

St Andrew's CE (VA) Junior School

Waterloo Road, Brighouse, West Yorkshire HD6 2AN

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 is a good school.

- The governors, senior leaders and staff are successfully united in their determination to secure and maintain improvement. Consequently, teaching and pupils' outcomes have improved to good.
- Systems to check the quality of teaching and pupils' progress are thorough. Leaders' support for staff, through professional development, has contributed to improvements in teaching and in pupils' progress.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. The curriculum promotes the school's values particularly well and is preparing pupils to become good citizens.
- Governors are challenging and support the school well on its journey for further improvement. They hold leaders to account for their work and ensure that teaching and pupils' outcomes are good.
- Teachers have embraced change and, with leaders, have addressed the areas identified as requiring improvement at the last inspection.
- The school shows a strong commitment to inclusion. All pupils, including the most able, disadvantaged pupils and those who have special educational needs or disability, make good progress overall in reading, writing and mathematics during their time in school.
- Pupils arrive in school eager to learn and sustain this because teaching is well matched to their individual needs. The stimulating curriculum sustains this. Pupils' conduct is of a good standard. They treat each other with respect and are polite and courteous to adults.

It is not yet an outstanding school because

- The systems for assessing and tracking the attainment and progress of pupils do not provide leaders and governors with an accurate enough view of the progress of different groups over time.
- Middle leadership is underdeveloped and this limits the monitoring and evaluation of the school's effectiveness. The impact of actions undertaken is not pinpointed precisely enough.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management, by:
 - ensuring that monitoring systems are comprehensive so that priorities are identified clearly, success criteria for improvements are tighter, appropriate support is sharply focused and the impact of actions is measured more accurately
 - refining the assessment and tracking of pupils' attainment and progress so that leaders and governors have a fully accurate picture of pupils' learning and the progress of particular groups over time
 - developing further the skills of middle leaders in particular, through drawing on the expertise that already exists within the school, so that they can evaluate the school's performance accurately and make a full contribution to its improvement
 - reviewing the attendance of those pupils who have special educational needs or disability.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and the governing body have developed a strong sense of purpose among all the staff.
- Leaders' analysis of the school's performance is largely accurate. When leaders observe lessons, their evaluation of teaching accurately identifies strengths and areas where staff need further training or support. Leaders know where improvements are being secured and where further work is needed.
- The school's improvement plan correctly identifies the main priorities and actions required to improve the school. There is clear evidence that actions taken are leading to improvement. However, current plans for improvement lack precise criteria by which success can be measured in terms of improvements to teaching and pupils' outcomes.
- Leaders set ambitious targets for individual pupils. They track the performance of each pupil carefully, so they know if any pupil is not making as much progress as they should. Teachers and leaders plan extra support where it is needed, and this is effective in helping pupils to keep up and catch up. However, leaders do not pull together a clear enough overview of the performance of groups of pupils, such as the most able.
- Leaders hold teachers to account for the quality of their teaching and set challenging targets. These checks have not been frequent enough in the past, but are becoming more regular. Should teaching fall short of what is required, leaders act quickly to provide focused professional development, including coaching from the school's 'leaders of teaching and learning'. This training is strengthening the quality of teaching and there is good capacity for further improvement. It has also contributed to the improvements outcomes for pupils since the school was last inspected.
- A programme of continuous training encourages staff to engage actively in new approaches to improve the quality of their work. They are committed to helping pupils use a variety of strategies to improve their understanding of the learning process. This work is displayed in all classrooms and referred to during lessons. This supports pupils' positive attitudes to learning.
- The pupil premium funding is used effectively. Over time, outcomes for disadvantaged pupils across the school are strengthening and gaps in attainment are closing because of the well-planned and structured intervention programmes. Although sound, the published pupil premium statements do not always evaluate the impact of each individual activity.
- The additional sports funding for primary schools is used well to allow pupils to participate in a wide range of competitive sporting activities and access coaching for tennis and football. A large proportion of pupils access free activity clubs beyond the school day including multi-sports, gymnastics, netball and basketball.
- The broad and balanced curriculum is good. It focuses appropriately on reading, writing and mathematics. Pupils' personal development is given equally high priority; pupils are taught about respect and tolerance and are prepared appropriately for life in modern Britain. Assemblies are used well to make pupils think about a range of issues. For example, an assembly on the European referendum led pupils to consider how they use their vote to elect the school council, or winner of the 'School's Got Talent' competition. Pupils then reflected on the impact their choice could have on others.
- There is real compassion around disadvantaged pupils, those who have special educational needs or disability and those categorised by the school as vulnerable. The needs of these pupils are generally well met through a wealth of strategies including the school's 'continuum of additional needs', 'personal provision' plans and 'Dyslexia Friendly Quality Mark'.
- Teaching assistants are provided with good training to fulfil their role and have a performance review to identify their training needs and career aspirations. This is a good example of the school's commitment to equality of opportunity.
- Pupils' spiritual, moral, social and cultural understanding is very well developed and well supported by the curriculum and religious context of the school. Pupils learn about respect and tolerance, in part through the school's ethos, and are prepared appropriately for life in modern Britain.
- Parents are supportive of the school. During a discussion, one parent stated, 'There's never a day when he doesn't want to come to school now.' Another described the positive impact on her child's learning of the 'memorable experiences' used to support boys' writing. The Friends of St Andrew's work with pupils to fundraise for a range of charities. The 'Parent Empowering Parent' committee works in collaboration with the school to ensure that parents are given an opportunity to share their thoughts.
- The effectiveness of the school is enhanced by the support received from the local authority and diocese. The headteacher continues to receive valued support from a national leader of education.

■ The governance of the school

- At the last inspection, governors were required to have a governance review and have fulfilled all the recommendations made.
 - Governance is now good because governors have specified responsibilities and visit the school regularly to check on its progress. In addition, they receive regular reports from the headteacher. However, although the progress information shared highlights individual pupil performance, it does not provide an overview of particular groups or cohorts.
 - Governors have a clear understanding of the arrangements linking teachers' performance to pay and do not shy away from checking that underperformance is challenged.
- The arrangements for safeguarding are effective. Staff are appropriately trained and knowledgeable about the need to protect pupils from harm. Appropriate procedures are followed when recruiting new staff. Risk assessments for the site and for individual pupils identify appropriate measures to minimise risk.
- The safety and safeguarding of children attending before- and after-school clubs are secure.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the school was last inspected and is now good so that the majority of pupils make good progress from their different starting points. Lessons get off to a prompt start and progress at pace, which ensures that pupils are interested and motivated to learn.
- Expectations are high, and as a result the work set is challenging and largely pitched at an appropriate level to meet the needs and abilities of pupils. The most able pupils are expected to think deeply and explore mathematical problems, write extensively to a high standard and use high-level skills when explaining what they are reading. Pupils of all abilities are well supported to make good progress.
- Teachers' subject knowledge is good. They are effective in pre-empting pupils' misconceptions and give clear explanations about what has to be done. This helps pupils to work swiftly and learn well.
- Teachers' use of questioning is effective in clarifying pupils' understanding of concepts and in deepening and consolidating pupils' learning. For example, teachers improve pupils' reasoning skills in mathematics as they ask pupils 'Why?' They encourage them to solve problems through explaining these to their partner, a strategy used widely and successfully across the school.
- The school has focused successfully since the last inspection on improving the teaching of writing. Teachers have worked hard to introduce pupils to different types of writing. They use a range of creative strategies which include giving pupils memorable experiences to motivate them to write. Initiatives such as the use of 'good, great, and greatest' help and encourage pupils to achieve a higher level of work. When questioned, boys were keen to talk about their writing. One pupil explained that he was writing with the intention of creating intrigue and then went on to describe enthusiastically how he had achieved this.
- The impact of a targeted accelerated approach to reading, coupled with an appealing range of books, has helped to ensure that reading is a strength of the school.
- Assessment of pupils' work is regular and largely accurate. The school's policy for marking and feedback is adhered to and is supporting good learning. Pupils respond well to the advice given and this is helping them to strengthen their learning. The school has recently focused on spelling and the adopted marking strategies are helping most pupils to make increasingly good progress in this aspect of learning.
- Teaching assistants provide valuable support in all lessons. They also deliver effective intervention for those pupils who have special educational needs or disability, and catch-up programmes for pupils if they are falling behind. For example, in a Year 6 literacy session, the skilful questioning by a teaching assistant enabled a pupil to identify whether she had put a comma in the correct place. As a result of effective additional support and intervention, pupils are helped to make good progress over time.
- Teachers have high expectations of pupils' behaviour. Relationships between pupils and staff are particularly strong and contribute to pupils' very good behaviour and attitudes. They are routinely respectful, polite and courteous to staff.
- Classrooms are vibrant places to learn, with high-quality displays and learning walls that both support pupils' learning and celebrate their good work. This is a consistent feature of the school.
- All pupils are given homework and there are examples of effective cross-curricular project-based activities. For example, pupils had produced models of houses and Stonehenge as result of their prior learning. However, there is not a consistent approach to recording homework outcomes.

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 guidance pupils are given and the responsibility they readily take on give them a good understanding of British values and prepare them well for life in modern Britain. The school's values are clearly identified around school. Pupils show tolerance and courtesy towards others, and demonstrate a good understanding of what it means to respect those who are different.
- Pupils have a good understanding of different types of bullying. They state that bullying is rare and are clear that if an incident occurs it is addressed effectively by staff. Records confirm that bullying is rare.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. They have two hours per week of physical education and additional clubs that they can take part in after school. At break and lunchtime, pupils have a range of equipment they can play with and benefit from a sports leader who is available to supervise their games.
- Pupils are encouraged to make healthy food choices. The well-developed curriculum and displays around the school support this further. One parent explained that her child had been able to describe the grams of sugar in a teaspoon and the effects of too much sugar.
- Teachers make sure that pupils know how to stay safe. Pupils are clear about how to adopt safe practices when working with technology and using the internet. The school promotes internet safety through computing lessons, assemblies and on its website.
- There are good opportunities for pupils to accept posts of responsibility. For example, pupils run the healthy snack trolley; they support teachers in assembly by operating the information technology system and become 'befrienders' at break and lunchtime.
- Pupils vote for their school council and this is a good introduction to democracy. They know their views are listened to and as a result of their suggestion a quiet space to reflect is being designed for the playground.
- Pupils have much opportunity to be involved within the local community and recently took part in the local choir competition. They are actively involved in fundraising activities and have supported and raised money for local charities.
- Parents are extremely positive about the care and support that leaders, teachers and other adults provide.

Behaviour

- The behaviour of pupils is good and pupils overwhelmingly say that they are happy in school.
- Pupils of all ages are excellent ambassadors for the school. During the inspection, they were courteous to visitors, holding doors open and saying 'good morning'. They were keen to share their work with inspectors, showing pride in their school and in their work.
- Pupils' behaviour in classrooms and around school is mostly exemplary because pupils rise to the high expectations staff have of them. Pupils say that behaviour has improved and this was confirmed through scrutiny of the school's records. Pupils and parents are confident that misbehaviour is now dealt with quickly.
- Pupils enjoy opportunities to work together in class and to share ideas with others. Their attitudes to learning are good as they are keen to learn. They respond well to the support and advice given to them. Occasionally, some pupils lose focus when the pace of learning slows, but good classroom management ensures that they do not disturb others.
- Attendance is above average and pupils typically arrive on time and are eager to start the day. Few pupils are persistently absent and effective procedures are in place to address persistent absence. However, the attendance of those who have special educational needs or disability is lower than that of other pupils.

Outcomes for pupils are good

- During the past two years, inconsistencies in the quality of teaching have been tackled successfully by the headteacher and other leaders and, as a result, pupils' learning has improved and they now make good progress.
- In 2015, all pupils, regardless of gender, made at least the progress expected in mathematics, reading and writing, and some made more than this. Pupils made better progress in 2015 than in 2014, especially in mathematics. The 2015 Year 6 national test results show that pupils' attainment in reading, writing and

mathematics was above average, a marked improvement on previous years. In key stage 2, the proportion of pupils achieving the higher Level 5 or above for mathematics and reading was above national averages, indicating much more challenge for the most able pupils than was previously the case.

- The effective strategies adopted by the school to track pupils who have special educational needs or disability have ensured that the gap between these pupils and their peers is closing. In 2015, these pupils made very good progress in reading and good progress in mathematics and writing by the end of Year 6.
- Scrutiny of pupils' work and lesson observations confirm that pupils make good progress in reading, writing and mathematics. However, there are some inconsistencies in rates of progress and there are gaps in pupils' learning due to less effective teaching in the past. Recent improvements are helping to close these gaps.
- Reading is a strength of the school and pupils in Year 6 make good progress. Pupils are encouraged to read regularly in class and, because teachers provide books to take home, pupils continue to practise skills and develop an ethos of reading for pleasure. The school has worked hard to increase the boys' interest in reading for pleasure. Now, pupils enjoy a wide range of texts, including books which stimulate their curiosity on, for example, themes such as crime and punishment.

School details

Unique reference number	107547
Local authority	Calderdale
Inspection number	10002162

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Glenys Phillips
Headteacher	Karen Smith
Telephone number	01484 712895
Website	www.standrews.calderdale.sch.uk
Email address	head@standrews.calderdale.sch.uk
Date of previous inspection	27–28 November 2013

Information about this school

- St Andrew's is an average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils who receive support for special educational needs or disability is above average. The proportion with a statement of special educational needs or an education, health and care plan is just above average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- Recent additions mean the school meets requirements on the publication of specified information on its website.
- The school organises a breakfast club and a wide range of after-school activities using its own staff.
- There have been some changes in staffing since the previous inspection. The senior leadership has changed, including the headteacher, deputy headteacher and middle leaders.

Information about this inspection

- Inspectors observed teaching and learning in parts of lessons for all classes. The headteacher observed learning in one class jointly with the lead inspector.
- Meetings were held with the headteacher, senior leaders, other staff, governors, and two representatives of the local authority. One inspector met formally with a group of pupils and analysed the 34 responses given by pupils to the online questionnaire.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and scrutinised pupils' work in books from Year 3 to Year 6 with middle leaders. This was done with a particular focus on literacy, mathematics and science.
- An analysis was made of the records of pupils' progress maintained by the school.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies, the website and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance, and a number of external reports.
- Inspectors spoke with parents during the inspection and took account of the 28 responses to Ofsted's online questionnaire, Parent View.
- Inspectors analysed 41 questionnaires completed by staff.

Inspection team

Diane Reynard, lead inspector

Belita Scott

Ofsted Inspector

Her Majesty's Inspector

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