

# St Andrew's Benn CofE (Voluntary Aided) Primary School

Chester Street, Rugby, Warwickshire CV21 3NX

## Inspection dates

13–14 December 2016

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, senior leaders and governors have successfully improved the school since the last inspection. Pupils' outcomes are now good.
- Pupils make good progress in reading, writing and mathematics. Pupils' progress is accelerating across the school.
- Teaching has improved and is now consistently good. Other adults make a substantial contribution to pupils' learning.
- Some pupils' comprehension skills in reading are not sufficiently developed. Pupils' use of interesting vocabulary is at times limited.
- Effective support for pupils who speak English as an additional language ensures that these pupils settle quickly into the school and make good progress.
- Occasionally, the work pupils choose is too easy or difficult, which means that they do not learn as well as they could.
- Pupils are happy and safe in school because their welfare is given a high priority. Pupils' personal development and behaviour are good. Pupils are keen learners.
- Parents who responded to Ofsted's online questionnaire and free text survey are very pleased with the school and how well their children are learning.
- A wide range of additional activities that fire pupils' interests enhance the well-planned and stimulating curriculum.
- Children make good progress in the early years. This means that they are well prepared for their learning in Year 1.
- Leaders' checks on the effectiveness of teaching do not focus sufficiently closely on how well it helps different groups of pupils to make rapid progress.
- Governors know the strengths and areas to further develop within the school. They provide a good level of support and challenge.
- Despite the effort of leaders, attendance remains below average.

## Full report

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

- Improve the quality of teaching, learning and assessment further to secure consistently rapid rates of progress for all pupils by:
  - ensuring that teachers support pupils to choose work at the right level of difficulty for their individual learning needs
  - encouraging wider reading to develop pupils' comprehension skills and developing pupils' use of interesting vocabulary when writing
  - monitoring teaching with a closer focus on the progress made by different groups of pupils.
- Improve the attendance to average so that pupils benefit from the education at the school.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher's ambition to ensure that all pupils achieve their best is shared by staff and governors. All share a determination to build further on the improvements. She has created a culture of high expectations where teaching and good behaviour flourish. As a result, outcomes have improved and are good.
- Parents agree that staff strive to bring out the best in pupils. Their views are summed up in a typical comment: 'The dedication of staff to their work is abundantly clear, as is the strong leadership of the headteacher whose passion, commitment and positivity set the tone for the entire school.'
- Leaders at all levels have been coached well in how to use performance information to improve pupils' progress and attainment in each year group. They use this information effectively to identify any underachievement and provide support, so that pupils quickly catch up with their classmates and perform equally well.
- The headteacher and leaders make good use of information from regular checks on teaching and learning to develop teachers' skills and improve teaching. Targets set for teachers are closely linked to pupils' achievement and this shows that their skills have improved. Leaders' monitoring of teaching sometimes does not sufficiently record the impact of teaching on the progress made by different groups of pupils. As a result, this limits feedback on teaching to further improve any particular group's progress.
- Pupils follow a broad and balanced curriculum and through interesting topics such as 'Around the world in 80 days' and 'Anglo-Saxons and Vikings' they study design, art, science and humanities subjects. Educational visits to the Planetarium and the Botanical Gardens enhance pupils' experiences further. Pupils greatly enjoy a wide range of extra-curricular activities. They include French, music, gardening and cookery. These activities nurture pupils' interests and develop their skills well.
- The school has identified the potential barriers affecting the achievement of disadvantaged pupils. Leaders use the pupil premium funding wisely to raise aspirations of disadvantaged pupils, provide academic support and ensure that they have access to a wide range of experiences and opportunities such as trips and visits. As a result, they are progressing well in their learning, and differences between their achievement and that of other pupils nationally have diminished.
- The school uses its physical education (PE) and sport funding effectively to ensure that pupils learn and take part in a wide range of sports. This has provided them with more opportunities to participate in competitive sport such as gymnastics and football. Sports coaches work alongside staff to extend their skills and organise after-school sports like fencing and archery. This has resulted in a third more pupils participating in sports, with pupils developing healthier lifestyles and improved physical well-being.
- The work of the recently appointed special educational needs coordinator is successful in ensuring that the needs of pupils who have special educational needs and/or disabilities are met and that they are well supported. As a result, nearly all these pupils now make good progress from their starting points.

- The school promotes pupils' spiritual, moral, social and cultural development successfully. This means that the school is a calm, orderly environment where pupils with different backgrounds and from different cultures mix happily together. Pupils learn about different world religions, such as Sikhism and Islam, and are encouraged to reflect on them.
- Pupils have a good appreciation of British values and participate in various national celebration and commemoration events linked to, for example, the first world war and the Royal Family. Pupils are tolerant, understand their rights and responsibilities and put democratic principles into practice when they apply for various positions of responsibility in school. As a consequence, pupils are being well prepared for life in modern Britain.
- The school has a highly productive relationship with the local authority. Termly meetings with the local authority have provided effective support in monitoring and challenging the school, so that the quality of teaching increased and improved pupil outcomes.

### **Governance of the school**

- The governing body is effective in supporting and challenging leaders to ensure that the school provides a good quality of education for pupils. Governors have an accurate understanding of the school's strengths and the areas where it can improve further.
- Governors have a clear understanding of pupils' progress, including that of different groups. They undertake a wide range of well-planned visits to the school to gain first-hand views of its work and diligently review the performance reports provided by school leaders. Link governors meet regularly with subject and other leaders to check on specific aspects of the school's work and report back their findings in detail to the full governing body.
- Governors know about the quality of teaching. They ensure that leaders take action in the event that any teaching is weak. Governors assess their own training needs to get the best balance of skills to help the school.
- The governing body manages the school's finances well. Governors ensure that senior leaders check the impact of additional funding the school receives such as the pupil premium, primary sports funding and money for pupils who have special educational needs and/or disabilities.

### **Safeguarding**

- The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted upon the latest guidance on keeping children safe and on the dangers of child sexual exploitation. Records are detailed and leaders take prompt action, including referring to social services where necessary. There is a very tangible sense of a strong safeguarding culture, which is evidenced by the level of care that staff demonstrate towards pupils and the clear trust that pupils have in the adults who look after them. Parents are confident in the safety of their children at school and value the effective channels of communication that the school provides.

## Quality of teaching, learning and assessment

Good

- Teaching is now consistently good in all age groups. This is because the headteacher and leaders have improved teaching practice across the school. As a result, increasing proportions of pupils are now making good progress in reading, writing and mathematics.
- Teachers are effectively extending pupils' ability to reason and deepen their learning in mathematics. For example, key stage 1 pupils were given the task of describing to their working partner what 'to halve' means. They made good progress using correct mathematical language, explaining the method they would use 'to halve' and the reasoning behind their choice.
- Teachers ensure that pupils develop their skills in writing in different styles and for different purposes well. Teachers provide interesting writing topics. For instance, in a key stage 2 lesson, after watching videos of winter storms, pupils used imaginative language to express the winter scene, like 'The little twigs are frostbitten fingers.' However, in some lessons, pupils' use of interesting vocabulary is less well developed.
- The teaching of phonics has been strengthened. Younger pupils used their phonics knowledge to read unfamiliar words effectively to an inspector. They enjoy reading stories such as 'The Greedy Giant' and non-fiction books from an early age. Older pupils enthusiastically talk about the books of their favourite authors, like Jacqueline Wilson and Roald Dahl. However, some pupils' comprehension skills lag behind. This is mainly because they do not read widely. The school tries hard to encourage this, working with families.
- Teachers have imaginative approaches to help pupils learn. For example, in a key stage 2 history lesson, pupils learned about the British Celtic Iceni tribe. They did this by researching the life of Queen Boudicca and writing an account of her life. Pupils therefore found out her leading role in the uprising against the occupying forces of the Roman Empire and were able to explain why she became famous.
- Teachers and teaching assistants make good use of precise questions to extend pupils' learning. Teaching assistants make a valuable contribution to pupils' progress. For example, they provide effective support for those pupils who join the school throughout the year, helping them to settle in quickly and catch up with other pupils.
- Teachers apply the school's marking policy consistently. Pupils appreciate the guidance they are given about the strengths and the areas they need to develop in their work. Pupils get regular opportunities to check the quality of their own work and that of their classmates.
- Sometimes, pupils choose the work that is not at the right level for their starting points. Consequently, pupils' learning and progress slow down because the work is too easy or too hard for them.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils

are confident learners, are well equipped for their lessons and settle quickly to their work. Nearly all books are neat and tidy.

- Pupils have good opportunities to take on extra responsibilities, for example as 'buddies' for younger pupils or as 'play leaders', organising activities at play and lunchtimes. The 'health ambassadors' advise other pupils on healthy eating and work alongside the school cooks to ensure that the dinner menu includes more vegetables and salads.
- Pupils have good social skills and strong moral values. This is because they have frequent opportunities to work together in lessons and they develop good levels of mutual respect as a result.
- Pupils learn to take responsibility and consider their role in society. They help others by raising funds for charities, such as Red Nose Day and Children in Need. These events often involve making and selling items, which helps them to learn about the value of money.
- Pupils have a good understanding of how to keep themselves safe such as when cycling and on roads and railway safety. They also have a good understanding of the dangers posed by the misuse of the internet.
- Pupils have a good understanding of the different forms bullying can take, including those relating to race and gender. They say that it is rare, but if they ever have any concerns there is always an adult on hand to help them.
- The breakfast club gets the pupils that attend off to a good start, and pupils say that they enjoy the wide range of indoor activities offered to them. Pupils are well cared for in the out-of-school club as they relax, play games and complete homework tasks.

## **Behaviour**

- The behaviour of pupils is good. Pupils are polite and well mannered. In assembly, they listen attentively and participate well in singing hymns without the need for prompting by adults. Nearly all of the parents who completed the Ofsted survey, Parent View, said that behaviour was good.
- Pupils' behaviour in lessons is good. They are keen to learn and concentrate well. Pupils enjoy helping each other when working together on tasks and activities. They rise well to challenge and persevere even when they are finding it difficult. On a few occasions, a small number of pupils can become distracted when the work set is not hard enough.
- The school keeps thorough records of any incidents of poor behaviour. These show the effectiveness of the procedures for improving behaviour. Records of individual pupils reveal a significant reduction in poor behaviour over time.
- School leaders have been successful in their efforts to reduce persistent absence. However, overall attendance remains below average despite the efforts made by school leaders to ensure that pupils come to school every day.

## Outcomes for pupils

Good

- Most pupils are making good progress, and standards of work have been improving since the previous inspection. Books and information about pupils currently in the school show that the large majority are working at the expected standards in reading, writing and mathematics. An increasing number of pupils are working at, or moving towards, the higher standards, preparing them well for secondary school.
- In 2016, the majority of Year 6 pupils made better progress in writing and similar progress from their starting points in mathematics compared with other pupils nationally. Their progress in reading was not quite as good as it should have been, mainly for middle-ability pupils. The combined attainment of pupils in reading, writing and mathematics was below other pupils nationally. However, this was because the majority of these pupils had below-expected starting points when they entered key stage 2. All of the most able pupils attained the expected standards for their starting points and half attained even higher standards. The 2016 test results show that Year 2 pupils made good progress from their starting points.
- A successful focus on the teaching of mathematics has accelerated pupils' progress rapidly in this subject. Pupils have a good understanding of mathematical operations and apply them well in solving practical problems.
- Standards in the quality of pupils' writing have improved and pupils are making good progress across the school. Pupils are learning to write confidently in a range of formal and informal contexts, and for different purposes and contexts. Grammar, punctuation and spelling are being developed well.
- By the time pupils repeat the phonics check in Year 2, nearly all catch up with the national standards. This is because pupils, particularly those who speak English as an additional language, are given very effective support to reach the expected standard. Pupils have improved their reading skills as a result of the guided daily reading activities and the school's recent efforts to encourage pupils to take more of an interest in reading for pleasure.
- In history, pupils learn about the cultures and important events in a wide range of countries and historical events. In science, pupils learn to conduct different investigations with increasing independence. They understand the need for a fair test and to make sensible predictions, measure accurately and draw appropriate conclusions.
- The progress of disadvantaged pupils is carefully tracked, and additional targeted help is provided if they fall behind in their learning. Almost all are making good progress across the school because they are attempting harder work and succeeding. Consequently, differences in attainment and progress between groups have diminished or are closing swiftly between these pupils and others nationally.
- The most able pupils, including the disadvantaged most able, are typically presented with work that requires them to think carefully about their learning and demonstrate their mastery of both mathematics and the English language. The books show that from their starting points the progress of most-able pupils is similar or better than other pupils with the same starting points nationally.

- Pupils who have special educational needs and/or disabilities are benefiting from the early identification of their individual needs and the extra help that is given quickly. As a result, these pupils now make rapid progress from their starting points. Effective targeted support ensures that pupils who speak English as an additional language quickly develop their language skills and learn well.

## Early years provision

**Good**

- Leaders have improved provision since the previous inspection and it is now good. Working well together, the early years leader and teachers develop children's sense of wonder and curiosity about the world around them and ensure that they develop in a caring and stimulating environment.
- The majority of children join the school with skills and knowledge typically below that for their age, especially in their communication and language skills. By the end of Reception, children, including disadvantaged children, have made good progress from their starting points across all areas of learning and a majority reach a good level of development. Children are well prepared for Year 1.
- The early years leader has established effective links with parents and pre-schools. As a result, children settle quickly into the Nursery and Reception settings and grow in confidence and independence. Adults have high expectations of children, including of their behaviour, in nurturing environments. Consequently, children behave well and learn to share when playing together.
- Learning is well structured. Children are carefully assessed in Nursery and Reception and provided with learning activities which take account of their interests and needs, mindful of the weak language and communication skills that some have when they start school. Children are busy; their play is imaginative. One child took time to explain to an inspector the ingredients he used in the outdoor area to make a potion that brought toys alive. Children sustain their interest in activities because learning is well planned.
- The development of children's reading skills, particularly phonics, is given good attention. For example, an adult encouraged a child to use the letters to sound out and spell correctly 'dog', 'cat' and 'pig'. Children make good gains in working with number and solving basic problems. They were able to count up to 10 the number of baubles that went on the Christmas tree. With good guidance and direction from adults, they make good progress in early writing skills. On occasions, tasks given to children are not sufficiently demanding to challenge them to make even more progress.
- Staff are vigilant at all times to ensure that any concerns are addressed quickly. Children are happy, safe and well cared for in the settings. Staff receive good-quality training in all aspects of keeping children safe, including child protection and paediatric first aid.



## School details

Unique reference number	130877
Local authority	Warwickshire
Inspection number	10020033

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Corinna Robson
Headteacher	Abigail Huggins
Telephone number	01788 574697
Website	<a href="http://www.standrewsbennprimary.co.uk/">www.standrewsbennprimary.co.uk/</a>
Email address	<a href="mailto:head3591@we-learn.com">head3591@we-learn.com</a>
Date of previous inspection	5–6 November 2014

## Information about this school

- The school is larger than the average-sized primary school.
- Early years provision is part time in Nursery and in Reception.
- An above-average proportion of pupils are from minority ethnic heritages: about half speak English as an additional language.
- A higher than usual number of pupils join or leave the school at different times during the year.
- The proportion of pupils who have special educational needs and/or disabilities is average. The proportion of pupils in receipt of an education, health and care plan is average.
- The proportion of pupils supported by the pupil premium is average.
- The school meets requirements on the publication of specified information on its website.

- The school met the government's current floor standards in 2015, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club and after-school club.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. These included joint observations with the headteacher. In addition, inspectors listened to pupils read in Years 1 and 6.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Inspectors talked to parents as they brought their children to school, and examined their responses to the online free text survey for parents.
- Inspectors took account of the 56 responses to Parent View, Ofsted's online questionnaire.
- Inspectors considered the views of staff that completed the online questionnaire.
- Meetings were held with a group of pupils, the chair of the governing body and school leaders.
- Inspectors looked at a wide range of school documents, including the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

## Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Sofina Islam OBE	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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