

St Andrew's Church of England Primary School, Dearnley

Union Road, Rochdale, Lancashire, OL12 9QA

Inspection dates 1–2 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- St Andrew's is a happy, welcoming community with a real sense of purpose. Staff and pupils are respectful and courteous towards each other.
- Pupils of all abilities make good progress in reading, writing and mathematics throughout the school.
- Children get off to a good start in the Early Years Foundation Stage because it is well organised and activities are relevant to their experiences. Children make good progress in their early reading and writing skills.
- Teaching is typically good and some is outstanding. Pupils find activities are interesting. This helps them to concentrate and learn well.
- Pupils behave well in lessons and at playtime so that the school is a happy place for them to learn and socialise together. They are proud of their school.
- The headteacher has a very clear idea of how successful the school can be. Involving all and being an integral part of the local community are central to this vision, as is the continuing improvement in achievement and the quality and impact of teaching. The effective governing body and staff share this vision. This contributes to the success of pupils in this improving school.
- The wide range of additional activities out of lessons supports pupils' spiritual, moral, social and cultural development very well.

It is not yet an outstanding school because

- Pupils are not always given work which is hard enough, especially in writing.
- Teachers do not consistently make full use of marking to ensure that pupils improve their own work.
- Pupils are provided with too few opportunities to practise and apply their extended writing skills across the curriculum.
- Information gleaned from the analysis of pupil data is not always used sharply enough to provide clear priorities and incisive action plans.

Information about this inspection

- The inspectors visited 14 lessons taught by eight teachers and heard pupils read. A Key Stage 2 assembly was also observed.
- Inspectors held discussions with the headteacher, senior leaders, staff, members of the governing body, a local authority representative and a group of pupils. Inspectors also talked with pupils in the dining room and playground.
- The inspectors observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; planning; the monitoring of learning and teachers' performance; organisation of the curriculum; safeguarding information and the minutes of governing body meetings.
- Inspectors also took account of the 22 responses to the online survey (Parent View), results of the school's own consultations with parents, discussions with parents after school and 20 responses to the inspection questionnaire for staff.
- The inspection took place during a major school development and building project which is extending the provision in many parts of the school. Parts of the building are out of bounds for the duration of the building works, with staff and pupils operating to strict health and safety guidelines and procedures.

Inspection team

Adrian Francis, Lead inspector

Additional Inspector

Christine Addison

Additional Inspector

Full report

Information about this school

- This school is a smaller than average-sized school with an increasing number of pupils on roll. It will admit children into a new nursery provision from September 2014.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well below average.
- The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils for whom the school receives the pupil premium funding is above average. The pupil premium is funding for those pupils who are known to be eligible for free school meals, children from service families and for those children who are looked after by the local authority. This number has risen over the past three years.
- The large majority of pupils are from White British families.
- The school meets the government's current floor standard which is the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is a member of a federation of local schools that work closely together to provide professional support and development for the staff on a range of aspects.
- Two new teachers were appointed in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching in order to further accelerate pupils' progress by ensuring that:
 - the most effective teaching is modelled and shared throughout the school
 - assessment information is used consistently well so that pupils of all abilities are always provided with work that is matched closely to their abilities, particularly in their writing
 - expectations of pupils' writing in different subjects are always high enough
 - pupils are always provided with clear guidance as to how to improve their work and are given sufficient time to consider and respond to it.
- Strengthen leadership and management at all levels by ensuring that better use is made of information about pupils' progress when setting priorities and drawing up action plans.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress overall. Assessment data show that children's levels of ability on entry to the Early Years Foundation Stage vary from year to year; the majority of children start school with skills that are below what is typical for their age and some are well below. Pupils leave at the end of Key Stage 2 with standards that are broadly in line with or a little above the national average.
- Children make a good start in the Early Years Foundation Stage. They enjoy their learning and make steady progress. For example, the role play in the 'pizza and ice cream parlour' demonstrated a wide range of developing vocabulary and social skills. A majority enter Key Stage 1 with a good level of development, and are ready for the next stage in their education.
- Early reading skills are taught successfully. By Year 2, pupils use their understanding of letters and sounds (phonics) to build unfamiliar words. The 2013 Year 1 screening check in phonics showed that pupils' skills are above the national average.
- By the end of Key Stage 1, pupils' abilities are average overall, being strongest in reading. This is an improvement on previous years. Pupils express an enjoyment in reading. They read regularly in school and are encouraged to read widely.
- Pupils' writing is not as well developed as their reading, although by Year 6 many sustain an argument well through their extended writing. Spelling, punctuation and grammar are increasingly accurate and these skills are underpinning the improvements to writing across the school. However, expectations of pupils' writing in different subjects are not always high enough and it is not always clear to pupils exactly what they are expected to achieve in lessons.
- By the end of Key Stage 2, the proportion of pupils who achieved expected levels of progress in 2013 tests in all subjects was in line with or above the national average, being strongest in reading. The proportion of pupils who exceeded expected progress in 2013 was not as strong in writing but the current picture is stronger across the school showing pupils' good overall progress.
- The school's assessment and tracking data show that pupils supported by the pupil premium make similar progress to their classmates across the age range. The school is ensuring that the additional pupil premium funding is used to provide well-targeted, effective support that may benefit eligible pupils and successfully raise standards. This demonstrates the school's commitment to providing equality of opportunity. In 2013, these pupils attained standards that were between one and two terms below those of the other pupils, reflecting the particular ability of this group.
- The most able pupils make good progress overall. They demonstrate some well-developed skills in literacy and numeracy and learn how to work things out for themselves as they move through the school. This was particularly strong in Years 5 and 6.
- Disabled pupils and those who have special educational needs benefit from good pastoral care and make good progress from their individual starting points. This is because teachers and teaching assistants have a thorough understanding of their needs, and pupils are effectively supported by well-planned teaching that promotes their good learning and progress.

The quality of teaching is good

- Teaching is good and evidence from data and the assessment of teaching shows steady improvement in its quality over the past two years. These improvements are not shared sufficiently to raise the quality of teaching even higher across the school.
- Relationships are very positive and pupils are highly absorbed in their learning and are eager to do well. In English in Year 3, pupils focused on role play to reinforce their understanding of how to structure a story, linked to the book the class had been reading. The excellent outcomes reflected high expectations, with pupils understanding exactly what they were learning and what

was expected of them.

- Teaching in the Reception/Year 1 and Year 2 is effective and frequently involves the use of praise and reinforces the importance of attention and concentration. Clear explanations and questioning are used effectively to check understanding. Pupils who are disabled or who have special educational needs are fully involved and encouraged to participate in all activities.
- A robust system of assessment ensures an accurate understanding about the progress pupils make. However, this information is not always used accurately enough to ensure that the work provided for pupils is very closely matched to their learning needs, therefore ensuring that they can always make good progress. This is especially the case in writing and expectations are not always high enough especially when pupils write in different subjects.
- Planning is successful and includes imaginative use of high-quality resources that provide effective support to pupils in their learning.
- The management of pupils' behaviour is highly effective. Good relationships between staff and pupils create a positive learning environment within the classroom. As a result, pupils behave well, work very well together and have good attitudes to learning.
- The special educational needs coordinator makes sure that the achievement of groups or individual pupils with special educational needs is tracked carefully and that such pupils receive good quality support during or outside lessons, leading to their good progress.
- Other adults make a positive contribution to support all pupils' learning, especially those who may need additional help. This effective support builds pupils' confidence and enhances their basic skills, so that they can play a full part in lessons and make good progress.
- The effective teaching of phonics enables pupils to quickly become confident readers. The school has implemented a range of initiatives to promote the enjoyment of reading across the school.
- The school has a comprehensive marking policy and a whole-school approach to guiding pupils in their next steps of learning. However, the guidance to pupils as to how to improve their work and the expectation of what they must do next are not clear enough. Pupils are often not given sufficient opportunities to reflect on their learning and respond to the marking.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and courteous with adults and treat one another with respect. Pupils behave well in lessons and have positive attitudes; they are enthusiastic and keen to learn.
- There is a clear and well known behaviour policy, which is consistently implemented by all staff and fully understood by pupils.
- The school has a welcoming atmosphere and all pupils feel valued. Teachers and other adults set good examples of how to respect one another and this contributes to the good relationships between pupils. They are considerate and celebrate one another's achievements and success.
- Pupils interviewed agreed they enjoyed school. They said that most lessons were interesting and teachers and other adults in school help them with their learning. Pupils spoke enthusiastically about learning to spell and read, the fun activities they do in lessons and about the wide range of clubs and other activities that the school offers.
- When pupils are playing outside, moving around the school, or interacting with one another and adults, their behaviour is consistently good. They are considerate and have a strong sense of right and wrong. Older pupils have a range of responsibilities which they undertake with pride.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school. Incidents of bullying are rare; when bullying does happen, pupils are confident that teachers and other adults will deal with it quickly and effectively. They have a trusting relationship with adults who work at the school and feel they are cared for very well. They have a clear understanding of risk, which is strongly reinforced by the school's input on personal safety. Pupils know why they should not give out personal information such as their names and addresses to strangers, including when using the internet.
- The school council is effective in giving pupils a say in a range of matters and members make an

effective contribution to the positive ethos of the school.

- Parental responses to the online survey and to the school's own recent questionnaire, and in discussion with inspectors indicate that parents overwhelmingly agree with their children's views about the good care and behaviour in the school.
- Attendance is broadly in line with the national average overall. It is currently slightly lower than in previous years, because of a small group of pupils who are persistently absent. The school is working cooperatively with families and external agencies to improve the punctuality and reduce the absence of these pupils.

The leadership and management are good

- The school is very well led by the headteacher. She gives clear direction, focus and commitment in order to sustain the school's continued improvement. This sets the tone for the whole school. Middle leaders are effectively developing their leadership and management skills and make the most of an increasing range of opportunities to be accountable for specific aspects of the school's provision.
- Senior leaders act as good role models for the staff through their own teaching and skills in improving the work of others. The current restructuring of staffing includes plans to build on this good practice. While much data and information are collected relating to pupils' performance and attendance, there is sometimes an insufficient emphasis on the analysis of the information collected and the ways in which this information is then used to form action plans. However, senior leaders have an accurate view of what is working well and this does not diminish the school's capacity for further improvement.
- The impact of the leaders' approach to ensuring equal opportunities for all pupils is reflected in the good progress being made by pupils in all groups. There is no discrimination throughout the school.
- Systems are in place to hold staff accountable for the progress their pupils make. Teaching is checked closely and teachers have targets that are based on their performance and the progress pupils make. Salary awards are linked to the achievement of their objectives.
- The curriculum makes learning enjoyable and enables pupils to develop their basic skills well. The numerous opportunities for pupils to work together, broaden their understanding with visitors to the school, and go on trips and visits promote their learning and their spiritual, moral, social and cultural development very well.
- The local authority has provided light-touch support for this school, for example by working with the headteacher to observe teaching and to identify the strengths and areas in need of development. The additional funding provided for federation activities has been used effectively for sharing expertise and joint training events.
- The school has a strong record of high levels of participation in sport in recent years. The additional primary school sport funding is being used to part-fund a multi-use games area which aims to increase participation further by widening the number of competitive events with other schools locally and by providing more year-round extra-curricular activities.
- **The governance of the school:**
 - Governors provide strong support for the work of the school. Their energy and insight contribute positively to the school's strategic drive for improvement. Governors make decisions based on a detailed understanding of the school's strengths and areas for development. Their monitoring role, coupled with an improving understanding of pupil performance data, means that governors have a good knowledge of the school's performance and quality of teaching. They hold leaders robustly to account for school improvement, and ensure that teachers' performance is closely linked to pay progression. They ensure that safeguarding arrangements meet the statutory requirements and are effective and that school policies are reviewed on a regular basis. Governors also effectively monitor the school's deployment of its resources.

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	105807
Local authority	Rochdale
Inspection number	439555

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	230
Appropriate authority	The governing body
Chair	Gary Walczak
Headteacher	Judith Rainford
Date of previous school inspection	27 March 2009
Telephone number	01706 378991
Fax number	01706 370525
Email address	office@standrewsce.rochdale.sch.uk

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

