

# St Andrew's Church of England Infant School

Winchelsea Road, Eastbourne, East Sussex, BN22 7PP

**Inspection dates** 4–5 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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:

- Expectations of what pupils could achieve are not always high enough. There is not enough consistently good teaching in Year 2. Standards are broadly average.
- Marking of pupils' work does not always identify the key areas for improvement.
- Pupils' progress is not rapid enough to enable them to reach higher standards, particularly for boys in writing.
- The progress of pupils who are disabled or who have special educational needs is not consistently good.
- Although there have been improvements, senior leaders do not always set sufficiently ambitious targets for pupils' achievement.
- The evaluation of teaching does not take sufficient account of pupils' progress.
- The analysis of pupil progress data is not rigorous or timely enough.
- School development planning does not define sufficiently precise milestones and measures of success against which to judge improvement.

### The school has the following strengths:

- Educational provision and progress in the Early Years Foundation Stage have improved. Children make increasingly good progress.
- The progress of pupils in receipt of pupil premium funding has improved, so that their attainment is now close to that of others.
- Behaviour is good. Pupils enjoy school and say that they feel safe. Provision for pupils' spiritual, moral, social and cultural development is a significant strength.
- Staff now assess pupils' levels of attainment more accurately.
- Governors have an accurate understanding of the management of staff performance and of school performance data. They ask searching questions about pupils' achievement.
- Recent changes to the curriculum, providing a broad range of experiences, have increased pupils' engagement in their learning.
- Parents and carers are closely involved in their children's learning.

## Information about this inspection

- Inspectors observed 20 lessons, of which six were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and another governor, the school's subject and senior leaders, and a representative of the local authority.
- Inspectors took account of the 26 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a range of school documentation, including: records of school checks on the quality of teaching; the school improvement plan; and records relating to behaviour, attendance, safeguarding, and the tracking of pupils' progress. They also looked closely at pupils' written work and listened to pupils reading.

## Inspection team

George Logan, Lead inspector	Additional Inspector
Elizabeth Cooper	Additional Inspector
Angela Padmore	Additional Inspector

## Full report

### Information about this school

- St Andrew's is larger than the average-sized infant school.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported by school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The proportion of pupils for whom the school receives pupil premium funding (additional funding for pupils known to be eligible for free school meals, those in care and those with a parent or carer in the armed services) is below the national average. Currently, there are no pupils from forces families on roll.
- The school offers a pre-school care club, which was reviewed as part of the current inspection.

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

- Improve teaching, particularly in Year 2, so that a higher proportion is good or outstanding, by
  - setting higher expectations of what pupils can achieve, both in lessons and in their written work, so enabling a greater proportion to make faster progress
  - ensuring that the marking of pupils' work provides them with clear and consistent guidance as to the next steps in their learning.
- Strengthen achievement across the school by ensuring that:
  - pupils in Years 1 and 2 make more rapid progress, particularly boys in writing, leading to higher standards by the end of Key Stage 1
  - pupils who are disabled or with special educational needs make more rapid and consistent progress.
- Improve the effectiveness of leadership and management, including governance, by:
  - setting more ambitious targets for pupils' achievement, so that a greater proportion achieve above expectations
  - undertaking more rigorous and timely analysis of pupil performance data
  - ensuring that school development planning has precise and specific milestones and measures of success, so that improvements can be accurately evaluated
  - more rigorous checking of pupils' progress during lesson observations.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement is not as high as at the last inspection. The school feels that this is the consequence of much more rigorous assessment practice. Pupils make progress which is, overall, in line with what is expected. While there are positive signs of improvement in writing in Reception, and in the progress and attainment of pupils in Year 2 who are in receipt of additional funding through the pupil premium, not enough pupils make accelerated progress, largely because of inconsistencies in the quality of the teaching.
- The achievement of disabled pupils and those who have special educational needs has been some way below that of other pupils. However, with more rigorous identification of learning needs and more effective training and support, these pupils are beginning to make better progress.
- Attainment by the end of Year 2 is broadly average, but with some improvement coming through, particularly in mathematics. While there are opportunities for pupils to practise their writing skills across the curriculum, and an upward trend in the proportion of pupils attaining the expected level, there is still a significant gap between the attainment of boys and girls in writing.
- The achievement of pupils eligible for free school meals has improved. Although there was a gap equivalent to a full term's progress in both English and mathematics between these pupils and the others in 2012, this has narrowed in the current year. Both groups now reach similar standards in mathematics.
- Children enter Reception with skills at slightly below the levels found nationally, particularly in language and literacy. In recent years, they have also left Reception at levels slightly below those found nationally in language and mathematical development. A more rigorous focus on writing has pushed up standards in the current year. Progress, given the consistently good teaching, is good.
- Standards in reading are generally average. However, all pupils now benefit from a systematic grounding in the linking of sounds and letters (phonics), so that pupils' skills are improving steadily. The results of the phonics screening check for Year 1 pupils have improved considerably in 2013.

### The quality of teaching

### requires improvement

- Younger pupils benefit from mostly good teaching in Reception. However, there is weaker teaching elsewhere, particularly in Year 2, where not enough teaching is good. Expectations of what pupils could achieve are not high enough, particularly for the more able, so that not enough pupils make rapid progress.
- The school has implemented various strategies for checking and supporting pupils' progress and there is some good practice in relation, for example, to setting targets for pupils. Pupils are also beginning to evaluate what they have achieved. However, practice remains inconsistent and the marking of pupils' work only occasionally identifies explicitly what they need to do next to improve. This makes it difficult for teachers or parents or carers to track pupils' efforts to improve their work.
- The teaching of pupils eligible for the pupil premium has had greater impact this year, so that these pupils are now attaining levels similar to other pupils in numeracy and, increasingly, in literacy. Greater awareness by staff, more effective targeted support and better tracking of progress are all making a positive contribution.
- In the best lessons, the pace of learning is brisk and pupils are fully engaged. In a successful Year 1 numeracy lesson, pupils were building their skills in measuring accurately. Pupils were encouraged to be independent learners, with a clear set of actions to guide them when they needed help. Tasks were finely tuned to the needs of different groups, with plenty of challenge to keep pupils' interest and learning alive. The teacher's style was highly motivating, so that

learning was consistently good, supported by pupils' outstanding behaviour.

- More rigorous evaluation of pupils' learning needs developed through pupil progress meetings, targeted training for support staff and closer monitoring of progress are all ensuring that teaching is beginning to have more impact on the progress of disabled pupils and those who have special educational needs.

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

- Pupils' behaviour is good. Behaviour in lessons, around the school and at break times is good and low-level disruption is rare.
- The school has high expectations of pupils' behaviour and has effective procedures to address poor behaviour. There have been no recent exclusions and no recorded racist incidents. The behaviour log shows few incidents. Pupils are invariably polite. Most parents and carers who gave their views had no concerns about behaviour.
- Pupils speak highly of behaviour and feel that pupils are kind to each other. They feel safe in school. They are certain that the adults in school will sort out any problems.
- Pupils feel that bullying is very rare. They realise that bullying may take different forms and know they must tell an adult if it occurs.
- Pupils have a developing awareness of risk and know how to keep themselves safe in different circumstances, including staying safe on the computer and in relation to fire and road traffic. Year 2 pupils are well prepared for moving to junior school.
- Attendance is broadly average, with little unnecessary absence. Pupils arrive punctually.

### **The leadership and management require improvement**

- While senior leaders have improved provision in the Early Years Foundation Stage and, more recently, in girls' writing and in the progress of pupils in receipt of pupil premium funding, they have not set sufficiently challenging targets to enable more pupils to achieve at levels above expectation in order to raise standards further. Lesson observations do not always give sufficient priority to the extent of the progress that pupils are making, so that, particularly in Year 2, there are missed opportunities to identify where progress could be faster.
- The school has improved its procedures for monitoring and evaluating teaching and pupils' achievement. However, while pupil progress meetings are focusing staff more on the progress of individuals, the analysis of data on progress and attainment, to identify group and whole cohort trends, is not rigorous enough. In addition, leaders' evaluation of the school's strengths and weaknesses is not sufficiently sharply focused on raising achievement. Judgements on teaching and achievement are sometimes over-generous.
- Plans to support school development lack measures of success that are sufficiently precise and specific. This limits the accuracy and effectiveness of monitoring.
- The headteacher strongly promotes the strong Christian values which lie at the heart of the school's philosophy. The capacity of leadership to improve the school has increased in the last year following the appointment of a deputy headteacher. Senior leaders have sought to give staff more opportunities to develop their particular areas of responsibility, and this has contributed to some emerging impact on achievement.
- Other than statutory visits to review the accuracy of assessment procedures, the school has received limited support from its local authority.
- The curriculum is broad and balanced. Recent improvements to the range of topics covered in Reception have increased children's engagement in their learning. Outdoor provision in Reception is good. The school teaches a good range of subjects and topics in Years 1 and 2. Music and art are strongly promoted, contributing well to pupils' cultural development. Pupils sing tunefully and with great enthusiasm. Out-of-school clubs and visits enhance pupils'

enjoyment of their learning and development.

- Provision for pupils' social and moral development is a significant strength. Spiritual development is supported strongly through good church links. Pupils build familiarity with other cultures through the curriculum and there are active links with a school in Uganda.
- The school has effective strategies to engage with parents and carers. Staff work hard to engage with parents and carers who are 'hard-to-reach', so benefiting pupils' learning. The 'construction challenge' event, for example, enabled parents and carers to become more fully involved in their children's learning.

■ **The governance of the school:**

- Governors undertake regular training and understand their role well. They have the skills to analyse school data and have a realistic view of the school's performance. They understand which groups of pupils have made the best progress and are able to compare school outcomes to national data. Although they recognise that standards are not as high as they were, they have, until recently, been slower to make the link to the quality of teaching. They are rigorous and challenging in their scrutiny of the management of the school, but are also supportive of the headteacher, given the lack, until recently, of a deputy headteacher. Governors ensure that the priorities of equality of opportunity, tackling discrimination and fostering of good relationships are maintained. They are keen to ensure that pay and promotion are firmly linked to teachers' effectiveness. Governors evaluate decisions about the use of pupil premium funding to close gaps in pupils' achievement and recognise that the impact recently has been positive. Governors ensure, along with senior leaders, that safeguarding arrangements meet national 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

<b>Unique reference number</b>	114534
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	412621

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Bignall
<b>Headteacher</b>	Carol Meakins
<b>Date of previous school inspection</b>	25 June 2008
<b>Telephone number</b>	01323 724749
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