

St Andrew's CofE Primary School

Nuthurst Road, Nuthurst, Horsham RH13 6LH

Inspection dates

10–11 March 2016

Overall effectiveness

Requires improvement

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching is not consistently good. As a result, pupils, including the most able, do not make consistently good progress and do not attain as highly as they should, given their typical starting points.
- Teaching does not develop pupils' reading, writing and mathematics skills systematically, including phonics, particularly in Key Stage 1. Throughout the school, pupils are not supported well to master and apply mathematical skills.
- Until very recently, teachers' assessments of pupils' achievement were not always reliable, particularly in Reception class and Key Stage 1.
- Leaders have not checked teaching systematically over time, or challenged staff well to improve.
- Senior leaders' assessments of the school's effectiveness, and reports to governors, have been overgenerous until very recently.
- The impact of middle leaders has been limited. Subject leadership is not yet organised across the full curriculum.
- Pupils are not prepared well for life in modern Britain.
- Governors do not hold leaders to account well, for pupils' outcomes or for the routine management of the school. Governors show a lack of urgency in developing their work.
- Some pupils' attendance is undermined by unauthorised holidays in term time. Until recently, this has gone unchallenged by leaders, including governors. Some pupils, particularly in Key Stage 1, show less respect for teaching assistants than for teachers.
- Until very recently, staff did not check the progress of children in Reception Year well, to support good provision and progress.

The school has the following strengths

- The new headteacher took swift action to begin remedying weaknesses. He quickly won the overwhelming support of pupils, parents, governors and staff.
- Permanent and temporary staff met during the inspection work hard as an effective team. They act promptly on guidance and training.
- Some good teaching is evident, particularly in Key Stage 2. English and mathematics leaders are now leading improvements in teaching well.
- Most pupils behave very well and attend school regularly. Because of the good care staff provide, pupils are safe and happy at school, and feel safe.

Full report

What does the school need to do to improve further?

- Improve leadership and management, including governance, by ensuring:
 - governors take urgent and effective action to: receive and check regular reports from leaders about pupils' achievement, teaching, and the routine running of the school including attendance; establish when and how they will check the progress of leaders' work to improve the school and the impact of leaders' actions on pupils' outcomes; support and challenge leaders to eradicate unauthorised absences, particularly for holidays in term time; agree, regulate and evaluate the operation of the governing body; improve records of governors' meetings
 - effective leadership is extended to cover the full curriculum, including checks on teaching and pupils' progress, and support for the development of pupils' experiences and staff knowledge and skills
 - the curriculum, pupils' experiences and the resources pupils use develop to reflect well the cultural diversity of life in modern Britain.

- Improve teaching so that all pupils, including the most able, make good progress from their starting points, particularly in reading, writing and mathematics, by ensuring:
 - teachers assess pupils' progress and attainment reliably, and use this information accurately to plan pupils' next steps in learning
 - the fundamental skills pupils need for reading, writing and mathematics, including phonics (the sounds letters make), are taught systematically, particularly during Reception Year and Key Stage 1
 - pupils of all ages have regular opportunities to apply their mathematical skills and understanding to solve problems and conduct mathematical investigations, to promote pupils' independent mastery of mathematics
 - teaching assistants throughout the school have a consistently effective impact on pupils' learning: in the classroom, when teaching phonics and when managing pupils' behaviour.

- Improve pupils' personal development, behaviour and welfare by:
 - taking effective action to reduce the amount of unauthorised absences for holidays in term time
 - ensuring all pupils in Key Stage 1 settle and learn well, whether taught by teachers or teaching assistants.

- Improve early years provision, so the proportion of children attaining a good level of development rises to reflect good progress from children's typical starting points, including for the most able, by ensuring:
 - that accurate assessment of children's knowledge and skills on entry into Reception Year, and reliable tracking of children's progress, precisely informs the provision and teaching adults provide
 - children's early skills for reading, writing and mathematics, including phonics, are developed systematically and securely.

- An external review of governance is recommended, to determine how this aspect of leadership and management should improve.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Over time, senior leaders have not ensured that teachers' assessments of pupils' progress were reliable, or that teaching supported all pupils to learn well. As a result, until very recently senior leaders' evaluations of the school's effectiveness were overgenerous, and weaker teaching was not challenged effectively.
- Senior leaders did not take effective action on the areas for improvement identified in the previous inspection report. As a result, teaching and provision in Reception Year did not improve and pupils' learning about the cultural diversity of modern Britain did not develop well.
- Over time, wider leadership in the school has not been developed well, to support pupils' experience and good progress in all the subjects of the curriculum.
- The new headteacher took swift action to remedy these weaknesses. It is too soon to see a significant impact on pupils' outcomes from his actions, but there are early signs of positive change.
- In the autumn term, the headteacher shared with governors his accurate evaluation of the school's strengths and weaknesses. Aligned to this analysis, the headteacher devised a practical improvement plan, with ambitious targets for improvement in pupils' achievement at all stages. Staff overwhelmingly support the headteacher's aspiration and are motivated by his vision and drive.
- The headteacher swiftly introduced a routine of regular checks on teaching and meetings with teachers about their pupils' progress. Discussions with teachers focus on information from newly introduced assessment processes, which have the potential to be more reliable than the school's previous methods.
- The headteacher has taken on the role of special educational needs coordinator (SENCo). He promptly reviewed and reorganised provision, assessment and record-keeping for these pupils and improved communication with their parents. The headteacher is energetically leading work towards the school's accreditation as a 'dyslexia friendly' school.
- The headteacher ensures that the long-established English leader and newly appointed mathematics leader have time to work well together to accelerate pupils' progress. The teaching of phonics has recently been reorganised, with training provided for staff. A calculation policy has just been introduced to support methodical teaching of these skills from Reception Year to Year 6. Both leaders are supporting effective work in Key Stage 2, to begin resolving the frequent errors many pupils show in their work.
- Pupils' spiritual and moral development is a strength. The school's 'values' and 'skills for life' are prominently displayed and rehearsed regularly in assembly and during lessons. Pupils are well versed in the importance of 'honesty', 'forgiveness', 'humility' and 'kindness', for example, and the skills of 'independence', 'communication' and 'collaboration'.
- Pupils' social and cultural development is more limited. Pupils experience occasional opportunities to experience life in wider British society, for example through a whole-school project on Hinduism last year, and by visits to places of worship, for example a local synagogue. A link with West Africa, through the local parish, enables pupils to support a school there through charitable activities. However, the rich, multicultural character of modern British society is not represented well to pupils in the curriculum or through visits and events over time.
- The headteacher ensures that additional government funds to support disadvantaged pupils (the pupil premium) are used well. Personal and academic support is provided, successfully boosting the confidence and achievement of the very small number of these pupils in the school.
- The school makes effective use of additional government funding for sport. Specialist teaching has enriched the range of sports pupils experience and provided valuable training for staff. Pupils in this small school are supported well to take part in competitive events. Pupils' skills in football and netball are developed well, so that pupils feel confident to take part in these team sports at secondary school.
- Over time, the local authority has not challenged leaders at the school well about the reliability of teachers' assessments, particularly for phonics in Year 1. More recently, a new adviser has provided valued support for the headteacher's induction into post and for his evaluation of pupils' achievement. An early years adviser has supported the Reception class teacher well, to make rapid improvements in provision. The diocese has provided clear, straightforward advice to governors and arranged supportive partnerships for the headteacher with local colleagues.
- **The governance of the school**
 - Over time, governors have not held leaders to account for the school's effectiveness. More recently, governors have accepted the advice of the diocese that they need to review and improve their

operations, but show a lack of urgency in moving forward. An agreed action plan and skills audit have been pending for some time, as has recruitment to two governor vacancies.

- The pace of development in the governing body is much slower than in the school, so governors are not well placed to check and evaluate the improvements being made by leaders. Governors do not have a clear role in setting out the school’s improvement plan, in checking that the work planned is completed in due time, or the impact of leaders’ actions on pupils’ outcomes.
- Governors do not have efficient ways of checking for themselves the validity of reports provided to them by the headteacher.
- Governors do not make routine checks on the regular running of the school, for example risk assessments and incident logs. Governors do not support the headteacher well through their policies, to eradicate the relatively high incidence of holidays in term time taken by some pupils.
- Governors’ meetings are not always recorded well.
- A safeguarding governor is in post and governors are suitably trained to ensure recruitment procedures are followed.
- The arrangements for safeguarding are effective. Leaders ensure that all the required checks are carried out when staff or volunteers are recruited. Relevant risk assessments are completed, for example for educational visits and the school premises. The school’s safeguarding policies have been updated and implemented by leaders, in line with recent legislative changes, though not yet approved by the governing body. Staff are well trained and alert to the risks pupils may face. Pupils feel safe in school and, when asked, are sure there is an adult they could talk to about any concerns. Leaders work well with external agencies to support vulnerable children and their families. Incidents and accidents are logged reliably and records are followed up by leaders. Parents are kept well informed. Without exception, parents responding to Ofsted’s online survey, Parent View, were sure their children are happy and safe in school.

Quality of teaching, learning and assessment

requires improvement

- Teaching is not consistently good. Pupils do not make steady progress as they move through the school, particularly in reading, writing and mathematics.
- Teachers’ assessments of pupils’ starting points and progress have been unreliable. As a result, gaps in pupils’ learning have not been recognised at an earlier stage, so that teachers in Year 6 have had to cover considerable ground in a single year, with successive classes. Furthermore, the most-able pupils have not always been recognised or challenged and supported well, to achieve at a suitable level.
- Weaknesses in pupils’ writing and mathematics throughout the school show that phonics, spelling and mathematics have not been taught well for some time. This is starting to change. Teachers are beginning to assess pupils’ learning more reliably. Measures are now in place throughout Key Stage 2 to identify and close pupils’ gaps in reading, writing and mathematics. In Key Stage 1, continuing changes in staffing are making it more difficult for the school to ensure consistent teaching, but temporary staff are following leaders’ guidance.
- The English leader has reorganised the way phonics is taught and provided training for staff. English grammar is now being taught more systematically from the start. In mathematics, a new step-by-step approach to calculation is being implemented in all classes, together with fresh opportunities for pupils to apply their mathematical skills in problem-solving activities and mathematical investigations. Nevertheless, these innovations are not yet consistently applied by all teachers, so improvement is currently patchy.
- Teaching assistants’ impact on pupils’ learning varies, including in phonics. Some assistants are highly skilled and experienced, and well informed by the teacher about how they should support learning in different lessons. Some teaching assistants lack the knowledge and skills needed to teach phonics well, or to manage pupils’ behaviour effectively.
- Although their current focus is on boosting pupils’ achievement in reading, writing and mathematics, teachers maintain a wide-ranging curriculum, including art and music. Teachers’ skills and confidence to teach physical education well have been developed as a result of working alongside specialist teachers. A range of fiction and nonfiction is available in every classroom, since staff recently reorganised the school library. Pupils who read to the inspector enjoy this choice of texts.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- While the school promotes the skills of 'reading', 'writing' and 'mathematics' among its 'skills for life', pupils do not currently achieve high levels of confidence in these areas.
- In their personal development, pupils are supported well. An ethos of care and consideration for others means that most pupils learn well together, sharing resources and ideas. Pupils also play well together on the compact playground, respecting others' games and equipment.
- Pupils enjoy fulfilling their 'prefect' roles, supporting younger pupils at lunchtime, and organising the playground equipment. Regular opportunities to read aloud in assembly or during lessons boost pupils' personal confidence and allow successes to be shared.
- Staff care well for pupils. Pupils told the inspector they trust the adults in school. Supervision at social times is ample and attentive, first aid is readily available, and supervisors join in readily with pupils' games, to encourage fair play.
- Pupils told the inspector there is no bullying in the school, and they were sure adults would sort this out promptly, if required. Pupils are taught well how to stay safe online; they understand that offensive name-calling is wrong and should be reported.

Behaviour

- The behaviour of pupils requires improvement.
- Some younger pupils show less respect to teaching assistants than to teachers, particularly during phonics lessons. A small minority of parents are rightly concerned that frequent staff changes in Key Stage 1 have unsettled some children's behaviour.
- A relatively high number of unauthorised holidays in term time undermines the attendance of a number of pupils, sometimes repeatedly.
- Most pupils behave well around the school and during lessons. They are courteous and helpful to one another, to the adults and to visitors. Pupils are taking increasing pride in their handwriting and the presentation of their work. Older pupils understand that they have gaps to close in their learning and follow their teachers' guidance carefully.
- Recent significant improvement to the school environment, together with the consistent care and attention staff pay to pupils, is helping to raise pupils' expectations for themselves and the school. Pupils are motivated by the growing displays of their writing and art around the school.

Outcomes for pupils

require improvement

- Most pupils start at the school with knowledge and skills which are at least typical for their age. Pupils' variable progress has required a major focus in Year 6 year-on-year, to accelerate pupils' learning before they move on to secondary school. As a result, most pupils over time have achieved the levels expected at age 11, and some have attained levels above this, particularly in reading and mathematics. Pupils' outcomes in writing, spelling and grammar at age 11 have been lower than in reading and mathematics, reflecting the depth of earlier gaps in their learning.
- Gaps remain in some pupils' phonics knowledge and mathematical skills throughout the school, limiting their achievement. There are some early signs of improvement arising from a new programme, implemented by teachers this year, to identify these gaps and close them.
- Disadvantaged pupils make good progress because of the care and attention they receive, and the efficient organisation of support for their learning and personal development. There are too few of these pupils in the school for their achievement to be compared with the national picture.
- Pupils with disability and those with special educational needs are making faster progress this term, after the headteacher reorganised their provision in the autumn. These pupils are benefiting from the developing overall improvement in the teaching of reading, writing and mathematics.
- The most-able pupils have made variable progress over time, often needing to catch up with basic skills in Key Stage 2, before moving on to more challenging work. There has previously been little challenge for these pupils during Key Stage 1. Now, the progress of the most-able pupils is monitored closely by the headteacher and discussed at regular intervals with teachers. The inspector saw evidence in some pupils' work books that higher levels of challenge are now beginning to inspire these pupils to excel, particularly in Key Stage 2.

Early years provision

requires improvement

- Until last term, leaders had not taken effective action to resolve the areas for improvement identified in the inspection report of 2013. As a result, children have not been making good progress during Reception Year since. In 2015, the proportion of children who achieved a good level of development at the end of Reception Year declined to below the national figure. This was a low outcome bearing in mind children's typical starting points, so that not all children were well prepared for the challenges and opportunities of Year 1.
- Staff conducted a well-considered assessment of children's knowledge and skills on entry into school, for the first time last term. Assisted by the local authority consultant, the new teacher is now developing a comprehensive method to track and record the progress children make, and to report this promptly to parents and leaders. Parents appreciate the information they receive.
- Provision inside and outdoors has been improved significantly in the last term. The records of children's progress show that staff now provide a rapidly developing range of opportunities to explore and extend children's learning, supported increasingly well by all the adults. As a result, a higher proportion of children in the current class are on track to achieve a good level of development than in previous years.
- The adults care well for the children and keep them safe. Following the courteous example of all the adults, children behave well, share resources kindly and help one another to succeed. Children are taught well how to use equipment safely and how to wait and cooperate.
- Parents are rightly confident their children are safe and well cared for. They appreciate the care staff provide and the school's regular communication about the children's learning and life at school.

School details

Unique reference number	126030
Local authority	West Sussex
Inspection number	10003483

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	David Christian
Headteacher	Nathan Golbey
Telephone number	01403 891286
Website	www.st-andrews-horsham.w-sussex.sch.uk
Email address	office@st-andrews-horsham.w-sussex.sch.uk
Date of previous inspection	12–13 January 2013

Information about this school

- St Andrew's is a smaller-than-average sized primary school.
- The proportion of pupils known to be eligible for free school meals or who are looked after by the local authority, for which the school receives additional funding (the pupil premium), is well below the national average.
- The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language are well below the national average.
- The proportion of pupils with disability and those with special educational needs receiving school support is below average. No pupils currently have a statement of special educational needs or an education, health and care plan.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress nationally at age 11.
- Pupils attend the Reception Year full-time.

Information about this inspection

- The inspector observed teaching in all the classes with the headteacher, heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the headteacher and other leaders, governors, and representatives from the local authority and diocese.
- The inspector met with a group of pupils, observed lunchtime and playtime, and talked with pupils and staff around the school. Fifty-six responses to Ofsted's online pupil survey and 16 responses to Ofsted's online staff survey were considered.
- The inspector talked with parents at the start of the inspection, and analysed the 52 responses to Ofsted's online questionnaire (Parent View).
- A range of documents was examined including teachers' plans for pupils' learning, leaders' evaluations of the school's effectiveness and the school's improvement plans, documents on the school's website, governing body records and local authority reports.
- Checks were made of arrangements for keeping pupils safe and records of pupils' attendance and behaviour. The inspector scrutinised leaders' analysis of pupils' progress and records of leaders' checks on teaching.

Inspection team

Siân Thornton, lead inspector

Her Majesty's Inspector

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