

St Andrew's Church of England Primary School

Buckland Monachorum, Yelverton, Devon PL20 7NA

Inspection dates

19–20 April 2017

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	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher, other senior leaders and governors provide the school with an inclusive ethos and clear direction. They set high expectations for teaching and learning.
- Leaders have developed a rich, interesting curriculum that interests and excites pupils about their learning.
- Pupils in most year groups make strong progress across a wide range of subjects. Progress in reading is a particular strength.
- Teaching, learning and assessment are mostly good. However, in a minority of subjects, teachers do not always plan learning that builds on what pupils already know.
- Teachers plan learning activities to meet pupil's needs in most subjects. However, some of the most able pupils in key stage 1 are not supported to achieve the highest standards
- Pupils feel very well cared for and thoroughly enjoy coming to school. The attendance of pupils is high.
- The early years provision is outstanding. Children get off to a flying start in Reception. Children develop a strong understanding of phonics, which helps them to reach high standards, particularly in reading.
- Behaviour is good. Pupils show respect to each other, staff and visitors. Occasionally, a few pupils present more challenging behaviours. Staff are not always as well trained as they need to be to deal with this.
- Some pupils, mostly some of the older boys, do not demonstrate the very positive attitudes most pupils show towards their learning. They do not present their work to a consistently high standard.
- Safeguarding is effective although the record-keeping of some checks needs to be tightened. Older pupils are naive to some of the risks they may face, for example from extremist views.
- Governors have a good understanding of the school's strengths and weaknesses; however, they do not always have the detailed evaluations of strategies to enable them to make fully informed decisions.

Full report

What does the school need to do to improve further?

- Improve leadership and management, including governance, further, by:
 - evaluating more deeply the effectiveness of strategies to better inform decision-making
 - providing staff with training so they are better placed to manage pupils who demonstrate the most challenging behaviours
 - sharpening the record-keeping of recruitment records
 - ensuring pupils have a deeper understanding of the risks they may face from extremism and radicalisation.
- Continue to improve the quality of teaching, learning and assessment to ensure that pupils make strong progress in all year groups and subjects through teaching that:
 - demands the very highest standards of pupils, particularly the older boys
 - provides greater opportunities for pupils in key stage 1 to reach greater depth in reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, supported by senior leaders, has maintained a culture of respect, care and compassion. They hold fast to the Christian ethos of the school and promote equality and diversity. They ensure that pupils benefit from a wide range of activities both during school hours and in the extra-curricular offer. Consequently pupils develop a good understanding of the world and their place in it.
- Senior leaders have high expectations of how pupils conduct themselves. In the main, pupils rise to these expectations. However, on occasions, some pupils fail to maintain these high standards. Leaders are quick to intervene and support pupils to reach their expectations.
- Middle leaders are knowledgeable and are adept at identifying strengths and needs in their area of responsibility. They use assessment information effectively to track pupils' progress and intervene in a timely fashion to inform precise areas for further improvement within their subject. Staff value and act swiftly on any feedback they receive from leaders.
- Leaders' systems and procedures for managing the performance of staff are strong. There is a clear link between the needs of individual staff members and the training they receive. At the same time, the headteacher identifies common areas that all staff need further training in and makes suitable arrangements.
- The school is an active participant in initial teacher training and a number of staff lecture on undergraduate degree programmes. This not only recognises the skills that the staff have but also provides opportunities for staff to work with a range of schools to moderate work, access training for other staff members and enhance the quality of teaching at St Andrew's.
- Senior leaders carefully track pupils' progress with precision. This is tested and moderated across groups of schools they work with, such as with the Moorland Schools Partnership (a group of five local primary schools), to ensure their accuracy and security of assessment. Inspectors found the school's assessment of pupils' attainment to be accurate.
- The curriculum is broad and balanced. Pupils are keen to take up the opportunities on offer to develop their skills and broaden their experience. The curriculum is enhanced by carefully crafted residential visits, such as to Iron Bridge where pupils gain an insight into Victorian Britain or to Mount Edgcumbe in Cornwall where they develop their outdoor skills.
- Pupils' spiritual, moral, social and cultural development is strong. Leaders plan a wide range of opportunities from the early years through to Year 6 where pupils learn about other faiths and cultures. The focus on developing pupils' personal skills, such as showing respect and building resilience, is well developed. Pupils show good attitudes towards others when they face challenges.
- Leaders use the sport premium carefully to improve pupils' agility, participation and high-level competition. The school has achieved considerable success in sporting

competitions.

- Leaders promote equality of opportunity, and inclusivity is a strong feature of this school. Those families who are disadvantaged benefit from additional support, including the use of the pupil premium, so that no pupil is left out.
- Leaders invest heavily in strategies to support pupils' learning, particularly those who have special educational needs and/or disabilities and disadvantaged pupils. Their monitoring of such funding is increasingly effective. However, leaders accurately identify that there is more to do.
- The school has used support from local authority advisers to good effect to improve various aspects of the school's work, such as the teaching of mathematics.

Governance of the school

- Following a review of governance in the previous academic year, governors have re-organised the way they work to make sure each brings specific skills which strengthen their oversight of the school's work. They provide leaders with unwavering support and a good level of challenge. They make regular, extensive visits to school to monitor the school's work. They are well informed about how the school's performance compares to national figures.
- Governors oversee a thorough process of performance management of teaching staff, including of the headteacher.
- Governors are acutely aware of some disquiet that some parents have about the school. They are keen to hear and respond to their concerns. When complaints are made, governors take swift action to investigate any matters and reach conclusions. Where there are shortcomings, they ensure that school leaders learn from them and make changes. However, while governors are proactive in seeking parents' views, very few parents formally express them.
- Governors' understanding of the spending of additional funds, such as for disadvantaged pupils and for those who have special educational needs and/or disabilities, is underdeveloped. The information they receive lacks the detail for them to know specifically which strategies are more effective than others.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture where safety and support for pupils' welfare are their utmost priority. Staff are highly vigilant and when they have any concerns, no matter how small, they take appropriate actions. When necessary, leaders are tenacious in ensuring that other agencies fulfil their duties fully.
- Staff are well trained in safeguarding. Parents support the view that their children are kept safe in school and the majority of those who responded to Ofsted's online questionnaire, Parent View, believe their child is well looked after at school.
- The necessary checks are carried out to ensure that staff are suitable to work in school. However, the records for some staff members were incomplete at the start of

the inspection. The headteacher recognises that record-keeping arrangements need to be tighter. This situation has not been sufficiently challenged by governors.

Quality of teaching, learning and assessment

Good

- Teachers' subject knowledge is strong, especially in English and mathematics. They contribute their different areas of expertise well to support learning across the school. Teachers know their pupils' learning needs well and this helps teachers to develop and deepen pupils' understanding throughout lessons. Staff are keen to challenge stereotypical views through the use of carefully chosen resources and in discussions.
- Pupils make particularly strong progress in reading. Pupils read with confidence, intonation and accuracy. For those who show signs of falling behind, teaching assistants lead a robust programme in place to support pupils in their learning. As a result of pupils' well-developed reading skills, pupils are able to understand complicated texts and challenging questions in all areas of the curriculum.
- Pupils who have special educational needs and/or disabilities make good progress as a result of the carefully crafted programmes they experience. Teaching assistants support pupils well to complete activities and engage in learning.
- Where teachers' expectations are high and they insist on the highest standards, pupils respond well. In some classes, this is not a consistent feature and pupils need to be reminded to focus on the task in hand.
- Teachers regularly check pupils' understanding and adapt their planning to tackle any misconceptions or develop pupils' deeper understanding. This was particularly evident in mathematics. As a result, pupils are able to estimate approximate answers to check their calculations.
- Teachers take a consistent approach to assessment, following the school's policy, which helps pupils know how to improve their work. Teachers use the feedback they provide to plan future activities which build on these areas and subsequently result in higher-quality work.
- Pupils talk emphatically about the enjoyment of their work on European-funded projects where they learn about other countries and the cultures of these countries and develop their skills, for example in sport or robotics. Pupils' skills in computing and coding are well developed.
- Pupils are keen to participate in the wide range of sporting activities that leaders arrange, including cross country running and cricket. School teams have achieved notable success in competitions at local and county level.
- Homework is used effectively, especially in key stage 2, to develop pupils' skills in reading, spelling, times tables and topic work.
- Parents are provided with reports which give a rich flavour of their child's personal development and academic achievement. They include details of areas in English and mathematics which require further development.
- In a minority of lessons, teachers do not sufficiently take into account what pupils already know or understand. As a result some pupils, particularly the most able and including the few most able disadvantaged pupils, are not challenged enough. When

this happens, pupils do not show the good attitudes to learning they do in other lessons.

- The presentation in some pupils' books, mainly boys, is lacking. This is because these pupils do not show the very best attitudes towards their learning and some teachers do not insist on consistently high standards of handwriting and presentation.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show good manners and respect towards each other, adults and visitors. Pupils play well together at break and lunchtimes. Staff encourage pupils to participate in games and sports.
- Pupils revel in the leadership roles available to them. They willingly take on such responsibilities and carry out their duties diligently. The older children instigate and keenly lead extra-curricular clubs which they organise and manage independently.
- Pupils have a reasonable understanding of how to keep themselves safe, including when they use the internet or social media. This is as a result of the school's work, in partnership with other agencies such as the police, to raise their awareness. They are, however, naive in their appreciation of the risks they face from those who may hold extremist views and the risk of radicalisation.
- Pupils' spiritual, moral, social and cultural development is interwoven throughout all of the school's work. The Christian ethos and values are an intrinsic feature of the school culture. Pupils are encouraged and are keen to share their own experiences, from which other pupils learn, for example about other countries, faiths and cultures. Pupils show respect and good understanding of other cultures and faiths. Xenophobic attitudes are challenged robustly and pupils benefit from the activities and visits the school organises which allow pupils to experience life in different parts of the United Kingdom and overseas.
- British values are well developed in the curriculum and pupils' understanding is enhanced through visiting speakers, for example from the police and Parliament. Pupils show a good understanding of the rule of law and the role of government and are adept at their debating skills.
- The school has good links with the secondary schools which pupils normally move on to. As a result of the work between schools, pupils in Year 6 feel ready for moving on to secondary school.
- All staff work well together to ensure children are safe. Safety inspections are carried out diligently and fire drills are conducted on a regular basis. Risk assessments are in place for activities. Governors are very attentive to the security of the site and invest funds in ensuring the safety of pupils. Levels of staff supervision are high.
- Pupils benefit from the wide range of sporting activities, which helps them live healthy lifestyles. Leaders are attentive to pupils for whom they have concerns about their health and well-being.

- Some pupils, in some year groups, do not show good attitudes to all aspects of their learning. As a result they do not make the progress they are capable of.

Behaviour

- The behaviour of pupils is good.
- Attendance has been consistently above the national average for many years and this pattern continues. Persistent absence is low as a result of the school's work to challenge absences. Effective relationships with the local authority's education welfare officer are used well to maintain pupils' high attendance.
- Punctuality is very high and continues to improve as a result of the school's actions, for example in providing a breakfast club.
- Bullying is rare. Leaders are quick and effective in taking action to stem any bullying at an early stage.
- A small number of pupils, often those who join the school other than at the usual time, present challenging behaviour which the school has struggled to manage. Leaders have commissioned the support of behaviour specialists to provide advice. Governors have identified this as an area where staff require further training and arrangements are in place to ensure staff are better equipped to deal with pupils who present more challenging behaviours.
- The number of incidents of poor behaviour was much higher in the autumn term than has previously been seen in the school. This has now reduced to more typical levels. Exclusions are rarely used. However, they are used when necessary and again were higher in the autumn term than normally seen.
- Some pupils do not routinely settle down to work quickly. Some struggle to maintain their concentration and do not display the high standards of behaviour shown by most pupils.

Outcomes for pupils

Good

- Children get off to a good start in the early years. An increasing proportion of children reach a good level of development by the end of the Reception Year. Strong teaching in the early years, particularly of phonics, is maintaining the high standards, with an increasing number of children exceeding the early learning goals in many aspects of the curriculum.
- In 2016, pupils achieved high standards of attainment in the national tests at the end of key stage 2. This continues the trend of many years. The majority of pupils in all year groups are working at least at the standard expected for their age.
- In key stage 2, many pupils are working at the higher standard. The vast majority of pupils in Year 6 are on track to reach the expected standard and some are working at the higher standard in writing and mathematics.
- The development of pupils' scientific, technical and engineering skills is impressive. As a result, pupils' achievement in science and computing is strong.
- While attainment was strong in 2016, the progress pupils made in their writing by the

end of key stage 2 was low. As a result of a focus on improving composition and some work on English grammar, spelling and punctuation, standards are now higher. However, some pupils, mainly boys, are still not on track to reach the standard expected from their starting points.

- Between 2013 and 2015 there was a decline in the progress key stage 2 pupils made in reading. Leaders were aware of this and took action which arrested the decline. In 2016, pupils achieved significantly higher than the national average. Pupils in most year groups are currently on track to make strong progress in reading.
- In key stage 1, the number of children achieving well in the national phonics screening check is consistently high. By the end of Year 2, pupils typically achieve the standards expected for their age in reading, writing and mathematics. However, the most able pupils do not make the progress they should to work securely at greater depth.
- The small number of disadvantaged pupils receive additional support which helps them to make good progress and the majority are working at levels similar to their classmates. Pupils who have special educational needs and/or disabilities follow very carefully planned programmes which results in them making good progress from their starting points.

Early years provision

Outstanding

- The provision for early years is outstanding. The early years leader has an accurate understanding of the strengths of the provision and also areas she wishes to develop further. She has successfully overseen the improvements in recent years which have led to high standards being reached.
- The early years leader has a detailed understanding of each child's needs and plans activities and targets support precisely to ensure each child flourishes. Where intervention is needed, this is swift and so children's early reading is particularly strong.
- The proportion of children reaching a good level of development has been high for many years. This continues. The number of children who are exceeding the expectations for their age is increasing year on year.
- Children enjoy the wide-ranging curriculum and benefit from a mix of adult-led teaching and discovery through play. Their learning journals demonstrate a rich and full programme of activities so that children experience every part of the curriculum. Children particularly enjoy their work on science, and are clear about concepts such as floating and sinking.
- Children work well together on tasks as well as choosing from the wide variety of activities on offer which they work on independently. When they are working with other children or with adults, children are able to use their well-developed language skills to explain their thinking. The outdoor area is used well to develop children's skills, including their physical development.
- High expectations are a core feature of all aspects of the early years at St Andrew's. Children respond very well to adults' requests and participate wholeheartedly in their learning. Their behaviour is exemplary and they sustain high levels of concentration for prolonged periods.

- As a result of the strong teaching they receive and the high skill levels they attain, especially in phonics, children are well prepared to move in to Year 1.
- Children show a good awareness of other cultures, through their celebrations of festivals, such as Chinese New Year, and the topics they follow. When studying India, pupils develop a good understanding of the similarities and differences between their life and children in India. They begin to learn about the Hindu faith.
- Parents speak very positively about how well their children settle and how happy they are. They appreciate the high expectations that the staff have and are keen to support the school in helping their children learn.
- The statutory welfare arrangements required for early years settings are in place. Staff are suitably trained and the site is secure, although governors have plans to strengthen this even further.

School details

Unique reference number	113479
Local authority	Devon
Inspection number	10033772

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Jonathan Ambler
Headteacher	Julie Tailyour
Telephone number	01822 853153
Website	http://www.standrewscofe.co.uk
Email address	admin@standrewscofe.co.uk
Date of previous inspection	5 December 2006

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is smaller than the average primary school.
- The proportion of pupils known to be eligible for pupil premium funding is well below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is well below the national average.
- The school meets the government's current floor standards, which are the minimum expectations of pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- The inspection was carried out following a complaint made to Ofsted which raised serious concerns. Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish the quality of leadership and management and to assess pupils' behaviour. During the inspection, inspectors found it necessary for the inspection to be deemed a section 5 inspection.
- Inspectors observed pupils' learning in a range of subjects and across year groups. Many observations were conducted jointly with leaders.
- Meetings were held with the headteacher, senior leaders, pupils and members of the governing body.
- The lead inspector spoke with an officer of the local authority and with an external consultant who provides support to the school.
- Inspectors scrutinised a wide range of documentation, including assessment information, the school's self-evaluation, development plans, behaviour and bullying records, attendance information, exclusion records, safeguarding files and records, and the school's own survey of parents' views and complaints.
- Inspectors scrutinised pupils' work and observed their conduct at breaktimes and lunchtimes.
- Inspectors also met with parents at the start and end of the school day and took into account the views of 117 parents who responded to Parent View.

Inspection team

Iain Freeland, lead inspector

Her Majesty's Inspector

Simon Green

Ofsted Inspector

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