

St Andrew's CofE (C) Primary School

Ferrers Road, Weston, Stafford, ST18 0JN

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment in Year 6 is above average and is rising steadily across the school.
- Pupils make good progress from Reception onwards and most groups achieve well in reading, writing and mathematics.
- Key Stage 2 pupils make especially good progress in reading.
- Most teaching supports pupils well. The methods and resources teachers select, together with the interesting topics pupils study, ensure that pupils enjoy their learning.
- Teachers guide pupils' learning well, especially in the older year groups. Pupils know how they can improve their work.
- Pupils behave well. They demonstrate positive and mature attitudes. They work well together with minimal supervision. Their pride in their school and warm relationships with staff ensure that activities run smoothly.
- Pupils and all parents who provided their opinions about the school on Parent View report that the school keeps pupils safe.
- Attendance has risen sharply in the last year.
- Leaders, especially the headteacher, managers and governors, have taken swift and successful actions to improve teaching and to raise pupils' achievement. They have used external consultants and training to help in this.

It is not yet an outstanding school because

- The most-able pupils sometimes do not make the progress they are capable of when the work they are set is too easy.
- Teachers' questioning is sometimes too brief or too lacking in depth to enable pupils to review and extend their learning effectively.
- Boys, especially in the younger year groups, do not attain as highly in writing as they do in reading and in mathematics.

Information about this inspection

- Inspectors observed teaching in nine lessons taught by seven teachers. Three of these lessons were observed together with the headteacher or deputy headteacher.
- Some pupils in Year 2 were heard reading.
- Samples of pupils' work in English and mathematics were analysed in detail.
- Meetings were held with school staff, a group of pupils, four governors, and a local leader of education from Colwich Primary School.
- A telephone conversation was held with a representative from the local authority.
- Inspectors took account of the 10 questionnaires completed by staff. They also considered the 48 responses to the Ofsted online questionnaire, Parent View, and the school's own recent surveys of parents' views. An inspector spoke informally to some parents at the beginning of the school day.
- Inspectors checked a range of evidence including: monitoring records; consultants' reports; school improvement plans; the school's own data on pupils' attainment and progress; and policies, procedures and practice relating to safeguarding, behaviour and attendance.

Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Phil Unsworth

Additional Inspector

Full report

Information about this school

- The school is much smaller than most other primary schools.
- The school has received support from local authority consultants and locally based leaders of education since the previous inspection.
- Most pupils are from White British backgrounds. There are no pupils at an early stage of learning English as an additional language. About one fifth of pupils are traveller children from Romany or Gypsy backgrounds. About one tenth of pupils are the children of Ministry of Defence armed service personnel based at MOD Stafford.
- More pupils than is usually the case join or leave the school outside the normal times.
- The proportion of pupils supported by the pupil premium is below average. In this school, this additional funding mainly supports the children of armed service personnel, and those children in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A before- and after-school club, 'Chill Out of School Club', operates on the school site. This provision is managed by the governing body and was observed as part of this inspection.
- During the inspection, most Year 6 pupils were in the Isle of Man on a residential visit and temporary arrangements were in place in Year 4 to cover the absence of the teacher who accompanied them.

What does the school need to do to improve further?

- Raise pupils' achievement by making sure that:
 - teachers always make the best possible use of questioning to help pupils to review and extend their learning
 - teachers always provide the most-able pupils with work that makes them think hard and learn as quickly as they can
 - staff focus their efforts sharply to raise boys' attainment in writing to match that of the girls.

Inspection judgements

The achievement of pupils is good

- Almost all groups of pupils achieve well, especially in reading. Attainment in reading, writing and mathematics is rising steadily across the school and is above the levels expected for pupils' age in nearly all year groups.
- The levels of skills and aptitudes of children when they join Reception is broadly typical of those expected nationally. Current Reception children are making good progress. In previous years, they have joined Year 1 with average attainment. The most recent assessments show that a much higher proportion of children have achieved a good level of development this year.
- In 2013, an above average proportion of pupils were successful in the Year 1 screening check for phonics (the sounds that letters make). Most Year 2 pupils who did not meet the required standard in 2012 did so when they were checked again.
- In 2013, the attainment of Year 2 pupils was average in reading and mathematics and above average in writing. The attainment of Year 6 pupils was well above average in reading and writing and above average in mathematics. Almost all pupils made the progress expected of them and the proportions who exceeded expected progress were broadly similar to those reported nationally.
- There were too few Year 6 pupils in 2013 eligible for pupil premium funding to comment on their achievement without potentially identifying them. The school's assessment data show that, across the school, these pupils' attainment and rates of progress are similar to those of their classmates.
- The achievement of Traveller pupils is variable and largely depends on the length and regularity of their attendance. However, their attainment in Year 2 and Year 6 is higher than that of similar pupils nationally.
- Most disabled pupils and those who have special educational needs achieve well. Support programmes are increasingly effective in meeting their needs.
- Attainment in the current Year 6 class is, overall, above the level expected for their age and these pupils have made good progress from their starting points in Year 3. Older pupils have good opportunities to apply their reading skills in other subjects. Improvements in teaching have raised pupils' achievement in mathematics across the school. Pupils have benefited from a wider range of opportunities to apply their skills in problem-solving and investigative work.
- While boys make similar progress to girls in writing, their attainment in this skill is lower than that of girls, especially in the younger year groups. The school's work to close this gap is at an early stage. Recent actions have mainly been focused on raising pupils' achievement in reading and mathematics. Nevertheless, boys have responded well to a recent topic which provided them with an interesting purpose for writing.
- Across the school, the progress of the most-able pupils is not consistently good as they are not always challenged enough to extend their skills fully.

The quality of teaching is good

- Teaching is typically good over time. Warm, respectful relationships encourage a strong spirit of cooperation between pupils, who are always willing to explore ideas with their classmates. Teachers' interesting use of a range of topics, methods and resources, including new technology, captures and sustains pupils' engagement in their learning.
- Reception staff take children's interests fully into account and foster positive attitudes to learning. They teach mathematical skills well so that children understand addition and subtraction securely with or without the help of number lines. Staff support children skilfully when they are choosing their activities and insist that children explain what they are doing. This encourages children to focus well and to see tasks through to a successful conclusion.
- The teaching of early reading skills is good. This ensures that Year 2 pupils read competently and their carefully chosen books provide them with ample practice in revising common words and key sounds. Pupils' reading records show that staff and parents work well together to check and to extend pupils' skills.
- Tasks and activities are usually well thought out as teachers have improved their assessment practice and now check pupils' progress closely. They guide pupils' learning well so that older pupils are clear about the steps they need to take next and how they can develop their work in lessons. Pupils say that their targets are helpful, because we have something to aim for'.
- Teachers enable pupils to make useful connections in their learning. During the inspection, for example, the Reception teacher ensured children were knowledgeable about muscles and the need for hydration during a physical education lesson. She also provided them with suitable opportunities during the activities to practise their literacy and numeracy skills.
- Teachers make sure that disabled pupils and those who have special educational needs are fully included in lessons and are effectively supported by teaching assistants.
- During the inspection, Year 6 pupils were observed to be developing their understanding of coordinates well in a practical task, supported by focused, detailed questioning by the teacher. Not all staff explain tasks or question pupils really well. Sometimes staff's questioning is too brief or lacks sufficient depth to enable pupils to review thoroughly what they have learnt or to extend their ideas.
- Teachers do not always have high expectations for the most-able pupils. On a few occasions, they spend too long on tasks which do not extend their skills or provide them with enough scope to think hard for themselves.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Reception children show good levels of confidence and persistence because they understand clearly why they are undertaking their chosen tasks. They concentrate fully and are very keen to answer the teacher's questions.
- Pupils in all year groups are responsible and self-disciplined. Younger pupils can be relied upon to work unaided while teachers work with other groups of pupils. Pupils are articulate and mature and keen to cooperate with staff and with each other when sharing ideas.
- Pupils mix well together. They enjoy active play and make good use of the resources available at

lunchtimes to practise their skills, for example in ball-handling and mini-hockey. They understand the principles of teamwork, as shown when boys and girls quickly organised themselves into teams to play cricket. Older pupils treat younger ones sensitively and are always ready to lend them a helping hand when they need it.

- Pupils are proud of their school and value their school councillors who have successfully proposed playground improvements, including the quiet 'reflection hut'.
- Pupils and their parents have very few concerns about behaviour and bullying. Pupils say that sanctions rarely need to be used and that any problems are quickly sorted out at 'the buddy seat' or with adult help. Pupils know about the different types of bullying. There are very few recorded incidents of unsuitable behaviour. There have been no exclusions in recent years.
- Pupils behave well in public areas inside school, such as the dining hall and during assemblies. They are quick to comply with staff's requests and follow the school rules which they have helped to design. They volunteer help eagerly. Assemblies provide pupils with ample opportunities to reflect on spiritual values and foster their sense of self-esteem and tolerance for others.
- Attendance has risen considerably in the past year. Largely, this has been achieved as a result of the school's increasing range of strategies for working with Traveller families.
- The school's work to keep pupils safe and secure is good. Useful improvements have been made to the site's security. Staff look after pupils well. Pupils, in turn, behave very sensibly to overcome any potential obstacles posed by the accommodation which is tight in some classrooms and corridors.
- Pupils keep each other safe by adhering to the school's values and showing consideration for each other at work and at play. Pupils know how to stay safe in most potentially hazardous situations although their awareness of e-safety is less well developed.
- The school promotes equal opportunities well and ensures that there is no discrimination. It does this through, for example, its display boards, effective use of outside agencies and the 'Chill Out of School Club' which provides additional child-care facilities during holiday periods.

The leadership and management are good

- Leaders reacted swiftly to a dip in pupils' attainment in 2012. Their well-focused, decisive actions have ensured that the areas for improvement, outlined in the previous inspection report, have been tackled successfully. They have used partnerships and training very effectively to improve teaching and leadership skills and to raise achievement across the school.
- The headteacher leads and manages his staff well. Teaching is checked regularly and suitable actions are taken to tackle any underperformance. Plans and procedures for monitoring the impact of the school's work, including the progress of different groups of pupils are now more timely and rigorous. Data are analysed accurately and leaders use this information purposefully to direct teaching, to hold staff accountable for pupils' progress and to set suitable targets for pupils.
- Pupil premium funding has been used effectively, for example to accelerate eligible pupils' progress in mathematics. Support programmes for other pupils who need or who would benefit from extra help are now established in reading and in mathematics, but are less well developed

in writing.

- School self-evaluation is accurate, because it is guided by the contributions of senior and middle leaders who have improved their expertise in leading key subjects. These leaders, in common with other teachers in the school, are keen to improve their performance and to learn from best practice elsewhere.
- The curriculum meets pupils' needs well although further work is needed to develop boys' writing skills in the younger year groups. Pupils' spiritual, moral, social and cultural development is fostered well. Regular reinforcement of themes such as self-esteem, respect for others and diversity encourage pupils to be courteous and reflective in their outlook and equip them with useful life skills.
- The first instalment of the national sport funding for primary schools was received recently and has been spent appropriately. It has been used, for example, for staff training and to introduce pupils to a wider range of physical activities, such as gymnastics and orienteering, where pupils have enjoyed success in a recent regional competition.
- The local authority has taken several successful actions to support the school's drive for improvement. Consultants have provided staff with sound advice to raise pupils' achievement in mathematics and while monitoring teaching and learning across the school, including in Reception. Support from the local leaders of education has helped the school, for example, to improve the rigour of its systems and procedures for checking pupils' progress.
- **The governance of the school:**
 - Governance, under new leadership, has improved considerably since the previous inspection. Key governors are ambitious for the school, know their roles better and hold senior leaders to account. They demonstrate a good range of expertise and use their knowledge astutely to support leaders and to drive improvement.
 - Governors have audited their skills and have used this information carefully to reorganise their committees and to help individual governors gain greater insight into the school's work.
 - They have made good use of data training. They have a sharp understanding of how well groups of pupils are doing and which aspects of pupils' skills need further development.
 - They have spent pupil premium funding wisely to ensure that it has the required impact on raising the achievement of eligible pupils.
 - Their effective support for leaders in checking the school's performance helps the school to set clear goals for the future. Governors' increasing confidence in their capacity to direct the school's work well is reflected in the recent arrangements they have set up, for example surgeries for consulting with parents and links with key subject leaders.
 - Governors are suitably aware of procedures for managing staff's performance and use the information which they receive appropriately to check whether the headteacher and other teachers have fully achieved their targets before agreeing to pay rises.
 - Governors ensure that current government requirements for safeguarding are met.

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	124298
Local authority	Staffordshire
Inspection number	442565

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	162
Appropriate authority	The governing body
Chair	Viv Starkie
Headteacher	Paul Hayward
Date of previous school inspection	28 November 2012
Telephone number	01889 256555
Fax number	N/A
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