

St Andrew's C of E Junior School

Hadfield Road, Hadfield, Glossop, SK13 2DR

Inspection dates	22–23 June 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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This a good school

- This is an improved school which is continuing to improve. As a result of the headteacher's, staff and governors' commitment for all pupils to achieve their full potential, pupils' attainment and progress are accelerating.
- The headteacher is well supported by the deputy headteacher and governors, and has clear systems to check the quality of teaching and learning and to track the progress pupils make.
- Teaching is good and lessons are planned to suit the needs of the range of pupils in each class. Parents are particularly pleased about this.
- Pupils make good progress in reading, writing and mathematics from their starting points. Most of the current Year 6 pupils are at or above age-appropriate levels in reading, writing and mathematics.
- Pupils' spiritual, moral, social and cultural development is promoted well. Enterprise days allow pupils of all ages to work together and develop life skills which help to prepare them well for their next stage of learning.
- Pupils behave well, develop positive attitudes and enjoy learning in all subjects of the curriculum. They particularly appreciate the extra-curricular activities that are offered, including the many sporting activities.
- Governors are well informed and confidently challenge the work of the school. Secure safeguarding arrangements enable pupils to say they feel safe.
- Parents have confidence in the headteacher and are supportive and positive about how the school supports their children.

It is not yet an outstanding school because

- Although almost all pupils make good progress, teaching and learning is not as strong in Year 3. The most able pupils in this year group are not always sufficiently challenged to ensure that they reach the highest levels in English and mathematics. A minority of pupils are not given enough precise guidance to improve their writing skills.
- Existing data for attendance, the pupil premium funding and primary physical education sport premium is not analysed to see which interventions work and which do not.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in Year 3 so all pupils learn well by ensuring that:
 - the most able pupils are set activities that challenge and extend their English and mathematics skills
 - all pupils in this year group receive the necessary support and guidance to improve their writing skills.

- Improve leadership and management, by:
 - analysing data collected from the use of the pupil premium funding to identify which interventions and support work well and which are less successful in closing the gap between the achievement of disadvantaged pupils and others in the school, year on year
 - analysing the data collected about rates of attendance, and the use of the primary physical education and sport premium, in order to more precisely identify which initiatives work to pupils' best advantage.

Inspection judgements

Effectiveness of leadership and management is good

- Many improvements have been made in leadership and management since the previous inspection, particularly relating to pupils' progress. The headteacher, who is ably supported by the deputy headteacher, demonstrates good leadership skills. Self-evaluation is accurate. Since their appointment, senior leaders have quickly identified what needed to be improved and high expectations have been set for all staff. Subject leaders have action plans to steer their subject areas. Teachers have regular meetings with leaders to discuss the progress pupils are making. Everyone is well focused on all pupils achieving their best. Staff have created a school environment that is a pleasant place to be. The work of everyone is valued and staff morale is high. Staff made inspectors feel very welcome.
- Progress throughout the school improved in 2014/2015 when compared to the previous year. School data indicates further improvements, particularly for the current Year 6.
- Senior leaders have developed a comprehensive system that tracks pupils' academic performance in reading, writing and mathematics. Teachers have ownership of the progress their pupils make. In addition, senior leaders keep a check, through classroom observations, of the quality of teaching. Systems to manage how well teachers perform are thorough and understood by leaders, governors and teachers.
- Staff have embraced the new curriculum, particularly in English and mathematics. Pupils in Year 6 spoke about their enjoyment of learning in different subjects and it was evident, through discussion, that all subjects had a high profile within the curriculum.
- Pupils' spiritual, moral, social and cultural development is promoted well. They know what is expected of them and the values and beliefs that are associated with their school. Teachers plan specific days for pupils to work together on topics which prepare them for life in modern Britain and emphasise British values. For example, older pupils spoke confidently about their understanding of the recent European Union referendum, showing a good understanding of democracy. Pupils learn about the cultures and beliefs of others and enjoy the sporting, art and musical opportunities they are offered through extra-curricular activities. Pupils proudly spoke of how the school choir recently received a silver award in the Derbyshire schools choir competition.
- This is an inclusive school where pupils' needs and strengths are identified and nurtured, and all pupils flourish. Parents acknowledge this. Pupils who have special educational needs and/or disabilities are well supported because their needs are identified early and appropriate support is given.
- Disadvantaged pupils have carefully planned intervention activities in literacy and mathematics which enable them to progress well. However, interventions are not analysed to see how well the school is closing the gap year on year.
- The sports funding is used to provide teachers with training to develop their expertise in delivering physical education lessons. In addition, pupils are offered many sporting opportunities which they said they thoroughly enjoy. Opportunities for dance have proved to be very successful and pupils are currently preparing a dance show for their peers and families. Analysis of this funding is not precise enough to identify which activities benefit pupils the most.
- **The governance of the school**
 - Governors speak confidently about the school's systems and procedures. They understand, for example, how the senior leaders track pupils' progress and know that it is important to track not only individuals' performance but also the progress of different groups of pupils.
 - Governors know about the additional funding, such as the pupil premium and that for physical education and sport and how the funding has been spent.
 - Governors spoke about the enterprise days, which enable pupils to develop an understanding of life in modern Britain. They understand the importance of pupils' learning about fundamental British values, so that they are well prepared for their next stage in education.
- The arrangements for safeguarding are effective. Governors are well trained and work closely with staff to keep pupils safe. Clear procedures are in place for leaders to vet staff who work with pupils. Leaders ensure that all adults receive regular child protection training. Pupils, as a result, say they have confidence in the adults who look after them.

Quality of teaching, learning and assessment is good

- The quality of teaching and learning has improved since the previous inspection. Teachers know the pupils they teach and use performance indicators, in English and mathematics, to show them the level the pupils are working towards. This allows teachers to plan more accurately than in the past to address pupils' needs in order to ensure their good progress.
- The focus on improving handwriting and writing for different purposes has resulted in pupils producing increasing amounts of written work that is usually well presented. In mathematics lessons, pupils have many opportunities to articulate their thinking, which reinforces and develops their understanding. Teachers usually question pupils well during all lessons to check that they understand what they are doing and this promotes good learning.
- Overall, teachers plan work well for the teaching assistants to support learning. Teaching assistants work closely with teachers and give good quality support to the groups with whom they work.
- Observations and a scrutiny of pupils' previous work show that in Year 3 the most able pupils are not always sufficiently challenged in English and mathematics. Some pupils do not receive enough guidance to allow them to improve their writing skills. This has been identified by senior leaders during their monitoring of teaching and learning. In other year groups, the effective teaching for the most able pupils is ensuring their good progress.
- The school has a clear whole-school marking policy but it is not consistently applied by all staff. Pupils' work is always marked with supportive comments. Where the whole-school marking policy is fully adhered to, teachers inform pupils what they need to do to improve and time is then given for pupils to respond to their comments.
- The school is currently reviewing how pupils' reading is assessed. Senior leaders identify that there are a few pupils in the school whose reading is below age-related levels. The school's performance data for reading shows that the majority of pupils in the school make at least good or better progress in reading.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This good provision has been maintained since the previous inspection. The ethos of the school supports this by focusing on developing all pupils to reach their full potential and as enthusiastic learners in a Christian, caring environment. During discussions with pupils it was clear that they were enthusiastic about learning, knew how to behave and valued the education they received.
- Pupils are rightly proud of their school. They respect each other and their teachers, and learn about others who are less fortunate than themselves. Photographic evidence on the school's website shows how they raise funds for a school in Zimbabwe with which they have links.
- Pupils are mature and sensible when talking to each other and with adults and think for themselves. For example, when they see visitors who are not sure where to go they automatically ask if help is needed and then give clear accurate directions.
- Pupils told inspectors that they enjoy all aspects of their school life, but would like to learn more French!
- Pupils have a good understanding of how to keep themselves safe. They learn about e-safety, and confidently told inspectors that if they had a problem they would speak to an adult in school. Pupils also spoke knowledgeably about the importance of taking regular exercise and the effects of exercise on their bodies.

Behaviour

- The behaviour of pupils is good. This has been maintained since the previous inspection.
- Pupils' attitudes to learning are positive. Their behaviour in lessons and when they move around the school is good, including during lunchtimes which are sociable occasions.
- All teachers have clear guidance for managing pupils' behaviour. Pupils told inspectors that all teachers follow the guidance and that they expect them all to behave well. Incidents of behaviour that is less than good are recorded appropriately. Pupils speak knowledgeably about how bullying is unacceptable and say that when teachers hear about isolated cases they deal with them quickly.
- Attendance is broadly average. The proportion of persistent absentees has declined because leaders are carefully monitoring attendance.

Outcomes for pupils

are good

- Pupils enter the school in Year 3 with attainment that is broadly average for their age. Current school data and a scrutiny of their work shows that most pupils in Year 6 are on course to reach age-related levels, with many pupils attaining levels above those in reading, writing and mathematics. This is an improvement on previous years.
- The school's performance data shows that since entering the school, pupils currently in Year 6, have made good and sometimes very good progress in reading and writing, and mathematics. In addition, it shows that pupils in Year 5 make good progress in reading, writing and mathematics. In Year 4, about half the pupils make good or better progress. In Year 3, outcomes are not as strong.
- Outcomes are improving across almost all year groups in reading, writing and mathematics when compared to the previous three years. School data shows that the current Years 5 and 6 have made accelerated progress in the last two years.
- Visits to classrooms, a scrutiny of pupils' work and school performance data shows that current pupils are making good progress in reading, writing and mathematics over time in almost all classes. In Year 3, progress is not as rapid for all pupils. The headteacher acknowledges this and has already started to address this.
- Disadvantaged pupils make good progress because they receive additional support from intervention teachers for mathematics and literacy. School data shows that this has been particularly successful, particularly in Years 5 and 6. Consequently, when comparing disadvantaged pupils with others in the school and nationally the attainment gap is closing rapidly. Pupils who have special educational needs and/or disabilities are supported effectively in classes because adults are well aware of their needs. They receive additional support either in class or on a one-to-one basis. A few pupils are supported by a specialist teacher, who also gives advice and support to teachers which develops their expertise.
- Most-able pupils make good progress when identified and supported effectively in their classes.

School details

Unique reference number	112869
Local authority	Derbyshire
Inspection number	10009133

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Nikki Goodhew
Headteacher	Ian Crawford
Telephone number	01457 852328
Website	www.standrewshadfield.org
Email address	info@st-andrews-jun.derbyshire.sch.uk
Date of previous inspection	8–9 January 2014

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils come from White British backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- Approximately one third of pupils are eligible for the pupil premium, which is the additional government funding for disadvantaged pupils. These are pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher and deputy headteacher have both been appointed since the previous inspection.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed eight parts of lessons, three jointly with the headteacher. Eight teachers were observed.
- The lead inspector scrutinised a large sample of pupils' work jointly with the headteacher and the deputy headteacher. Books were also looked at while visiting lessons.
- Meetings were held with the headteacher and his deputy, three governors, the English and mathematics subject leaders and a representative from the local authority.
- The inspectors spoke with pupils during visits to lessons and during playtimes and spoke more formally with two groups of pupils from Year 6.
- The inspectors looked at a variety of documents which included the school's self-evaluation and improvement plan, pupils' performance information, as well as safeguarding documents.
- There were too few responses to Parent View, the online Ofsted survey, to gain any information about parents' views. A few parents sent their views by text message.

Inspection team

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