

# St Andrew's Church of England Infants School

Winchelsea Road, Eastbourne, East Sussex, BN22 7PP

**Inspection dates** 13–14 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a good school because good teaching ensures that pupils achieve well.
- Most children and pupils in the school make good progress from their starting points.
- Children in the Early Years Foundation Stage are taught well. They end their year in Reception ready for learning in Year 1.
- Pupils' results have strongly improved. Their results in reading, writing and mathematics at the end of Key Stage 1 are above national averages.
- The most able pupils attain high results and make rapid progress.
- Teaching is good across the school. It has become more consistent in quality and effectiveness since the time of the previous inspection.
- Pupils enjoy learning and take pride in their achievements.
- The school promotes pupils' thoughtfulness and consideration for others well. Pupils are courteous and well behaved.
- Pupils are kept safe and well looked after by the school.
- The headteacher, other leaders and governors have worked hard and successfully to improve the school. They have ensured that high expectations of pupils and teachers are shared across the school. Achievement and teaching have improved significantly as a result.

### It is not yet an outstanding school because

- Disadvantaged pupils' progress is slower than that of other pupils.
- The amount of challenge given to pupils, including the most able, is not always as high as possible.
- Some of the 'steps to success' given to pupils are not as precise as they should be. Pupils are not informed clearly and consistently about what they should aim to include in their work.

## Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 11 lessons and pupils' behaviour in the playground and at lunchtime. No lessons were observed jointly with senior leaders.
- Discussions were held with pupils, three members of the governing body, the headteacher and other members of staff. A discussion was also held with a representative from the local authority.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents including plans for what pupils should learn in each subject, plans for the school's future development, and records of the school's use of the primary sport funding and pupil premium funding. They also scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is monitored and records of how the quality of teaching is checked.
- The views of parents were taken into account by taking note of the 33 responses to the online Parent View survey, a message from a parent and discussions with several parents.
- Staff views were taken into consideration by looking at questionnaires completed by 25 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

Denise James-Mason

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average-sized infant school.
- The proportion of pupils who are eligible for the pupil premium (additional government funding for children known to be eligible for free school meals or in the care of the local authority) is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs is slightly lower than in most other schools.
- Most pupils are of White British heritage.
- Children in the Early Years Foundation Stage have four full-time Reception classes provided for them.

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

- Ensure that disadvantaged pupils make consistently good progress by:
  - reviewing the effectiveness of the additional support that these pupils receive.
  - adjusting the additional support given to disadvantaged pupils in the light of such reviews.
- Increase the amount of outstanding teaching in the school by:
  - ensuring that the 'steps to success' shared with pupils are consistently clear and precise
  - further increasing the amount of challenge given to pupils, including the most able.

## Inspection judgements

### The leadership and management are good

- The headteacher, firmly supported by the deputy headteacher, other leaders and governors, has put much effort into improving the school and raising expectations. She has tightened up the way that staff performance is monitored, with the result that staff clearly understand what is expected of them. Teaching and achievement have improved strongly as a result.
- The deputy headteacher has led strong improvements to senior leaders use of information about pupils' achievement. They monitor the progress made by different groups of pupils carefully and accurately. As a result, leaders and teachers set ambitious targets for pupils' progress and work hard to meet these.
- The headteacher evaluates the school's strengths and weaknesses regularly and accurately. As a result, any weaknesses are dealt with swiftly, while strengths are built on well.
- The school development plan has become more robust since the previous inspection of the school. It contains clear objectives and identifies how these will be met. Leaders carefully and regularly monitor the effectiveness of actions taken to improve the school.
- The school has developed the role of middle leaders since the time of the previous inspection. Middle leaders contribute well to school improvement. They have increased skills and knowledge of other staff in key subjects. Middle leaders have helped lead the improvements made to the curriculum since the time of the previous inspection. Senior leaders ensure that middle leaders are supported and enabled to carry out their roles well.
- The school's curriculum is good. It has been revised carefully in the light of the new National Curriculum, and expectations of pupils' learning across a good range of different subjects have been raised. Pupils' progress in different subjects is tracked carefully as pupils move through the school.
- The school operates through an ethos of 'engagement, inclusion and challenge'. It ensures that pupils are well prepared for life in modern Britain through, for example, promoting tolerance and respect for people of all faiths. Its work in this area promotes equal opportunities and guards against discrimination well.
- Sport premium funding is spent effectively. Pupils' engagement and performance in sport have been promoted well through the use of specialist expertise from a local secondary school and sports coaches. Staff have received training in physical education teaching, with the result that this has improved. The school offers a good range of sports clubs and has increased swimming opportunities for Year 2 pupils.
- Other additional funding is spent effectively overall. Disadvantaged pupils' standards of work and attendance have improved as a result. However, disadvantaged pupils make slower progress than other pupils in the school because the additional support they receive is less effective than that for other groups.
- The school's safeguarding work meets statutory requirements. Staff and governors are up to date with their training and proper procedures are in place.
- The local authority has supported the school well since the previous inspection. It has helped the school benefit from examples of good practice in other schools. The local authority has also given effective training to staff and governors.
- Leaders have the confidence of parents and have formed good relationships with them. An overwhelming majority of parents who offered an opinion thought that the school was led and managed well.
- **The governance of the school:**
  - The governing body monitors the effectiveness of school provision and teaching in a systematic manner. Governors make regular visits to the school to see and discuss the impact of teaching on pupils' learning and progress.
  - The governors understand information about pupils' achievement well and use their knowledge to challenge leaders when they consider that achievement is not good enough. They check that funding is spent wisely and that expectations of teachers and pupils are high.
  - Governors make sure that any pay awards are justified by the quality of staff performance and that staff get sufficient support to help them perform well.
  - Governors have contributed strongly to the school development plan and helped ensure that all the points for improvement from the previous inspection have been met. Their impact on school improvement is good.

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

- The behaviour of pupils is good.
- The school consistently promotes the value of learning and of achieving highly. As a result, pupils are highly motivated to learn and proud of their work. However, there are a few times when pupils are not challenged as much as possible. During these moments some pupils and children lose focus and do not use their time as productively as they do normally.
- Pupils are polite and friendly towards one another. They behave well and treat people, buildings and resources with care. Pupils show a high level of respect for their teachers.
- The school manages behaviour effectively and promotes consideration for others. Pupils who met the inspectors talked convincingly about the importance of helping and respecting others.
- There have been very few incidents of poor behaviour over time. School records show that the school has been successful in improving pupils' behaviour when it has fallen short of expectations.
- Pupils who talked to the inspectors demonstrated an understanding of different kinds of bullying, including cyber bullying, but said that there was no bullying in the school.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Children and pupils are well supervised at all times. Pupils follow safety rules and travel around the school carefully.
- The school promotes e-safety effectively and pupils are aware of how to avoid risk. They understand the importance of staying safe.
- Attendance has improved over time and is now approximately in line with national averages. Persistent absenteeism has been reduced successfully by the school.
- An overwhelming majority of parents who offered an opinion thought that their children were safe, happy and well looked after at the school.

**The quality of teaching is good**

- Teaching across the school has strengthened since the previous inspection and is now consistently good. Pupils' achievements at the end of Key Stage 1 have sharply improved as a result.
- Teachers' expectations of pupils have risen and are now high across the school. Teachers constantly urge pupils to do their best and produce work of the highest quality. However, sometimes, the 'steps to success' given to pupils are not as precise as they could be. Pupils are not always informed as clearly as possible about what they should aim to include in their work.
- Most teaching offers pupils, including the most able, a high level of challenge. This is a key reason why pupils' achievement has improved. However, there are still too many instances when the level of challenge is not as high as it should be. For example, there is some inconsistency in the use of extension activities for the most able pupils.
- Reading is taught well by the school. Pupils demonstrate a love of reading and an ability to tackle unfamiliar words.
- The teaching of writing has developed strongly. The school has focused successfully on improving the writing of boys and raising its quality.
- Mathematics teaching is effective. A new calculation policy has helped to guide teachers in ensuring that pupils make good progress in mathematics as they move through the school.
- The school has revised its approach to marking and feedback, with the result that these have become more consistently effective across the school. Staff give pupils helpful advice about how to improve their work.
- Teaching assistants direct and support pupils well during lessons, including those pupils with special educational needs. However, some of the extra support given to disadvantaged pupils is limited in its impact. The effectiveness of this support is not reviewed carefully enough for subsequent adjustments and improvements to be made.
- An overwhelming majority of parents who offered an opinion thought that their children were taught well.

**The achievement of pupils is good**

- Most children and pupils across the school make good progress in reading, writing and mathematics.
- The school's results in the Year 1 national phonic (linking letters to the sounds they make) check are slightly lower than average. However, recent improvements to the teaching of phonics mean that the current Year 1 pupils are reaching higher standards in this area.
- Pupils' results at the end of Key Stage 1 have strongly improved over the previous year. Pupils' results in reading, writing and mathematics are significantly higher than average at expected levels.
- The most able pupils' results at the higher levels at the end of Key Stage 1 are above average in writing and mathematics. Their results in reading are significantly higher than those in most other schools. The most able pupils make rapid progress across the school.
- Disabled pupils and those who have special educational needs make good progress across the school. This is because their needs are carefully identified and responded to by the leader responsible for these pupils and other staff. The attainment of these pupils is lower than that of other pupils nationally and in the school. However, it has improved strongly since the previous year.
- The attainment of disadvantaged pupils has also improved. The attainment of these pupils is higher than that of other pupils nationally in reading and writing. Their attainment in mathematics is in line with other pupils nationally. However, disadvantaged pupils make slower progress than other pupils in the school. The gap between disadvantaged pupils and other pupils in the school widened slightly in the most recent academic year.
- An overwhelming majority of parents who offered an opinion thought that their children make good progress in the school.

### The early years provision

is good

- Children enter the Early Years Foundation Stage with skills below those typical for their age. They finish Reception having attained standards in line with national expectations. This demonstrates that they make good progress and are well prepared for learning in Year 1.
- Children's attitudes to learning are similar to those of other pupils in the school. Children concentrate well, especially when they are challenged sufficiently. They listen to adults carefully and follow instructions happily. They behave well towards each other.
- Staff supervise children well. They ensure that children are kept safe, including when visitors are in the children's classes.
- Teaching in the Early Years Foundation Stage is consistently good. Staff give children clear guidance that enables them to develop their knowledge, skills and understanding. Activities on offer are stimulating and purposeful. However, the use made of the early years classroom environments to promote learning varies in effectiveness.
- Early years staff accurately assess children's skills across the different areas of learning as the children move through Reception. However, staff have only recently started to assess children well on entry to the school.
- Early years staff communicate well with parents and give them the opportunity to contribute to the assessment of their children. An example of this is the use of 'wow' cards that parents can use to tell staff about children's achievements at home.
- The early years leader has a clear idea of the improvements he would like to see. Changes to practice already introduced have led to more children achieving a good level of development than in previous years.

## 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>	449265

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>	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Bignell
<b>Headteacher</b>	Carol Meakins
<b>Date of previous school inspection</b>	4–5 July 2013
<b>Telephone number</b>	01323 724749
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