

# St Andrew's CE (VA) Junior School

Waterloo Road, Brighouse, West Yorkshire, HD6 2AN

**Inspection dates** 27–28 November 2013

<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		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Not enough pupils make good progress or achieve well in writing and mathematics by the end of Year 6.
- Teachers do not always set work that matches pupils' different abilities and do not provide sufficient opportunities for pupils to work things out for themselves.
- Teaching assistants are not always deployed effectively to promote pupils' learning.
- Pupils do not use punctuation, grammar and spelling accurately and their handwriting and presentation skills are not well enough developed.
- Pupils are not adept at applying their mathematical calculation skills to solve number problems in real-life situations.
- Though behaviour is improving not all pupils behave as well as they could do at times.
- School development planning lacks sharpness in setting targets for improvement that are precise and measurable in terms of how successfully they are being met.
- Not all governors are skilled in systematically challenging senior leaders about the school's performance.

### The school has the following strengths

- The work of leaders and governors is leading to an improvement in the quality of teaching and in pupils' progress in reading.
- Pupils enjoy coming to school and their attendance is above average.
- Pupils know how to keep themselves and others safe. They say they feel safe in school.
- The curriculum is enlivened by a variety of enrichment activities.
- The curriculum and strong links with the local church effectively promote pupils' spiritual development.
- There is a strong emphasis on the care and well-being of pupils.
- Leaders have the ability to take the school forward.

## Information about this inspection

- The inspectors observed 12 lessons or parts of lessons taught by eight teachers. Two of these were joint observations with the headteacher and one with the deputy headteacher.
- Discussions were held with the Chair of the Governing Body and another governor, staff, pupils, and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 35 responses to the on-line questionnaire (Parent View) in carrying out the inspection. Account was also taken of the 115 responses to a recent survey of parents' views about the school carried out by a private company on behalf of the school.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- St Andrew's is an average-sized primary school.
- The proportion of pupils supported at school action is above average, as is the proportion at school action plus or with a statement of special educational needs.
- There are an above average proportion of pupils eligible for the pupil premium. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Most pupils join school in Year 3 from a nearby infant school.
- The school has gained a number of national and local awards.

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

- Improve the quality of teaching so that it is good or better by:
  - making sure that teachers always provide work that matches pupils' different abilities
  - providing sufficient time for pupils to work things out for themselves
  - ensuring that teaching assistants are deployed effectively to promote pupils' learning throughout lessons.
- Raise achievement in writing and mathematics by:
  - improving pupils' ability to use grammar punctuation and spelling accurately
  - improving pupils' handwriting and presentation skills
  - better developing pupils' ability to apply their mathematical calculation skills to solve problems in real-life situations.
- Improve leadership and management, including governance by:
  - sharpening development planning so that targets for improvement are precise and measurable in order to see if they are being met
  - ensuring that all governors are skilled in systematically challenging senior leaders about the performance of the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- From their different starting points the proportion of pupils making expected progress is close to the national figure in reading, writing and mathematics. The proportion exceeding expected progress is close to the national figure in reading but below in writing and mathematics.
- The fact that not enough pupils are making good progress in writing and mathematics indicates that achievement requires improvement.
- Pupils' attainment in reading is above average by the end of Year 6. Pupils enjoy reading in school and at home. They read widely and talk enthusiastically about their favourite books and authors.
- Pupils' attainment in writing and mathematics is broadly average by the end of Year 6. Pupils can write in a variety of styles to express their ideas. However, they lack accuracy in using punctuation, grammar and spelling accurately. Their handwriting and presentation skills are not well enough developed.
- In mathematics, pupils have secure calculation skills across the four rules of number. They lack proficiency in using these to solve number problems in real-life situations.
- Disabled pupils and those who have special educational needs make good progress because of the well-targeted extra support provided to meet their specific needs.
- The most-able pupils are not always given work that challenges them to do their best and this slows their progress at times.
- The funding for pupils eligible for the pupil premium has been used well to provide small group and individual support to raise their attainment in English and mathematics. This has narrowed the attainment gap between pupils known to be eligible for free school meals and other pupils in school. As a result, they make similar progress to other pupils and their attainment in English and mathematics by the end of Year 6 is closer to that of other groups not supported by the pupil premium, being around one term behind. This demonstrates the school's successful commitment to equality of opportunity.

### The quality of teaching

### requires improvement

- Although improvements have been made in teaching, particularly in reading, there is not enough of it that is good or better and it is judged to require improvement.
- Teachers do not always provide work that matches and challenges pupils of different ability sufficiently, including most-able pupils, and this slows the progress they make. There are times when lessons are too directed by teachers and limit opportunities for pupils to work things out for themselves. Teaching assistants are not always deployed effectively to promote pupils' learning, particularly during the introductions to lessons. They do, however, contribute well to the small group teaching that enables disabled pupils and those with special educational needs to make good progress.
- When teaching is good, teachers show good subject knowledge and ask searching questions to find out what pupils know and to extend their understanding of the ideas being taught. Teachers explain ideas confidently and make sure that pupils are clear about what they are to learn and what they have to do to succeed. Classrooms are managed well so that pupils are engaged in their activities and lessons run smoothly so that little time is lost.
- Such teaching was observed in a Year 6 literacy lesson in which pupils made good progress in their ability to describe a setting to create a mood. The teacher used information and communication technology well to act as a stimulus to learning. Pupils showed enjoyment in their activities and collaborated well to share ideas.
- Reading is taught well with a strong emphasis on pupils developing their skills in linking letters and the sounds they make. As a result, they make good progress reading unfamiliar words and

in reading and understanding increasingly complex texts.

- Teachers encourage pupils to think about the wonders of the world around to promote their spiritual development. Social and moral development is fostered by the opportunity for pupils to work collaboratively and discuss the effect of their actions on others. There are opportunities for pupils to learn about cultures different to their own in order to promote their cultural development.

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

### **requires improvement**

- The views of parents, staff, pupils and the school's behaviour logs indicate concerns about behaviour in the past. However, pupils say that there has been much improvement over the last year and the school is a friendlier place. Staff agree that behaviour is much improved. During the inspection pupils were polite, well mannered and supportive of each other.
- Pupils are eager to learn and say they particularly enjoy working together on practical activities. There are times, especially when the pace of lessons slows, that some pupils become restless and low-level disruption occurs. Pupils do not always show sufficient pride in the presentation of their work.
- There is a good awareness among pupils of the different forms of bullying, such as cyber-bullying and name-calling. They say such incidences are rare and are confident staff would deal with it quickly if it did.
- Pupils say they feel safe in school at all times commenting, 'Teachers look after us really well.'
- There is a clear understanding among pupils of how to keep themselves and others safe. This is promoted well through the curriculum by activities that highlight the dangers associated with the use of roads, railways, water and the internet. Pupils know what to do if approached by a stranger.
- Attendance is above average. Pupils come to school on time, which ensures that there is no delay in starting activities.
- Pupils willingly take on a variety of responsibilities, such as being a member of the school council or a befriender to help any pupils with concerns or worries. They take pride in their roles and carry them out conscientiously.

### **The leadership and management**

### **requires improvement**

- The school's leadership is securing improvements in pupils' achievement, particularly in reading, and in teaching. However, leadership and management still require improvement because there remain inconsistencies in the quality of teaching and not enough pupils are making good progress in writing and mathematics. Development planning lacks sharpness in setting precise targets for improvement, and not all governors are skilled in asking senior leaders searching questions about the school's performance.
- The headteacher and recently appointed deputy headteacher provide educational direction for the school and know how successful it can be. They have quickly forged an effective working partnership in order to drive the school forward more quickly.
- The arrangements for assessing how well the school is doing accurately identify the correct areas for development, including raising achievement in writing and mathematics. However, targets for improvement lack precision and are not easily measurable in order for leaders to see if they are being successfully met.
- The management of staff performance and training of teachers and other adults has successfully driven improvement in pupils' achievement in reading. It has been less effective in raising achievement in writing and mathematics. The performance of teachers is suitably linked to their salary progression.
- The role of subject leaders has been improved since the previous inspection so they have a clearer view of teaching and learning in their subjects.

- The new Primary School Sport funding has been used well to extend the breadth of physical education and sport provision and improve its quality. As a result, pupils' participation rates in sporting activities have increased.
- The promotion of equality of opportunity and tackling of discrimination is good.
- Leaders and governors ensure that safeguarding arrangements meet requirements. They ensure that all pupils are safe and well looked after. Parents appreciate the good care taken of their children.
- The local authority has provided light support since the previous inspection. It rightly acknowledges that this needs to be increased in order to drive improvement more quickly.
- The curriculum is enlivened by a variety of extra-curricular activities and visits, including the Jorvik Centre in York as part of their studies in history.
- Improvements made by leaders and governors show they have sufficient ability to take the school forward.
- **The governance of the school:**
  - Not all governors are skilled in challenging senior leaders about the school's performance. This limits their effectiveness in promoting school improvement. Governors have a clear understanding of how the funding to support pupils eligible for the pupil premium and the new Primary School Sports funding is used to raise their achievement. The governing body ensures that safeguarding requirements are met and knows how the management of performance is used to improve staff expertise and reward good teaching. It manages the budget effectively.

## 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>	107547
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	429521

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glenys Phillips
<b>Headteacher</b>	Peter O'Hare
<b>Date of previous school inspection</b>	23 May 2012
<b>Telephone number</b>	01484 712895
<b>Fax number</b>	01484 381069
<b>Email address</b>	head@standrews.calderdale.sch.uk



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