

St Andrew's CofE (C) Primary School

Ferrers Road, Weston, Stafford, ST18 0JN

Inspection dates 28–29 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Despite improvements over the last year, pupils have not made enough progress in English and mathematics to reach the standards they are capable of.
- Standards have been lower in mathematics than in English for too long.
- The quality of teaching varies too much. Inspectors saw some good and outstanding teaching, but also some that required improvement or was inadequate.
- Too often, teachers do not demand enough from more-able pupils to make sure they make good progress.
- School leaders other than the headteacher, do not contribute enough to checking the quality of teaching and making sure it has a good impact on pupils' learning.
- Governors do not challenge school leaders enough, or get fully involved in identifying where the school is doing well and where it needs to improve.

The school has the following strengths

- Children get a good start to their education in the Reception class and make good progress.
- Pupils feel safe. They behave well in lessons and around the school, showing positive attitudes to learning.
- Standards in writing are above average and all pupils make at least the nationally expected progress.
- The headteacher has made recent, important changes that have led to current better progress and higher standards.

Information about this inspection

- Inspectors observed 13 lessons taught by seven teachers. Some joint observations were carried out with the headteacher and the deputy headteacher.
- Inspectors heard pupils read and looked closely at their work in books and on display.
- Meetings were held with governors, senior leaders, staff and pupils. An inspector held a conversation with a representative of the local authority.
- Inspectors looked at a wide range of documentation, including improvement plans and self-evaluation and assessment data from the school's monitoring of pupils' progress. Documents detailing the school's arrangements for safeguarding pupils were also reviewed.
- They took into account the responses of 37 parents to the online questionnaire (Parent View) and 16 completed by staff.

Inspection team

David Speakman, Lead inspector	Additional Inspector
David Cousins	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. A few come from a range of minority ethnic backgrounds.
- Very few pupils speak English as an additional language. No pupils are currently at the early stages of learning English.
- A below-average proportion of pupils are supported by the pupil premium, which is additional funding for children in local authority care, pupils known to be eligible for free school meals and those who have a parent serving overseas in the armed forces.
- The proportions of pupils supported through school action, school action plus or a statement of special educational needs are all below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- At the time of the inspection pupils in Years 3 to 6 were taught in three mixed-age classes: Years 3 and 4, Years 4 and 5, and Years 5 and 6.
- The current headteacher joined the school in September 2011.
- There is a before and after-school club for pupils, run the governing body.

What does the school need to do to improve further?

- Make sure that all teaching is at least good by:
 - making pupils' learning and progress the focus of lesson planning, rather than just the tasks to be completed
 - improving the impact of teaching assistants through training and coaching to raise their skills in helping pupils to learn effectively
 - promoting pupils' independent learning skills more effectively across the school
 - making sure that time in lessons is used more efficiently to increase the pace of learning.
- Raise standards in mathematics so that they are as good as those in English by:
 - raising the level of challenge for all pupils, and especially the more-able pupils, so all reach the highest levels they are capable of
 - using teachers' knowledge of what pupils already know when planning lessons to move pupils on to the next steps in learning more quickly.
- Develop the impact and effectiveness of the governing body by:
 - improving the governors' understanding of assessment information and the areas where the school needs to improve
 - making sure governors contribute fully to the process of checking how well the school is doing, particularly by regularly asking the headteacher and senior leaders searching questions about the school's performance.
- Involve more subject leaders in helping the headteacher to identify what the school does well and the priorities for improvement.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement is not yet good enough, particularly in mathematics. Only recently have pupils been making better progress that is helping them reach the standards of which they are capable.
- Standards are not as high as they should be. At the end of Year 2 they have been falling, and were average in the 2012 assessments. In Year 6, national test results rose in 2011 to above average. The 2012 results were not as good, and were broadly average. Attainment in mathematics has been lower than in English each year since 2010.
- Better tracking of progress this year is making sure that senior leaders are identifying any pupils in danger of falling behind. As a result, most pupils are now making better progress in reading, writing and mathematics, and they are on track to achieve higher standards than in recent years at the end of both key stages.
- Children join Reception with skills, knowledge and understanding that are typical for their age. Consistently good teaching in a stimulating environment means that they make good progress in all areas of learning.
- The achievement of disabled pupils and those who have special educational needs is similar to that of other pupils, and overall requires improvement. Pupils supported by pupil premium funding also make similar progress to others in the school.
- A small minority of pupils, who are Travellers, often miss out on learning because they are taken out of school for long periods. The school provides work units to help them continue learning while travelling. They make better progress than other Traveller children nationally and their progress is similar to that of their classmates.
- Pupils are good readers. They enjoy reading and younger pupils develop good skills on which to build further learning. They use their knowledge of letters and sounds well to read unfamiliar words and readily recognise many more common words. Older pupils read fluently and with expression and understanding. Their individual 'reading journals' show they are making good progress.
- Samples of pupils' work show better progress this year. Writing is well presented, mostly accurate in spelling and use of punctuation. Longer pieces of writing are constructed well and interesting to read. Mathematics books also show improvements this year, with pupils generally making good progress in a wide range of mathematical topics.

The quality of teaching requires improvement

- Teaching requires improvement because there is still too much that is not good. Good and outstanding teaching was also seen during the inspection. Teaching in mathematics was weaker than in literacy; this reflects the difference in standards achieved in these subjects.
- Where teaching is less effective the work set is not demanding enough, particularly for pupils capable of completing harder work. Sometimes in mixed-age classes, pupils of different ages and abilities are all set the same task. Time is not always used efficiently for learning, so the pace of

learning is sometimes slow. Occasionally, pupils sit unoccupied while the teacher completes organisational tasks.

- In some of the lessons observed there was too little new learning. In science for example, pupils were asked to predict and investigate things they already knew about, and had little scope to find out new things.
- Where teaching is more effective, pupils move on in their learning at a quick pace. Teachers demand more from pupils, and ask questions that make pupils think hard and develop their knowledge and understanding. In a mathematics lesson, younger Key Stage 2 pupils used computers to investigate the properties of solid shapes. The software was well chosen and the level of challenge and interest captivated pupils' enthusiasm and attention. The result was that pupils understood ideas beyond what is expected for their age and learning was rapid.
- Teaching in the Reception Year is consistently good. Adults have a good understanding of how young children learn. They give them a good balance of taught activity and others in which they can explore, investigate and learn through play. Adults have high expectations of what children can do and build new learning on children's previous successes.
- Good teaching of reading is reflected in reading standards. Teachers skilfully guide pupils to develop high-level reading skills. Pupils enjoy reading and their 'reading journals' confirm that they read widely. The marking of homework in these journals helps pupils to get better. In contrast, marking in mathematics is not as helpful. Some incorrect work is marked correct, and when pupils mark their own work there is not always evidence that teachers check this for accuracy.
- The learning needs of disabled pupils and those who have special educational needs are identified at an early stage, and plans for each individual are put into place to support their learning. They are given suitable help and guidance in class, often by additional adults who, through training, are developing their own skills to support these pupils.

The behaviour and safety of pupils are good

- Pupils show positive attitudes to learning and an enthusiastic approach to interesting learning tasks. Behaviour is good and even when pupils are left unoccupied, they wait patiently for instructions. Attendance has improved and pupils are punctual to school.
 - Pupils spoken to during the inspection are happy with the behaviour in school. They feel safe and the overwhelming majority are happy in school. All parents and carers who responded to the online questionnaire say their children are happy, safe and well looked after in school, and that behaviour is good.
 - Pupils say bullying is rare and when necessary, it is dealt with quickly and effectively. Sensitive personal support is provided for pupils whose circumstances make them vulnerable.
 - Pupils' spiritual, moral, social and cultural awareness is developed adequately. Good-quality care for everyone ensures that the pupils develop good social awareness. Pupils work well together, respecting others' views and ideas and showing courtesy. They know the difference between right and wrong, generally make good choices and know they have to accept any consequences for poor ones. In lessons and assemblies there are limited opportunities for pupils to think and
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reflect on life's issues. Their multicultural understanding is adequate.

The leadership and management requires improvement

- Leadership and management require improvement because the headteacher takes on most of the responsibility for directly checking school improvement and other leaders, including the deputy headteacher, subject leaders and governors do not share enough in observing lessons. Since joining the school, the headteacher has been effective in improving teaching and in turn, pupils' progress.
- The headteacher and deputy headteacher keep a thorough check on the progress made by all groups of pupils, and this gives them an accurate picture of where focused attention needs to be directed. They hold teachers to account for the progress of each individual pupil and plan any support to make sure that pupils falling behind are helped to catch up. The improvement in pupils' progress demonstrates that leaders have the capacity to improve the school.
- There has been a reorganisation of staff and their responsibilities under new leadership. This has made possible the creation of a new class in Key Stage 2 so that each class will be smaller and contain only one age group, and all pupils of the same age have the same learning experiences. There are still some issues regarding the matching of teachers' pay to the level of responsibility, but the headteacher has clear ideas on how these should be resolved.
- Pupil premium income is allocated appropriately. Teaching assistants support disadvantaged pupils in literacy and numeracy and are helping close the attainment gap between these pupils and the national average. Qualifying pupils are helped financially where necessary to take part in school trips so that they have the same opportunities to learn as other pupils.
- The local authority supports the school adequately through two evaluation visits each year. Its consultants have worked with the school on developing literacy and numeracy, tackling absence, improving teaching and supporting a newly qualified teacher leading the Early Years Foundation Stage. This has led to improvements in attendance, Reception and literacy.
- **The governance of the school:**
 - Governance requires improvement because governors have not been sufficiently thorough in holding the school to account for pupils' achievement, including those funded by the pupil premium, the quality of teaching and the effective and efficient use of resources. Until recently, falling standards in Key Stage 1 and lower attainment in mathematics than in English remained unchallenged. Although they visit classrooms, they do not yet carry out focused observations. This means that until recently, they relied largely on the headteacher for information and when testing the impact of their decisions. They have an appropriate knowledge of staffing arrangements and are working with the headteacher to rearrange responsibilities, and to ensure that appropriate salaries are paid and leadership becomes fully effective. Statutory duties are met, including for safeguarding. Governors are adequately trained, and some have good and relevant expertise. They have used this well to oversee major projects and manage a situation where the school budget had to be carefully controlled to get it back into balance.

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	124298
Local authority	Staffordshire
Inspection number	403553

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Marjorie Boothby
Headteacher	Paul Hayward
Date of previous school inspection	16 June 2008
Telephone number	01889 256555
Fax number	N/a
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