

# St Andrew's CofE Primary School

Mardale Avenue, Orford, Warrington, WA2 9HF

**Inspection dates** 25-26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils reach standards that are broadly average by the end of Year 6; however, not enough make the progress expected of them across the school.
- Although leaders have improved the quality of teaching since the last inspection, it is not yet consistently good across all year groups.
- Teachers regularly check how well pupils are doing but the information gathered is sometimes not as accurate as it should be. Because of this some of the work provided does not always match all pupils' abilities, including the more able, or provide them with their next steps in learning.
- Systems used to track pupils' progress have improved but do not yet provide the detail needed to help leaders, including governors, ensure that all pupils and groups of pupils are achieving as well as they could.
- The role of subject leaders in checking the quality and impact of teaching is increasing, but is not yet fully developed.
- Strategic plans do not have sharp enough success criteria to enable all leaders to assess how well actions taken are helping the school to improve.

### The school has the following strengths

- Relationships are warm and supportive. Pupils enjoy school, have positive attitudes to learning and feel they are cared for well.
- The school supports its vulnerable pupils well.
- Successful strategies have led to an improvement in pupils' attendance, which is now above the national average.
- The headteacher's drive and determination, together with highly committed staff and governors, are moving the school forward.
- Pupils enjoy and appreciate the increased range of visits and enrichment activities provided to support their achievement and personal development.

## Information about this inspection

- Inspectors visited 14 lessons, of which one was a joint observation with the headteacher. In addition, the inspection team made a number of short visits to lessons and classrooms and looked at examples of pupils' work. Inspectors also listened to pupils read from Years 1, 2 and 6.
- Meetings were held with two groups of pupils, a group of parents, the Chair of the Governing Body, two members of the governing body, a representative of the local authority and members of staff.
- Inspectors took account of eight responses to the on-line questionnaire (Parent View) and 20 staff questionnaires during the course of the inspection.
- They observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.
- Inspectors also considered the reports from the most recent inspection.

## Inspection team

Lyn Pender, Lead inspector

Additional inspector

Peter Mather

Additional inspector

## Full report

### Information about this school

- St Andrew's is a smaller than average size primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is lower than average and no pupil speaks English as an additional language.
- A well above average number of pupils are supported at school action. The proportion of pupils supported at school action plus or those with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- During the period since the last inspection, the school has experienced significant staffing turbulence. Changes include the appointment of a new headteacher who joined the school in September 2011. The deputy headteacher post was vacant for two terms until the present deputy headteacher took up post at the beginning of the Autumn term 2012.

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

- By July 2013, increase the proportion of good and better teaching so that all year groups make at least the progress expected of them, by ensuring teachers:
  - use the information gained from regular and accurate assessment of pupils' work when planning the next steps in learning
  - present learning activities which are always well-matched to pupils' needs, so that they provide appropriate challenge, especially for more able pupils
  - regularly share clear individual learning targets with pupils to help them understand how they can improve their work.
- By July 2013, further improve the quality of leadership and management and its impact on pupils' achievement by ensuring that:
  - the system for tracking pupils' progress is strengthened to provide a sharper analysis of groups of pupils' progress, which is shared regularly with governors and used to ensure all groups make consistently good progress
  - a sharper focus is brought to development planning so that it is easier to evaluate accurately the impact of actions on outcomes
  - evaluation of the quality of teaching is increasingly robust and linked to pupils' outcomes
  - the role of subject leaders is strengthened further to provide a greater impact on improving the quality of teaching to raise pupils' achievement
  - governors' skills and knowledge are further developed to enable them to hold school leaders fully to account.

## Inspection judgements

### The achievement of pupils

requires improvement

- Most children join the Reception class with knowledge and skills lower, and in some areas of learning much lower, than those expected for their age. They settle well, quickly becoming interested learners who are happy to make choices and think through their ideas. Most make good progress, particularly in their social development, and move into Key Stage 1 with skill levels closer to age-related expectations.
- Past underachievement means that attainment remains lower than the national average at the end of Key Stage 1 and Key Stage 2. Interventions introduced by the headteacher to help pupils catch up, and a focus on improving the quality of teaching, are beginning to close the gap between pupils in the school and those nationally.
- Pupils' progress has fluctuated in recent years but is improving overall. A large majority now make the progress expected of them given their starting points and some are making better progress, particularly in mathematics.
- Progress in all subjects rapidly accelerates in Year 2 and Year 6 and indications from pupils' work are that in these year groups' achievement is improving as a result of effective teaching.
- Disabled pupils and those with special education needs achieve as well as their peers. Pupils known to be eligible for the pupil premium make the progress expected of them and their attainment is in line with similar pupils nationally.
- Early reading skills are being developed well. Systematic teaching of letters and sounds in the Early Years Foundation Stage and Key Stage 1 are giving pupils the tools they need to take their learning forward. Parents often play an important role in regularly hearing their children read at home. Changes made to the curriculum are providing increased opportunities for pupils to read more widely, particularly in Key Stage 2, but this has not yet had time to have the full impact on pupils' reading skills in this key stage.

### The quality of teaching

requires improvement

- As a result of strong leadership and staff development, the quality of teaching has improved since the last inspection and much of the teaching seen during the inspection had many strengths. However, there remains some uneven practice across the school and the quality of teaching overall is not yet consistently good.
- Typical features in the most effective lessons include:
  - well-planned lessons with a brisk pace of learning and imaginative activities matched well to pupils' prior learning and interests
  - effective questioning skills used by teachers and support staff to develop pupils' learning
  - strong teamwork between teachers and well-trained support staff, that ensures learners, including those who are disabled or who have special education needs, are supported appropriately.
- Recent changes to the assessment arrangements used to check how well pupils are doing are providing a clearer picture of pupils' progress. However, assessments are not yet fully in place for all subjects or being used consistently by all teachers to provide a range of activities which are matched to all pupils' abilities. The challenge for higher-achieving pupils is not consistent in all classes. Across the school, pupils do not yet receive individual targets which help them know what they are aiming for and how they can improve.
- Positive comments are provided by teachers when they mark pupils' work. Some teachers also provide helpful pointers for pupils to help them understand how to improve their work but this is not consistent across the school.
- A wide range of enrichment opportunities and well-planned themed activity weeks, such as the science week, taking place during the inspection, provide pupils with exciting and engaging learning opportunities. For example, Reception children were fascinated by the snails that

visited their classroom. They were thrilled to be able to handle these creatures which they did sensibly and with respect. The teacher carefully linked children's learning to their mathematics work, encouraging them to compare the size of the snails.

- Pupils are helped to keep safe and be aware of how to be healthy. Changes to the curriculum to increase pupils' participation in sport are proving very popular. For example, this term most pupils are attending weekly judo lessons.

### **The behaviour and safety of pupils** are good

- Pupils are very polite and friendly to staff and each other. They are welcoming to visitors and extremely proud of their school. They behave well in lessons and around school and are eager to learn. Even when lessons are not as effective, pupils' behaviour is positive and there is little disruption to learning. Their enjoyment in school can be seen by the significant improvement in attendance since the last inspection.
- Older pupils enjoy taking on responsible roles, such as the role of school council member, and they regularly help the younger children in the school. For example, Year 6 pupils meet Reception children at the door at the start of school and walk with them to their classroom. Older pupils also contribute to their local community in different ways. An example of this is the arrangement where Year 6 help out at the local community shop each week. Not only is this helping the community, it is preparing them for the world of work.
- Pupils say they feel safe in school. Those who spoke to inspectors demonstrated a good understanding of the different types of bullying and were adamant that incidents of any kind are very rare. They trust the adults to take care of them.
- The breakfast club provides a good start each day and this and other actions taken by school leaders has helped improve attendance significantly since the last inspection.
- Parents who spoke to inspectors or registered their opinions on Parent View were overwhelmingly positive about the behaviour of pupils and the care they receive from the adults in the school.

### **The leadership and management** requires improvement

- This is an improving school. The governing body and staff share the headteacher's ambition and clear vision to continue to move the school forward and the school has the capacity to continue to improve further.
- The school's self-evaluation is generally accurate. School leaders check the quality of teaching regularly and the information gained is becoming increasingly robust and is used effectively to provide professional development for teachers and support staff. However, the outcomes of the monitoring of teaching is not yet linked firmly enough to the achievement of pupils. The role of subject leaders requires further development to increase their impact on improving teaching across the school.
- Systems to track how well pupils are doing have improved since the last inspection and leaders and teachers have a better understanding of pupils' achievement. However, the progress of different groups of pupils is not checked regularly enough or shared with governors in sufficient detail to enable them to provide the necessary challenge to school leaders.
- The priorities identified in the school development plan are accurate but success criteria are not precise enough to help leaders, including governors, to assess exactly how well the actions taken are impacting on pupils' achievement.
- The curriculum is broad and balanced. It is enriched by opportunities for pupils to develop skills in sports and the arts. Part of the pupil premium funding has been used to increase the range of visits, including residential trips, provided for pupils. These opportunities are promoting pupils' academic achievement well and contribute to pupils' good spiritual, moral, social and cultural development. The school is careful to ensure that all pupils have equal access to all the

opportunities offered.

- Assemblies are important times in the daily life of the school. Pupils listen intently, respond thoughtfully and sing beautifully. Changes to the school entrance and displays around school reflect the Christian ethos of the school.
  - Pupils and staff appreciate the changes brought about by the significant work recently undertaken to improve the fabric of the school building. A bright, comfortable and well-ordered learning environment has been created which no longer requires buckets to catch the water from leaking roofs. Leaders and the governing body make sure safeguarding arrangements are comprehensive and ensure the safety and well-being of pupils and staff.
  - The appointment of the Pastoral Welfare Officer has ensured that the needs of the most vulnerable pupils in the school are met well and links with parents have been strengthened further. Parents are supportive of the school and appreciate the new termly reports they receive. These provide parents with regular information about the progress their children are making. The concerted effort by school leaders, staff, pupils and parents to improve attendance is to be congratulated. From a low starting point 12 months ago, attendance is now high. Information for termly reports for parents provides a wealth of information, including details of how well pupils are doing.
  - Since the last inspection, the local authority has provided a range of support, including the professional development of staff and the moderation of pupils' achievement compared to other schools in the area. Unavoidable changes in personnel within the local authority has limited the consistency of approach to supporting the development of school leadership.
  - **The governance of the school:**
    - the supportive governing body is led well. Governors work closely with school leaders to promote a school which has a welcoming ethos and where there is no harassment or discrimination
    - governors are committed to improving the school further and are aware that they require more detailed information about the performance of groups in the school and need to increase their capacity to hold leaders fully to account.
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## 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

<b>Unique reference number</b>	111301
<b>Local authority</b>	Warrington
<b>Inspection number</b>	401178

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Michael Raynor
<b>Headteacher</b>	Keith Cahillane
<b>Date of previous school inspection</b>	9-10 February 2010
<b>Telephone number</b>	01925 630497
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