

# St Andrew's Primary School

St Andrew's Road, Bishop Auckland, County Durham, DL14 6RY

**Inspection dates** 25–26 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		Good	2

## Summary of key findings for parents and pupils

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

- Pupils' achievement varies too much between classes and different groups. Pupils with special educational needs, those who are known to be eligible for the pupil premium and some more-able pupils, do not all make the progress of which they are capable, especially in writing and mathematics.
- The quality of teaching varies. Improvement is needed to some teachers' subject knowledge in English and mathematics so that pupils' achievement in these subjects matches that in reading. Teachers do not all make accurate checks of pupils' learning, which slows pupils' progress.
- Provision for children in the Reception class is not planned well enough to develop their curiosity and independence. Outdoor provision is too narrow and does not provide children with enough variety and challenge. The teaching of early literacy and numeracy skills does not prepare children well for work in Year 1.
- There are groups of pupils whose low level of attendance is hampering their ability to make as much progress as other pupils do.

### The school has the following strengths

- The dynamic leadership of the acting headteachers, ably supported by other senior leaders, is improving the school rapidly.
- Test results at the end of Year 6 rose steeply this year after a sudden dip in 2012. Standards in reading were high at both the expected level and the higher level. Writing and mathematics, although much improved, were slightly lower.
- There is some good and outstanding teaching, upon which the school is building to accelerate teachers' skills and pupils' progress.
- Pupils' behaviour is good in and out of the classroom. Pupils are well cared for and feel safe and secure in school.
- Staff morale is high and all staff are fully committed to supporting recent initiatives to restore the school's good performance.

## Information about this inspection

- The inspector observed 12 lessons, including several jointly with the acting headteachers.
- Meetings were held with senior and middle leaders, the Acting Chair of the Governing Body, a parent, and a group of Year 6 pupils.
- A range of documents was scrutinised including the school improvement plan, data showing the school's assessment of pupils' learning in the last year, evidence about the work of the governing body and records of pupils' behaviour and attendance.
- The inspector listened to groups of pupils in Year 2 and Year 6 read.
- There were not enough responses to the Ofsted on-line questionnaire (Parent View), to register parental views. There were no parent questionnaires by the school from the last school year for the inspector to consider. The inspector took account of 13 questionnaires completed by staff.

## Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

## Full report

### Information about this school

- St Andrews is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium (additional government funding to support pupils known to be eligible for free school meals, children of service families or children looked after by the local authority) is high.
- The proportion of pupils from minority ethnic groups is below average. Very few pupils speak English as an additional language.
- The proportion of pupils supported at school action is above average; the proportion supported at school action plus or with a statement of special educational needs is high. The school meets the current government floor standards which set minimum expectations for pupils' attainment and progress.
- A higher than average proportion of children join and leave the school during the school year.
- The school has experienced an extended period of instability in senior leadership, owing to the unavoidable absence of the previous headteacher. The local authority secured the services of three local headteachers from January this year, two of whom are currently working in the school. One of these acting headteachers has been appointed substantive headteacher from January 2014.

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

- Improve teaching to at least good and raise pupils' achievement in mathematics and writing by:
  - providing training to enhance teachers' subject knowledge in English and mathematics
  - providing training to improve the accuracy of teachers' assessment of pupils' learning and ensuring that teachers use this information robustly to provide the correct level of challenge for all groups of pupils
  - providing training for teaching assistants to ensure that they are competent and confident in teaching recently introduced intervention programmes.
- Improve children's achievement in the Reception class and ensure that children are well-prepared for Year 1 by:
  - using accurate information about children's developing needs to plan appropriate activities in literacy and numeracy, especially in early reading and writing skills and number
  - increasing the opportunities for children to reinforce and develop their literacy and numeracy skills independently, so that each learns at their own best rate
  - developing the provision for children to learn independently by creating more exciting and challenging activities that will tempt children to learn for themselves
  - developing learning provision outdoors so that it offers children the same range and quality of activities they find indoors.
- Improve the attendance of those pupils whose attendance is significantly below average by:
  - continuing to implement and embed the systems introduced this term, and rigorously monitoring their impact, so that further actions can be adopted where needed.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children join the Reception class with skills that are sometimes well below those expected for their age. During their time in Reception, children do not develop the confidence to become independent learners because too much learning is led and directed by adults. Learning in early reading, writing and mathematical skills requires improvement to ensure that all children are ready for the challenges of Year 1.
- By the end of Year 2, standards are below those expected for the pupils' age. Pupils' writing and mathematical skills are weaker than in their reading when they start Year 3. Results in the phonics assessment, which measures how well children know the sounds that letters make, in 2013 show a strong improvement over the previous year, though they are below the national average.
- Reading is promoted well in the school, following a rigorous review of provision and resources. Pupils read regularly and this, together with improving provision for teaching about letters and sounds for younger pupils, is accelerating their progress and enjoyment of reading.
- National test results for Year 6 pupils in 2013 showed a strong improvement, after a steep decline in 2012. Results in English and mathematics were close to the 2012 national average and reading results were above this. School data show that most of the Year 6 pupils in 2013 made better than expected progress from their starting points at the beginning of Year 3. Data also show that much of this progress was during Year 6 where good and outstanding teaching accelerated pupils' progress.
- Currently, the proportion of pupils making expected progress and the proportion making better than expected progress, is below that of their peers for pupils with special educational needs and those known to be eligible for free school meals. However, swift and expert action by the new inclusion manager has identified precisely the support that individual pupils need to overcome previous underachievement. There are already clear indications that this provision is improving pupils' basic skills and their confidence to use these in the classroom.
- Inspection evidence indicates that the most-able pupils do not consistently make good progress. Senior leaders acknowledge that this is because teachers have not had sufficient training to make accurate assessments of pupils' learning needs. Plans are already in hand to provide staff with training this term in this aspect of their work.
- While pupil premium funding has been targeted to support the learning and attendance of pupils for whom it is intended, weaknesses in teaching have prevented it from having a significant impact. Consequently, the attainment of these pupils is about one level below that of their peers in English and mathematics. All of these pupils have now been placed on individualised interventions to accelerate their progress and close the gap with their peers, demonstrating the school's commitment to providing equal opportunities.

### The quality of teaching

### requires improvement

- School records show that there has been little monitoring of teaching in the last two years to identify where teachers need training to develop their skills to a high level. Teachers have not been supported to improve, particularly in their assessment of and planning for learning.
- While teaching requires improvement, there also is some good and outstanding teaching which is now being shared with staff to enable them to become more effective.
- In lessons where teaching is good, teachers have assessed their pupils' needs well and plan activities that allow all groups of learners to work independently at their own best rate. Pupils in two older classes made outstanding progress in their mathematics knowledge because each activity was pitched at just the right level to challenge them and bring success.
- Where teaching requires improvement, this is often due to inaccurate assessment of pupils' needs so that for some the work is too easy and for others too difficult. In both cases some

pupils 'switch off' from their work and progress slows noticeably.

- Some teachers' subject knowledge is not strong and has not been kept up to date through regular development opportunities. This is particularly so in the teaching of writing and mathematics, where sometimes teachers' explanations and methods do not help pupils to master new learning.
- All teachers check and mark books regularly. They also check that pupils have followed their advice. This practice is not consistent across all classes.
- While teaching assistants make a strong contribution to building pupils' confidence, they have not had enough training opportunities in the recent past to accelerate learning as they might.
- Teaching in the Reception class relies too much on adult-led activities which prevent children from developing curiosity and the confidence to find out for themselves. It is not sufficiently based on up-to-date assessment of children's learning and their emerging needs. Provision for learning outdoors needs improvement in order to provide activities for children to develop a wide range of skills, and to practise their literacy and mathematical skills both indoors and out.

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

- Pupils show a good enthusiasm for learning, even when they have to sit and listen to lengthy explanations, because they want to please their teachers. They work well together in pairs and are sometimes able to accelerate each other's learning through this.
- Good pastoral care from staff gives pupils the confidence to offer answers and ask questions in lessons, which improves their understanding and accelerates learning. This is better developed among older pupils than younger ones.
- Around the school and in the playground pupils behave well and manage their playtimes well. They say that occasionally there is some bullying, but that it is often 'falling out over football'. They know that staff take bullying seriously and that action to deal with it is swift and effective. The school's comprehensive behaviour records show that behaviour over time is good, and there are rarely any serious incidents of misbehaviour leading to exclusion.
- Pupils say they feel safe in school and know where to go for help. They have been well taught to recognise bullying behaviour and the dangers of the Internet. Older pupils were able to explain about cyber-bullying and again, had strategies for dealing with this.
- Attendance is below average for some groups of pupils. New systems and additional staff have been put in place this term to support families of pupils whose high level of absence is affecting their achievement. These measures have not yet had time to make a difference to attendance figures.

### **The leadership and management are good**

- Leadership is ambitious and determined in its drive to regain the school's former good performance. The acting headteachers, using their considerable experience and skill, have promptly and incisively evaluated the school's weaknesses and set the correct priorities for improvement. Their action planning is astute, drawing on local networks and known strengths within the staff, and is designed to take the school forward at a rapid rate. The school has regained its former performance for Year 6 pupils and has exceeded it in reading, where almost half of the pupils made better than expected progress.
- Improving the quality of all teaching at least to good is the key priority and actions to achieve this are already having a positive impact. Highly effective teaching strategies, captured through early and regular monitoring of the best lessons are being shared with staff in order to accelerate learning in other classes.
- The senior leadership team has been reformed and this is accelerating improvement through the implementation of new roles and responsibilities. For example, the newly appointed inclusion manager has moved quickly to assess pupils' needs, plan appropriate interventions to improve

pupils' basic skills and organise training for teaching assistants.

- Other staff have welcomed new roles and responsibilities and are convinced that senior leaders' ambition for a good school is achievable within a short timescale. The strong team ethos that is developing is giving teachers and teaching assistants the confidence to take on new challenges.
- During the period of leadership instability teachers were not given targets or training to help them improve their performance nor was performance monitored. Performance management systems have been re-introduced and staff are aware of their targets for the coming year. They welcome these and the related professional development opportunities they now have.
- The curriculum now has a strong focus on continuity and progression in the development of literacy and numeracy skills. Provision for pupils who have special educational needs and those who are known to be eligible for pupil premium is improving through more rigorous assessment and planning for their needs. All pupils have increasing equal opportunities to succeed.
- Additional funding for sport has been allocated to increase coaching support for teachers to improve their skills, and to enhance pupils' well-being through additional sports coaching in after-school clubs.
- Arrangements for safeguarding meet requirements.
- The local authority has provided good support for the school during a period of instability by providing experienced serving headteachers to lead the school, until the appointment of a new substantive headteacher.
- **The governance of the school:**
  - Governors have shown good support for the school during a period of some turbulence. They have held the school to account as far as possible over staff performance and are now more confident of the rigour of the performance management process that has been established this term. Governors know how pupil premium funding is used but have not been able to challenge the school over this fully. This is because they have not had recent training in using published data about the school's performance.

## 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>	114188
<b>Local authority</b>	Durham
<b>Inspection number</b>	426001

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Neville Vine
<b>Headteacher</b>	(Acting )Andrea Norman, Suzanne Lithgow
<b>Date of previous school inspection</b>	22 March 2011
<b>Telephone number</b>	01388 605385
<b>Fax number</b>	01388 605385
<b>Email address</b>	standrews@durhamlearning.net



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

