

St Andrew's Primary School

Station Road, Congresbury, Bristol, BS49 5DX

Inspection dates 6–7 December 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		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are outstanding and this has led to improvements in many aspects of the school's work since the last inspection, particularly in teaching and pupils' achievement.
- Pupils make consistently good progress in each year group and all groups achieve well.
- Teaching is good. In the best lessons, teachers build on previous learning, make lessons interesting and have high expectations for pupils' progress.
- The school works well to engage parents and carers and involve them in their child's education. Parents and carers are very happy with the school.
- Pupils enjoy learning about a wide range of subjects, and activities are well designed and stimulating. Pupils are keen to learn, and therefore make good progress.
- The promotion of pupils' social, moral, spiritual and cultural development is outstanding.
- Additional adults give good-quality extra help to groups or particular pupils who need it.
- Pupils are proud of their school and behaviour is good. They are happy, and feel safe and well cared for.
- The governing body successfully holds the school to account and contributes well to school improvement.

It is not yet an outstanding school because

- In some lessons, pupils are not always set work that is at the right level of difficulty for them.
- The quality of marking of pupils' work is not always consistent across the school.
- Occasionally, pupils spend too long listening to the teacher at the beginning of the lesson. This delays them becoming involved in their own learning.

Information about this inspection

- Inspectors visited 20 lessons. Five of these visits were made with the headteacher. The inspectors also undertook short visits to sessions to observe the teaching of phonics (letters and the sounds they make) and visited a selection of support programmes.
- Inspectors held discussions with the headteacher, teachers, members of the governing body and a representative from the local authority.
- The views expressed by 18 staff who returned a questionnaire were also considered.
- The views of 53 parents and carers were analysed through their responses to the online Parent View questionnaire. Inspectors spoke informally to parents and carers to seek their views about the school and considered written comments from them.
- Inspectors analysed documentation provided by the school including records of pupils' attainment and progress, information about teacher performance and the senior leaders' views of the school's strengths and weaknesses and their plans for future improvement. The inspectors also analysed policies aimed at keeping pupils safe.
- Inspectors talked to groups of pupils and heard some of them read.

Inspection team

Chris Chamberlain, Lead inspector

Additional inspector

Lindsay Gabriel

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils are White British. The proportion who speak English as an additional language is very small.
- Almost 9% of pupils are from Romany, Gypsy or Irish Traveller backgrounds. This is a much larger-sized group than found in schools nationally.
- In the last two years, the school has had an increasing number of pupils from Romany or Gypsy backgrounds who also attend schools elsewhere, particularly in Key Stage 1, and are often away from St Andrew's for a large part of the year.
- The proportion of pupils supported at school action is higher than the national average. The proportion supported at school action plus or who have a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for support through the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children who are in care or whose parents serve in the armed forces, is broadly average.
- The school has benefited from extensive refurbishment and a building programme during the last 18 months.
- The school does not use any alternative provision.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that time is used well at the start of lessons so that pupils can become quickly involved in their learning
 - ensuring that work is at just the right level of difficulty throughout each lesson so that pupils make even better progress
 - ensuring that all teachers' marking is of consistently high quality so that pupils are given useful feedback about their progress.

Inspection judgements

The achievement of pupils is good

- Achievement has improved since the last inspection and is now good.
- Pupils achieve well in the Reception classes. School records show that they enter the school with knowledge, understanding and skills typical for their age. Due to good teaching and opportunities to learn through play and investigation, children make good progress in all areas of learning.
- Good progress continues across Key Stage 1. Attainment at the end of Key Stage 1 is at least in line with national averages. However, the school's excellent tracking system enables senior managers to analyse data effectively so that the needs of individual pupils can be met, enabling all to achieve well.
- In Key Stage 2, pupils' achievement is also good. At the end of Key Stage 2, attainment has improved and for many pupils is now above average. The proportions of pupils making and exceeding expected progress compares favourably with national figures.
- The school's effective reading passport, as well as carefully planned opportunities to experience a range of authors linked to specific topics, enables pupils to read widely.
- Disabled pupils and those with special educational needs achieve well. This is due to the well-structured support strategies led by teachers and teaching assistants, which help to ensure that these pupils are able to learn successfully in lessons and in small groups.
- The pupils from Romany, Gypsy and Irish Traveller heritage also make very good progress due to the school's successful engagement with this community and also the initiatives put in place to support individual pupils.
- The gap between those pupils eligible for the pupil premium and all pupils nationally is closing rapidly. The good progress being made by these pupils is due to the school's promotion of equal opportunities and tackling barriers to learning. The school has used the pupil premium to organise initiatives specifically to support pupils' learning such as homework clubs and reading groups. The school has also funded the posts of learning mentor and parent support adviser to support children and families in the wider school community.

The quality of teaching is good

- In the best lessons, adults have high expectations of the pupils in their class. Such lessons are focused on clear learning outcomes and based on the needs of the pupils identified from previous learning. The use of targets cards for writing and mathematics effectively focuses pupils on their next steps in learning.
- Teachers readily alter their plans if pupils find the learning too difficult or they have already understood a concept. This ensures that teaching time is used as effectively as possible in moving children forward in their learning.
- Additional adults support pupils very effectively across the school. The excellent practice observed included a teaching assistant working with one pupil, reinforcing learning for the current week in school, as well as preparing the child for concepts to be taught the following week.
- Most lessons begin rapidly but sometimes pupils' progress slows because some teachers spend too long talking to the pupils at the beginning of the lesson. This means that time is wasted and pupils do not become engaged in their own learning quickly enough.
- Occasionally, the work set for pupils is too easy for them and, as a result, they do not make rapid progress.
- Pupils are interested in what adults write in their books and often write responses to the marking. However, the school has two different systems in use for marking pupils' work, one in Key Stage 1 and the Early Years Foundation Stage, and the other in Key Stage 2. This leads to

variations in the quality of marking, which in turn means that not all pupils have a clear understanding of how to improve their work.

- Children in the Reception classes have access to a small outdoor area to extend their opportunities to learn. This area needs further improvement to increase the learning opportunities for children. The school has clear plans to develop the outdoor learning provision now that recent building work has finished.

The behaviour and safety of pupils are good

- Pupils are very proud of their school. They have a good understanding of how to stay safe. They enjoy the wide range of activities organised at lunchtime and understand how the friendship stop system will help if they have no one to play with. Pupils enthusiastically take on roles of responsibility in school such as play buddies, assembly monitors and dining room helpers.
- Most pupils behave very well in lessons, are motivated by their work and keen to do well.
- Attendance is broadly average. The school works hard to improve the attendance of pupils who are regularly late for school. School policies and procedures for monitoring and improving attendance work well.
- Pupils say that bullying is not a problem in their school. They are aware of the different forms of bullying and say that if there was a problem, they are confident that it would be dealt with effectively by the school staff.

The leadership and management are outstanding

- The school has made very good progress since its last inspection. Teaching is now good. Systems for monitoring and evaluating the school's performance are very effective. The achievement of pupils has improved, particularly in mathematics. This has been due to outstanding leadership from the headteacher and other senior leaders, as well as effective teamwork from adults across the school and rigorous challenge from the governing body.
- Pupils' progress is evaluated regularly. Resources from the school's budget are often redirected mid-year to those pupils who require additional support.
- The headteacher uses performance management very successfully to support teachers' continuous improvement. As a result, teaching is now good across the school. There is a secure link between pay increases and the quality of teachers' work.
- The school engages with parents and carers very effectively through a wide range of activities including: 'reading in school on a Tuesday', workshops such as e-safety, a 'dad's breakfast' on World Book Day and regular opportunities for parents and carers to view their children's work.
- Parents and carers are very positive about the school. They agree that class teachers are accessible. Parents and carers also feel that pupil behaviour and the curriculum are good.
- Pupils are motivated by the stimulating curriculum. Links to promote effective learning through topic work have been made between subjects, writing genres and children's authors. Pupils feel that they have ownership of their learning as they are encouraged to become involved in planning topics by identifying areas of learning that they are keen to explore. Senior leaders work hard to ensure all pupils take a full part in activities and that there is no discrimination.
- The school provides an excellent range of opportunities to promote pupils' spiritual, moral, cultural and social development. Many of these are effectively linked to the topics that pupils learn about and promote pupils' enjoyment of school.
- There is a very strong sense of teamwork across the school where staff support and challenge each other. They work together extremely well in order to do the very best for the pupils in their school community.
- The school engages well with the local authority and has been provided with good-quality support. The local authority believes that the school has made good progress since the last

inspection and has a strong capacity to continue to improve.

- The school's excellent track record of improvements since the last inspection, together with a clear and ambitious vision for the school's future, shows that the school's capacity for sustained improvement is very strong.

■ **The governance of the school:**

- Governance has improved since the last inspection. Regular, organised contact with the school ensures that the governing body is aware of the progress that the school is making on the key areas for improvement outlined in the school development plan. Governors understand the reasons behind variations in achievement of different cohorts across the school and how the school's data compare to national averages. Governors are fully involved in school life. For example, one governor supports a group of pupils working at Level 6 in mathematics. Governors are aware of how the pupil premium is being used and the impact of the spending. The school website provides parents and carers with clear information about how the pupil premium funding is being spent. Governors have a thorough overview of strengths and weaknesses in teaching and learning as well as the programme of support that the school has put in place to improve teacher performance. They also understand the link between teachers' performance and salary progression. The governing body robustly holds the headteacher to account by asking challenging questions. The headteacher's performance management objectives focus clearly on the key issues for school improvement. Safeguarding arrangements meet current requirements.
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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

Unique reference number	109216
Local authority	North Somerset
Inspection number	405225

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	236
Appropriate authority	The governing body
Chair	Arthur Hacking
Headteacher	Neil Tuttiett
Date of previous school inspection	24–25 November 2010
Telephone number	01943 832505
Fax number	01934 876484
Email address	standrewspri@n-somerset.gov.uk

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