

St Andrew's Church of England Primary School

Springfield Street, Oswaldtwistle, Accrington, Lancashire BB5 3LG

Inspection dates 3–4 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers, including governors, have been successful in their drive to raise standards since the previous inspection. Pupils are now making good progress and their achievement in reading and mathematics has improved rapidly.
- The headteacher, ably supported by a new and developing leadership team, has secured improvements in teaching in spite of some particular challenges, including extensive building work and staff changes. Teaching is now good.
- Leaders and managers have a clear view of how successful the school can be. Actions are effective and achievement is improving as a result.
- Pupils who are currently in school make stronger progress across the whole school, particularly in reading and mathematics.
- Pupils behave well and they are kind and considerate. Bullying is extremely rare and any incidents of poor behaviour are dealt with swiftly.
- Pupils say they feel safe in school. Procedures to keep pupils safe are extremely robust.
- The school provides a well-planned, broad and balanced range of activities and subjects. All national curriculum topics are covered thoroughly.
- The school supports disadvantaged pupils well. They are now making better progress and participate fully in everything school offers.
- Pupils enjoy being in school; attendance is good.
- Good teaching and very effective indoor provision in the early years ensure that children get off to a good start and are ready for Year 1.

It is not yet an outstanding school because

- Pupils' progress in writing lags behind that in reading and mathematics. Expectations about what pupils can achieve in writing, including presentation, are not yet high enough.
- Pupils have limited opportunities to reason in mathematics – for example to follow a line of enquiry or develop an argument.
- There are limited opportunities for children in the early years to develop their learning outdoors.
- The plans used to move the school forward do not all include sharp, measurable targets to judge how well pupils are doing. Consequently, leaders and governors are not able to assess fully the impact of actions on pupils' achievement.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - ensuring that teachers have high expectations of what pupils can achieve in writing
 - giving more emphasis to developing pupils' use of mathematical reasoning
 - improving the presentation of work throughout the school.

- Further improve early years by:
 - ensuring better opportunities for children in the early years to develop their learning outdoors
 - ensuring that there are sufficient opportunities for children to develop their writing skills indoors and out.

- Strengthen leadership and management further by:
 - ensuring that plans for further improvement have clear targets for pupils' achievement
 - ensuring that middle leaders check how well pupils are progressing as well as checking on the provision that is being made.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and assistant headteachers have a clear vision for the school and a good understanding of the strengths and weaknesses in provision and where further improvements can be made. Swift action from leaders in settling staffing issues and overcoming disruptive building work has led to better progress. Consequently, the dip in pupils' achievement in 2015 has been rectified and pupils' current work shows good progress.
- There is a strong sense of teamwork in the school; all staff say they feel valued. A wide range of professional development opportunities have supported improvements in teaching and accelerated pupils' progress, particularly in reading and mathematics. One staff member commented: 'I have had fantastic support professionally and personally and hope to be here for many years to come.'
- Middle leaders are extremely enthusiastic and the newly formed 'teaching and learning team' have worked hard to develop their understanding of the provision in their subject areas.
- The curriculum is broad and balanced. It is enriched by a wide range of visits, visitors and extra-curricular activities. Pupils spoke with excitement about their trips to the zoo, a farm and residential visits. In addition, the school has a wide range of after-school and lunchtime clubs that pupils enjoy. One particular favourite is the 'jelly bean bamboozle club'. The teaching of music is a particular strength.
- The teaching of science complies with all the requirements of the national curriculum. Pupils are taught a range of topics including plants, animals, materials, forces and evolution.
- Pupils' spiritual, moral, social and cultural understanding is developed well across the school. Pupils learn about other cultures and faiths. They have an opportunity to visit museums and theatres. They have an active school council and have been involved in a number of fundraising activities. As a result, pupils have a good understanding of British values and equality of opportunity.
- The provision for pupils who have special needs or disability is improving. The newly appointed assistant headteacher ensures effective support for these pupils and the full involvement of parents. One-to-one support for some pupils is particularly effective, so pupils make accelerated progress.
- Leaders use additional funding for disadvantaged pupils well. The funding ensures that any difficulties that get in the way of learning for these pupils are addressed. It also provides extra support for these pupils if they are falling behind. Consequently, the gap between these pupils and others has narrowed over the last two years.
- Additional funding the school receives to promote sport in school is used well. Pupils are sometimes taught by specialist coaches and this helps to develop their skills in a range of activities including basketball, football, cricket and dancing.
- The school has been very well supported by the local authority and leaders are appreciative of this help. The support has helped the school secure improvements in teaching and achievement.
- Leaders and managers at all levels draw up plans to help the school address priorities for improvement. The actions are appropriate and plans have been successful in ensuring that improvements have taken place. However, the plans lack sharp targets to measure how well pupils are doing.
- When middle leaders make checks on their subjects they look at teaching but do not always focus enough on the outcomes for pupils.
- Parents are largely supportive, although one or two had concerns about the rapid growth of the school in recent years.
- **The governance of the school**
 - The governing body has gone through a number of changes since the last inspection. The current governors now have a broader range of skills and experience than previously.
 - Governors have a good understanding of the strengths and weaknesses in provision and hold leaders to account for the performance of the school with much more rigour. They ask challenging questions to gain a good understanding of the work of the school and how effective it is. They understand performance data and are ambitious for the pupils.
 - Governors are well aware of how funding, including pupil premium, is spent and the impact it is having on improving outcomes for pupils.
- The arrangements for safeguarding are effective. A range of policies ensures that pupils are kept safe. The school works with a variety of external agencies to ensure that pupils and families who may require extra support receive it. Staff take part in an assortment of training to ensure that they are able to

protect pupils from harm. The school site and building are safe; pupils are supervised well. There are robust procedures to check that everyone working in or visiting school has appropriate checks.

Quality of teaching, learning and assessment is good

- There has been a marked improvement in the quality of teaching since the last inspection. As a result, pupils are making better progress, particularly in reading and mathematics.
- Lessons are well planned. Teachers and teaching assistants know where pupils are in their learning and how to move them on. Timely interventions ensure that if pupils are falling behind they are given some extra support to catch up.
- Teachers skilfully question pupils in order to deepen their understanding.
- Pupils enjoy reading, and improvements in the teaching of phonics (letters and the sounds that they make) mean that pupils are now making better progress in this area. Pupils particularly enjoy using the new library in school and they are becoming more confident and less dependent on adult help when reading.
- Systems used to assess how well pupils are doing are relatively new, but are being used well to measure pupils' progress and set targets for further improvements. Feedback given to pupils in their books is effective and pupils were able to tell inspectors what they needed to do to improve.
- Pupils are enthusiastic and keen to learn. They enjoy a wide range of subjects. One Year 1 pupil commented: 'I love literacy, because it gives my brain muscles.'
- Information technology is used very effectively to excite pupils about their learning. For example, pupils are encouraged to write for their class blog and an online system in early years and Year 1 allows parents to see what pupils are learning.
- Teaching assistants are effective in supporting the learning in class. They question and encourage pupils and if necessary reinforce learning for those who may have struggled with a new concept.
- Occasionally the expectations of what pupils can achieve, particularly in writing, are not high enough. For example, teachers do not always encourage work to be presented as well as it can be, or sentences to be structured as effectively as they can be. Consequently progress in writing lags behind that of reading and mathematics.
- Effective teaching in mathematics has supported pupils to make rapid progress in the subject overall. However, pupils' skills in reasoning about numbers and mathematical concepts are not developed as well as other aspects. Pupils have limited opportunities to follow a line of enquiry and think logically.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school has a strong nurturing ethos and consequently pupils feel safe and happy in school. They understand that if they are worried or concerned about anything there is always an adult in school that they can talk to.
- Pupils demonstrate a growing confidence in their learning. They were keen to share their successes and targets with inspectors.
- Pupils have a good understanding of how to keep themselves safe, for example when they are on a school trip or crossing a road. They also understand how to keep themselves safe online. Some older pupils described lessons they had received about cyber bullying and what to do if this occurs.
- Pupils have a good understanding of prejudice-based bullying and were keen to point out that they all get along well, even though they know that everyone is different. Pupils report that bullying is extremely rare and that it is dealt with swiftly and effectively.
- Pupils of different ages play or spend time together. For example, Year 6 pupils often organise and run lunchtime clubs for younger pupils. These have included 'dancing and loom bands club'.
- Pupils understand the need for a healthy lifestyle. Year 6 pupils could talk about their healthy eating topic and how a good diet is important. Younger pupils said that they enjoy physical education and exercise.

Behaviour

- The behaviour of pupils is good; pupils are caring and considerate. They play and work well together. Pupils are very proud to say they attend St Andrew's. Most parents are equally proud. One parent said 'I'll

be sad when they have to go to secondary school.'

- Occasionally in classes one or two pupils can become slightly distracted; however, teachers and teaching assistants are skilled in ensuring that they are quickly back on task.
- When a very small number of pupils demonstrate challenging behaviour, the school works decisively to improve it and guarantee that it does not have an impact on the learning of others.
- Leaders and managers, along with the learning mentor, work extremely hard to make sure that attendance remains higher than the national average. The school have been particularly successful in working with a number of families to improve attendance and make sure that pupils are on time for school.

Outcomes for pupils

are good

- Progress and attainment improved in 2014; however, performance data for 2015 showed a slight dip in pupils' achievement, particularly at Key Stage 2. This was partly due the impact of staffing changes and disruption caused by extensive building work during this period. Senior leaders have acted swiftly to ensure that the pupils are now making good progress across the school, with particularly rapid progress in reading and mathematics.
- Current school data and the work in pupils' books indicate a much-improved picture. Pupils are now making good progress, particularly in Year 6. This means a high proportion are on track to reach the expected standard for their age in each year group and Year 6 pupils are now prepared well for secondary school.
- Progress in writing lags slightly behind that of reading and mathematics. This is because expectations about what pupils can achieve in writing are not as high as in mathematics and reading.
- Pupils start Year 1 with skills, knowledge and understanding that are broadly typical for their age. A new rigour to how pupils are assessed and how they are helped to improve means that pupils are now making better progress in Years 1 and 2.
- Improvements in the way phonics is taught and the use of timely interventions in Year 1 mean that more pupils are now on track to achieve the required standard in the Year 1 phonics check.
- By the end of Year 6 disadvantaged pupils have not achieved as well as their classmates in the past. However, the school has worked hard to support disadvantaged pupils who are currently in school and as a result these pupils are now closing the gap with their peers.
- Assessment information indicates that the higher than average proportion of Gypsy, Roma, Traveller pupils make accelerated progress through school, sometimes from low starting points. By the end of Year 6 they achieve as well as their classmates.
- As a result of leadership changes, pupils who have special educational needs or disability are now receiving better support. One-to-one provision for some of these pupils is particularly effective. They make good progress from their starting points.

Early years provision

is good

- Children start Reception class with skills that are slightly below those typically expected for their age. Good teaching and good provision mean that children make good progress and leave early years with skills that are broadly typical for their age. The majority are ready for Year 1.
- Staff provide children with a range of stimulating and exciting activities. For example, some children were police officers hunting for a criminal, preparing their wanted posters and handcuffing suspects. Others were carefully counting objects using tweezers to develop their fine motor skills. Children behave well because activities are engaging and sustain their interest and concentration.
- Staff skilfully question children to develop their understanding and language skills. Teachers recap and build effectively on what pupils already know.
- Good phonics teaching means that many of the children know the sounds that make up words. Children are beginning to write these words too. However, expectations about how much writing children can achieve could be higher.
- Most children loved being outside to learn. They were very excited to be playing a game of 'What time is it Mr Wolf?' One little boy said, 'The wolf is very hungry you know!' Nevertheless, the outdoor area would

benefit from more opportunities for children to develop their learning on a bigger scale. Some areas outside have become a little shabby. Leaders are aware of this and have plans to make improvements.

- Disadvantaged pupils make good progress from their starting points. However, they do not reach as high standards as their peers, particularly in reading and writing. Leaders are using additional funding to try to close this gap. For example, they have purchased additional resources to support these children both at school and at home.
- Pupils who are disabled or have special needs are extremely well supported. The early years curriculum, along with this excellent support, ensures that they play a part in all the areas of learning and make very good progress.
- Staff have good relationships with parents and they know families well. They often get to know the families when the children start the pre-school, which is situated in the same building. Parents are appreciative of the work the school does. One wrote: 'My child loves coming to school, she has great Reception teachers who are very approachable and great with my child.'
- Good leadership of early years encourages good teamwork. Procedures for checking how well children are doing are robust and shared with parents on a regular basis.
- Procedures to keep children safe are good. Policies and procedures are communicated effectively and adhered to by all.

School details

Unique reference number	119413
Local authority	Lancashire
Inspection number	10002239

This inspection 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	242
Appropriate authority	The governing body
Chair	Gillian Warren
Headteacher/Principal/Teacher in charge	Christina Wilkinson
Telephone number	01254 231279
Website	www.standrewsprimary.com
Email address	head@st-andrews.lancs.sch.uk
Date of previous inspection	17–18 December 2013

Information about this school

- This is an average-sized primary school which has grown over the last two years.
- The school has a 'pre-school and twos' group on site, but it is managed separately and inspected separately.
- The majority of pupils are of White British backgrounds.
- There is a higher than average proportion of Gypsy, Roma, Traveller pupils.
- The proportion of pupils who have special needs or disability is lower than the national average.
- The proportion of disadvantaged pupils eligible for support from the pupil premium funding is average compared with other schools.
- There have been several changes to the leadership since the previous inspection. The deputy headteacher left and was replaced by two assistant headteachers. The middle leaders now make up a teaching and learning team.
- The school has undergone significant building work and now has a number of additional rooms, including four new classrooms and a new staff room.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed lessons, including one observation carried out jointly with the headteacher.
- The inspectors listened to pupils reading. They looked at examples of pupils' work and observed pupils at lunchtime and breaktimes.
- The inspectors held meetings with pupils, staff, members of the governing body and representatives from the local authority. They spoke to parents as they brought their children to school.
- The inspectors took account of 26 questionnaires returned by staff. There were 30 responses to the online questionnaire (Parent View).
- The inspectors looked at a range of documents, including data on pupils' current progress across the school, the school's view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- The inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Keith Wright

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

