudly displayed the entries received in their 'Recycled Pets' competition. Most pupils have positive attitudes to learning and behave well in lessons. However, on occasion, in lessons where teaching is less effective, pupils become restless and less engaged.

Almost all pupils, parents and carers feel that behaviour is good and that pupils are safe in school. The vast majority are confident that staff will respond quickly to pupils' concerns and that any rare incidences of bullying are dealt with quickly and effectively. Those are views supported by inspection evidence. Pupils have a good understanding of different forms of bullying and how to keep themselves safe in different situations, including when using the internet and other new technologies. Pupils enjoy coming to school and their attendance is consistently above average.

## **Leadership and management**

Senior leaders have successfully developed a harmonious and enthusiastic staff team. Effective self-evaluation by the school has led to the accurate identification of key areas for improvement. Appropriate strategies, including professional development for staff, have been implemented to help to improve achievement, particularly for more-able pupils in writing. As a result, progress is accelerating throughout the school, but this has yet to have a demonstrable impact on Key Stage 2 outcomes. The school is committed to providing equality of opportunity and tackling discrimination. More comprehensive assessment and tracking systems are being used to identify pupils who are at risk of underachievement and enable more timely and focused interventions to take place. Evaluations of interventions demonstrate that they are accelerating individual pupils' progress effectively. However, data are not consistently used to provide a secure overview of the impact of the school's actions on outcomes for all groups of pupils, including disabled pupils and those with special educational needs, over time. Monitoring of teaching still lacks some rigour and leaders acknowledge that the effective practice already evident in the school should be disseminated more widely. Recent improvements indicate that, currently, the school demonstrates a satisfactory capacity to improve.

The governing body is increasingly involving itself in the work of the school and has an accurate view of the school's strengths and weaknesses. It has a range of

expertise and fulfils its statutory duties appropriately. Safeguarding arrangements are effective and meet current requirements.

Pupils' enjoyment of learning is stimulated by the curriculum, which provides a wide range of experiences and activities that reflect pupils' interests. Pupils participate in sporting and musical activities regularly and are excited by opportunities to take part in community events, such as this year's Preston Guild celebrations. The popular cookery club develops pupils' understanding of healthy lifestyles. Pupils' spiritual, moral, social, and cultural development is promoted well. Pupils reflect on their beliefs and those of others, cooperate well with each other and talk knowledgeably about Fairtrade principles. The school has positive relationships with parents and carers, who are highly supportive of the school's work. Parents and carers feel that the school keeps them well informed and enables them to support their children's learning.



## 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](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.                    |
| 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.**



21 June 2012

Dear Pupils

**Inspection of Ashton-on-Ribble St Andrew's Church of England Primary School, Preston, PR2 1EQ**

Thank you all very much for the lovely welcome you gave the inspection team when we came to your school recently. We, thoroughly, enjoyed talking to you, hearing your views and looking at your work. You behave well in most lessons, you look after and help each other and you are very friendly and polite. The staff take good care of you and you feel safe in school. I hope that you all did your best at the Guild Games and that the rain did not spoil your day.

Your school, currently, provides you with a satisfactory standard of education. The children in Reception class get off to a good start and you develop good social skills. By the end of Year 6, you reach the same standards as other children nationally, but your writing is not quite as good as your reading and mathematics. There are still some things that we think the school needs to do to make sure that you make as much progress as possible and so I have asked the leaders and managers to:

- help you make more progress and reach higher standards by the time you leave the school, particularly in writing for those pupils in Key Stage 2 who find learning easier than most
- make sure that you are always taught well, at a good pace, have plenty of opportunities to do practical activities and answer questions, and that teachers give you more guidance to help you understand how well you are doing and how to improve your work.

I know that you will help by continuing to work hard and behave well. I wish you all the very best for the future.

Yours sincerely

Christine Potter  
Lead inspector

