

St Andrew's CofE First

Marymans Road, Hampton, Evesham, WR11 2QN

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils do well because they receive the teaching and support they need. Pupils with lower starting points who need to catch up are given individualised support and more able pupils receive extra challenge.
- Disabled pupils and those with special educational needs make good progress from their starting points.
- Children make very rapid progress in the Reception class because of the outstanding teaching they receive and the wide range of interesting activities on offer.
- Teaching is generally at least good and is sometimes outstanding. Teachers plan lessons well and give good feedback to pupils about how to improve.
- Pupils behave exceptionally well and feel very safe in school. They are obedient and thoughtful and are very good at working with partners or in teams.
- The headteacher provides strong leadership and the staff share his vision for the school. Together with the senior leadership team and the governing body, he has made sure that teaching and pupils' achievements have steadily improved since the last inspection.

It is not yet an outstanding school because

- Boys do not achieve as well as girls in reading and writing.
- Sometimes teachers miss opportunities to help pupils think creatively and learn for themselves.

Information about this inspection

- Inspectors observed 15 lessons and saw all the teachers teaching. They also observed playtimes, lunchtimes and the after-school club.
- They talked to pupils about their views and looked at samples of pupils' work.
- Meetings were held with members of the governing body, teachers and teaching assistants, and a conversation was held with a representative of the local education authority.
- Inspectors talked with parents before and after school and took into account the views of the 23 parents who had completed the on-line parent-view questionnaire.

Inspection team

Peter Kerr, Lead inspector

Additional Inspector

Margaret Lewis

Additional Inspector

Full report

Information about this school

- St Andrew's is smaller than the average sized primary school.
- An average proportion of 11 per cent of pupils are supported through school action.
- A further 13 per cent of pupils are either supported through school action plus or have a statement of special educational needs. This is an above average proportion. The main reasons for statements of need in the school are physical disabilities.
- An average proportion of about one in five pupils is known to be eligible for the pupil premium.
- The school meets the current government floor standards.

What does the school need to do to improve further?

- Raise boys' attainment in reading and writing by:
 - finding more effective ways of increasing boys' enthusiasm for reading and writing
 - providing varied and motivating opportunities for boys to write at length and for practical and relevant purposes
 - giving consistent encouragement and support to pupils to talk about their own ideas before they begin writing tasks.
- Increase the proportion of outstanding teaching by:
 - planning more opportunities for pupils to engage in activities that demand deep thought, independent investigation and creative expression
 - ensuring that the monitoring of teaching emphasises these aspects of learning and evaluates how successful teachers are in promoting them.

Inspection judgements

The achievement of pupils is good

- Attainment in English and mathematics at the end of Year 5 is broadly average and has risen over the past three years. The proportion of pupils exceeding the expected level of attainment is above average.
- This represents good progress relative to below age-related levels of development on entry to Reception and shows that more able pupils do well. Pupils' achievement is therefore good.
- Pupils with a physical disability make good progress because they are given the specialist equipment and support they need to be fully included in all lessons.
- Pupils supported through school action, school action plus or with a statement of need make good progress relative to their starting points because they are helped to achieve targets that are closely matched to their individual needs. Pupil premium funds are used to support these pupils.
- The gap between the lowest attaining pupils and the rest has narrowed over the past two years but there is still a gap in literacy skills between boys and girls. Fewer boys than girls exceed expected levels in reading and writing and there is a greater reluctance among boys to read widely and to write at length.
- Children in the Reception class make exceptional progress. They begin with levels of development that are below those expected for their age, especially in communication, language and literacy. By the end of Reception attainment is broadly average, most children having achieved the early learning goals. A small minority have not achieved all the goals in communication, language and literacy.
- Pupils make good progress in Year 1 because they are allowed to continue learning through play with adult support for as long as is needed.
- Throughout the school there is often a very purposeful buzz in lessons as pupils work together on tasks. They sustain concentration and effort for considerable periods because they are keen to do well.
- Pupils are very open to new ideas and often put forward their own. When these are listened to and they are supported to follow them up, pupils learn outstandingly well. For example, Year 5 pupils achieved great insights into the importance of understanding other peoples' points of view in a philosophy lesson that was partly led by the ideas they came up with.
- Learning occasionally slows when pupils do not have enough time and support to express themselves fully or explore their ideas creatively.

The quality of teaching is good

- All lessons are planned in detail, with due regard to what the pupils already know. Introductions are generally brisk and to the point so that the pupils know what is expected of them.
- Sometimes lessons are planned too closely towards set outcomes, limiting the opportunities for

pupils to be creative and explore their own ideas.

- When they mark the pupils' books, teachers give helpful tips on how to improve which the pupils respond to. This has a clear impact on pupils' learning and progress.
- By varying the activities in lessons, teachers keep pupils interested and help them to develop independence and good team-work skills.
- Tasks given to pupils with special educational needs ensure that they are fully included in the class lessons and also able to make good progress towards individual targets.
- Teachers ensure that pupils with a physical disability are fully included in lessons and make good progress. Appropriate materials and equipment are provided to help them join in, whatever their disability, and all staff are fully aware of how best to support them.
- Teachers' questioning of pupils is good. They ask appropriately challenging questions to pupils of differing abilities. On occasions, questions are too closely directed towards eliciting an expected response rather than listening carefully to what pupils say and adjusting the lesson accordingly.
- Outstanding examples were seen of teachers taking full account of what children and pupils said during lessons and using their responses to guide further discussions. This challenged the pupils to think deeply and they learned new things.
- Outstanding teaching in the forest school area, for example, deepened Reception children's understanding of how to stay safe in the outdoors and how to solve problems. Staff listened carefully to children's ideas and used these to deepen their sense of awe and wonder of the woodland as well as increasing their knowledge of nature.
- The tasks set for more able pupils are often more difficult than those for other pupils and require hard work to complete. Sometimes opportunities are missed to ask questions and set open-ended tasks that require creative responses.

The behaviour and safety of pupils are outstanding

- The pupils' positive attitudes to learning and excellent behaviour contribute significantly to the atmosphere of calm, purposeful endeavour that pervades the school.
- Pupils are clearly used to following rules and obeying adults. No poor behaviour was seen during the inspection and for much of the time pupils' behaviour was exemplary. Discussions with pupils, staff and parents confirm that this is typical of everyday behaviour.
- Pupils are confident but polite in conversation with staff or visiting adults. They have very positive views of the school and talk enthusiastically about the many things that they enjoy.
- The after-school club typifies the contribution that the pupils' maturity makes to their own learning and enjoyment. They can be trusted to play sensibly together without close supervision. This enables the staff to organise and supervise games for those pupils who want to join in without having to keep too close an eye on those choosing to play independently.
- In discussion with inspectors, pupils demonstrated a very good knowledge of how to stay safe and said that they felt very safe in school. Although none had experienced cyber-bullying, they

were aware of the dangers of bullying through social networking sites and mobile phones.

- Pupils are sensitive to the possibility of discrimination against pupils who may be different from the majority and know that it is wrong. They are very considerate of pupils with a disability or special educational needs, and feel that these pupils should be fully included in all activities.
- Comments and responses from pupils, parents and staff are overwhelmingly positive about behaviour. All say that bullying is very rare and if it happens it is dealt with immediately. The school's records show that the very occasional reported allegations of bullying or racist behaviour have been investigated thoroughly and swiftly with a positive outcome for all parties.

The leadership and management are good

- The headteacher provides strong leadership. He has also introduced a culture of self-evaluation and team work among teachers to complement the roles of senior leaders.
- By identifying what they do well, acknowledging areas where they could improve and appreciating the various strengths that their colleagues bring to the school, all staff contribute significantly to school improvement.
- Teachers are open to scrutiny and support and increasingly involved in helping each other to improve.
- The monitoring of teaching has identified areas where individual teachers should improve, but has yet to be effective in ensuring that, in all classes, pupils are given sufficient support and encouragement to express their ideas and think and learn creatively.
- The school promotes clear spiritual, moral and social values that pupils clearly respond to, making the school a safe, happy and productive place for them to learn and play. The pupils are taught about the variety of cultures and faiths prevalent in their own country and the wider world, helping them to appreciate other perspectives.
- Pupils are courteous to staff, parents and each other and foster very positive relationships. Parents and pupils say that they appreciate the friendly and supportive atmosphere in the school.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - plays a much improved and effective role in school improvement. It knows the strengths and weaknesses of the school and is actively involved in the monitoring of pupils' achievements and teachers' performance
 - ensures that new appointments and internal promotions have retained key staff skills and re-vitalised self-evaluation
 - ensures that the school meets all statutory obligations, particularly those relating to the safe recruitment of staff and the safeguarding of pupils
 - ensures that equal opportunity is strongly embedded across the school. Pupils are encouraged to view differences positively and to be considerate of the views and needs of others. This particularly helps disabled pupils and those with special educational needs to feel fully included in school life.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116811
Local authority	Worcestershire
Inspection number	401623

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Michael Hunter
Headteacher	David Coaché
Date of previous school inspection	15 June 2010
Telephone number	01386 41351
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