

INSPECTION REPORT

**ST ANDREW'S METHODIST PRIMARY
SCHOOL**

Little Hulton

LEA area: Salford

Unique reference number: 105938

Headteacher: Mrs T Dillon

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 3rd – 4th March 2003

Inspection number: 246541
Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Prescott Street Little Hulton Manchester
Postcode:	M28 OZA
Telephone number:	(0161) 790 3194
Fax number:	(0161) 799 2718
Appropriate authority:	The governing body
Name of chair of governors:	Rev K Bamford
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's Methodist Primary School is a very effective school for boys and girls, aged three to 11, situated in Little Hulton, Salford. There are 231 pupils on roll; the school is similar in size to most primary schools with approximately equal numbers of boys and girls. The ethnic background of the pupils is largely white with UK heritage, with a minority having Caribbean, Asian and Chinese backgrounds. No pupils are at an early stage in the acquisition of English as an additional language. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils with a statement of special educational needs is below the national average; the proportion of pupils identified within the school as having special needs is average. The nature of pupils' special needs includes specific, moderate and severe learning difficulties, autistic tendencies and Down's syndrome. Pupils' attainment on entry is well below average overall. Pupil turnover is relatively low.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards in English, mathematics and science for pupils aged 11 exceed national expectations. The overall quality of teaching is very good and leadership and management are both excellent. The school provides excellent value for money.

What the school does well

- By the end of Year 6, pupils reach standards in English, mathematics and science that exceed national expectations; standards in music exceed national expectations also.
- Leadership and management by the headteacher are both excellent; the school has an exceptionally clear educational direction.
- The overall quality of teaching is very good; pupils learn very well indeed in an atmosphere most conducive to learning.
- Pupils' very good attitudes and behaviour, coupled with the very good relationships that prevail in the school, promote a very successful learning environment.
- Provision for pupils with special educational needs is very good.

What could be improved

- No areas were identified.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Standards in English, mathematics and science by the age of 11 have greatly improved. The overall quality of teaching has also improved. The key issue to improve procedures for setting targets for achievement has been addressed appropriately. Pupils' attainment in information and communication technology (ICT) has greatly improved. The school's provision for design and technology has been substantially enhanced. The school's accommodation has been greatly improved, the previous open-plan design having been replaced with classrooms. Additionally, three classrooms have been extended to create spacious working environments. The school has made very good improvement since the last inspection and has the capacity to sustain this improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	A*
mathematics	B	A	A*	A*
science	B	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards attained by pupils aged eleven in 2002 were well above the national average in English and science, and very high in mathematics, being in the top five per cent of schools nationally. Compared to schools of a similar type, standards were very high in English and mathematics, being in the top five per cent of such schools and well above average in science. Over the three years from 2000 to 2002 taken together, pupils have left the school over two terms ahead of pupils nationally in English and mathematics and over one term ahead in science. Boys and girls have performed similarly in English and mathematics, but the girls have outperformed boys in science. The school's targets are appropriately ambitious.

Standards reached by pupils aged seven in the national tests in 2002 were in line with the national average in reading and writing and well below average in mathematics. In the teacher assessments in science, standards were above average. Compared to schools of a similar type, pupils' attainment was well above average in reading and writing and below average in mathematics. Over the three years from 2000 to 2002 taken together, pupils have left the infant phase with standards nearly one term ahead of pupils nationally in reading and writing and in line with standards nationally in mathematics. Boys have outperformed girls slightly in reading and writing; boys and girls have performed similarly in mathematics.

In the work seen during the inspection, standards for pupils aged seven met national expectations in reading, writing, mathematics and science. For pupils aged seven and 11, standards in information and communication technology met national expectations. Pupils aged 11 exceed national expectations in English, mathematics and science. Although children aged five make very good progress, not all of them will meet the Early Learning Goals (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage). Pupils' achievement is very good overall; standards at the school are sufficiently high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very positive; they enjoy coming to school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Behaviour, both in and out of the classrooms, is very good. Older pupils look after younger ones appropriately.
Personal development and relationships	Pupils' personal development is good; relationships are very good both between pupils and with adults.
Attendance	Pupils' attendance meets the national average. Unauthorised absence is below average.

Particular strengths in pupils' attitudes include their hard work and enjoyment of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in English and mathematics is very good; the skills of literacy and numeracy are very well taught overall. Particular strengths in teaching include teachers' expectations, class management and the sharing of learning objectives with pupils, most especially in literacy and numeracy. Classroom support assistants work very well with teachers in planning lessons and helping to mark homework. The school meets the needs of all pupils appropriately. All pupils are fully included. Particular strengths in pupils' learning include their concentration, productivity and pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good throughout the school. The curriculum is enhanced by all pupils from Year 2 learning to play chess; pupils from Year 3 all learn to play the recorder and have the option of learning to play the violin. French is taught to older pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good overall; learning support assistants support pupils well. The school provides well for pupils who are gifted and talented.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is very good. The school provides successfully for pupils' spiritual, moral, social and cultural development. Assemblies are uplifting and accompanied by enthusiastic singing.
How well the school cares for its pupils	The school looks after its pupils very well. The school has a very caring ethos. The way in which it tracks pupils' progress is very good.

The school works very well in partnership with parents. All areas of the curriculum meet statutory requirements. A particular strength in the way the school cares for its pupils is how it assesses their attainment and tracks progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher are excellent. She is very ably assisted by an excellent deputy headteacher, who provides structured support throughout the school.
How well the governors fulfil their responsibilities	The manner in which the governors fulfil their responsibilities is excellent. They bring a wide range of expertise to the running of this school. The chair of governors is a regular visitor to the school, taking assemblies on a weekly basis.
The school's evaluation of its performance	The school's evaluation of its performance is excellent It analyses its work in external national tests and uses the findings to improve standards appropriately.
The strategic use of resources	The strategic use of resources is excellent.

Particular strengths in leadership and management include the dedication and commitment of the headteacher and senior management team. The school bursar and clerk are efficient and help ensure the smooth running of the school. Lunchtime assistants and catering staff create a happy atmosphere at the midday break. The accommodation is exceptionally well maintained by a very dedicated caretaker and cleaner. The school makes the very best use of the accommodation that it has. The school's application of the principles of best value is excellent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Parents feel that the school sets high expectations. • They are very happy with the way that the school is led and managed. • They judge the overall quality of teaching to be good. • Parents feel that the school helps their children to mature and be responsible. • They are happy with behaviour at the school. 	<ul style="list-style-type: none"> • Some parents would like to see a greater range of extra-curricular activities.

The inspection team agrees with parents' positive views. It finds that the range of extra-curricular activities is good and improving.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils by the end of Year 6 are reaching standards in English, mathematics and science that exceed national averages; standards in music exceed national expectations also.

1. Pupils achieve very well indeed at this school. Results of national tests for pupils aged 11 in 2002 show standards in English, mathematics and science that exceed national standards. Compared to schools of a similar type, results are well above average in English and above average in mathematics and science. Girls have generally performed better than boys in science, with the reverse being true in English and mathematics.
2. Over the years from 2000 to 2002 taken together, pupils have left the school, on average, over two terms ahead of pupils nationally in English and mathematics and over a term ahead in science. Pupils currently aged 11 are exceeding national expectations in all three subjects.
3. If we look at the performance of recent 11-year-old pupils who stayed at the school throughout the junior phase and compare it with their results when they were aged seven, we find that they have generally made excellent progress in English, mathematics and science.
4. In English, the skills of reading, writing, speaking and listening of pupils currently aged 11 all exceed national expectations, as a result of very good teaching. Pupils in Year 6 use persuasive writing to very good effect, including the use of rhetorical questions. They use ideas from the source material appropriately in their own work. They engage well in discussion. Pupils at the end of Year 2 respond well to a “big book” on the theme of “Martians”. They use simple sentences and volunteer suggestions in class enthusiastically.
5. In mathematics, pupils aged 11 know and thoroughly understand the properties of numbers. They group numbers up to at least 100, according to whether, for example, they are prime, square, both or neither. Pupils go on to subdivide these groupings, recognising that 63 is in both the seven and nine times tables and is neither prime nor square. They are clear and concise in their mental strategies and are able to explain clearly how they arrive at their answers. Pupils show appropriate understanding of the properties of quite complex shapes, including parallelograms and nonagons. Seven year olds recognise simple number sequences and extend them appropriately. Pupils count both forwards and backwards in two's, three's, five's and ten's with a high degree of accuracy. They understand the key words in problems. Pupils in the school generally have a sufficiently prompt recall of their multiplication tables and this is greatly helping their learning.
6. In science, pupils aged 11 carry out investigations well, on topics as diverse as forces, light and shadow and physical and chemical changes. They understand the life cycles of plants. Pupils in the infant phase group flowers according to their properties and make good use of the school grounds to recognise “signs of spring”. Pupils use correct scientific vocabulary throughout the school and this practice is having a most positive impact on pupils' learning.
7. All pupils from Year 3 upwards learn to play the recorder and can also choose to learn the violin. They play these instruments proficiently in assemblies and in class. Standards in music lessons exceed national expectations. In a lesson for Year 4 pupils, on the theme of “Paintings with sound”, pupils emulated a variety of kitchen sounds, such as a dishwasher emptying or a tap dripping, to a high standard. In assemblies, 50 or more pupils are able to perform with confidence for the rest of the school.

Leadership and management by the headteacher are both excellent; the school has an exceptionally clear educational direction.

8. The headteacher and deputy headteacher are leading the school very skilfully in an appropriate educational direction. They both know their pupils very well indeed and lead, very much, by example. The management team want the very best for all the pupils. The school is eminently well placed for further improvement. The school's priorities for further development are most appropriate and the current priorities of improving writing in the lower juniors and further raising standards in ICT are bearing fruit.
9. The senior management team is effective and its members work well together. The coordinators for literacy, numeracy and ICT have monitored and evaluated teaching through the school. Teaching and learning throughout the school have also been very rigorously monitored by the headteacher, giving teachers constructive written and verbal feedback, with areas for improvement indicated and demonstrated where appropriate. The deputy headteacher is timetabled to teach targeted whole- and part-classes throughout the school and is an accomplished teacher. These strategies are having a marked effect on raising standards.
10. The governing body is committed and brings an excellent range of expertise to the school. It is effective in its function as a critical friend. Governors have an appropriate understanding of the strengths and weaknesses of the school. The chair of governors comes into school, taking assembly and liaising informally with the headteacher. Governors monitor the way in which the curriculum is taught appropriately.

The overall quality of teaching is very good; pupils learn very well indeed in an atmosphere most conducive to learning.

11. The pupils at this school are very fortunate indeed to have a team of hard working, high quality, happy teachers; they engender great enthusiasm in their pupils and this greatly helps the pupils to learn really well. The overall quality of teaching throughout the school is very good, with examples of very good teaching being seen in every class in the school. Overall, teaching was excellent in approximately four out of every ten lessons seen, very good in three out of ten of lessons seen and good in the other three. Teaching standards have improved considerably since the time of the last inspection. Pupils' learning mirrors the effectiveness of the superb teaching throughout the school.
12. Pupils know and understand the precise purpose of their lessons. At the outset, teachers explain in appropriate language what the learning objectives are for the lesson. At the end of each lesson, the learning objectives are looked at again to see how far they have been achieved. This was a particular feature of literacy and numeracy lessons observed, including those in the Foundation Stage and such practice is very effective in increasing the rate of pupils' learning.
13. Time is generally used very well indeed in lessons because everybody realises what they have to do. This was particularly evident in excellent numeracy lessons for pupils throughout the school, where no time was lost as pupils tackled their work. In a blisteringly paced Year 4 lesson, pupils worked out their strategies for multiplying 5 x 19 or 4 x 27. Their speaking and listening skills were also extended very effectively.
14. Planning is most effective at this school, as is marking. Teachers manage their classes very efficiently indeed; expectations are high in terms of both behaviour and standards of work for all pupils, including those with special educational needs. Gifted and talented pupils are identified and catered for in a range of subjects, from literacy and numeracy to science.
15. The school has a wonderful learning atmosphere which all have striven hard to achieve. On walking in through the front door, visitors are most aware that whatever the prevailing deprivation locally, this is different. Pupils' hard work is celebrated, with stunning displays on themes as diverse as "The Vikings" in Year 3 to "Our arguments and opinions" in Year 6.

Pupils' very good attitudes and behaviour coupled with the very good relationships promote a very successful environment for learning.

16. Pupils' attitudes are very good. They behave well and want to learn. They mirror the enthusiasm of their teachers and really enjoy coming to school.
17. Pupils take part in question and answer sessions eagerly, as in a Year 6 numeracy lesson on number patterns. Pupils want to justify their answers and are keen to explain what they are doing and demonstrate their thorough understanding of sequences.
18. Relationships both between pupils and with adults are very good. Staff treat pupils respectfully and this is reciprocated by the pupils. Pupils help around school, with the older ones acting as lunchtime monitors, for example. Throughout the school, pupils' very good learning is greatly enhanced by the high quality of the relationships.

The school's provision for pupils with special educational needs is very good.

19. Provision for pupils with special educational needs is a strength of the school. The coordinator for special needs manages this area of school life effectively.
20. Pupils have succinct individual educational plans with clear targets for improvement. The targets are reviewed regularly. The quality of the plans for these pupils means that teachers and support staff tailor their teaching more accurately to meet the needs of these pupils, which enables them to make very good progress.
21. Learning support assistants make a most valuable contribution to pupils' learning. They work seamlessly with teachers and are fully aware of the targets for improvement identified in pupils' individual education plans. Whatever their special needs, pupils make very good progress as a result.

WHAT COULD BE IMPROVED

No areas were identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	8	6	7	0	0	0	0
Percentage	38	29	33	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	201
Number of full-time pupils known to be eligible for free school meals	N/a	51

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	12

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	11
	Girls	16	13	14
	Total	28	25	25
Percentage of pupils at NC level 2 or above	School	97(97)	86(97)	86(94)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	16	15	16
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	97(94)	93(94)	97(97)
	National	85(84)	89(88)	89(88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	14	19	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	19	18	19
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	97(91)	97(94)	100(97)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	19	19	19
	Total	32	32	33
Percentage of pupils at NC level 4 or above	School	97(91)	97(94)	100(100)
	National	72(70)	74(72)	82(79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	194	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	25.1
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	110

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	557,606
Total expenditure	549,327
Expenditure per pupil	2,313
Balance brought forward from previous year	52,654
Balance carried forward to next year	60,933

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	1	1	0
My child is making good progress in school.	60	36	2	0	2
Behaviour in the school is good.	60	35	2	0	3
My child gets the right amount of work to do at home.	47	45	7	1	0
The teaching is good.	72	26	1	0	1
I am kept well informed about how my child is getting on.	42	44	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	66	27	3	3	1
The school expects my child to work hard and achieve his or her best.	74	25	1	0	0
The school works closely with parents.	44	48	6	1	1
The school is well led and managed.	59	35	4	0	2
The school is helping my child become mature and responsible.	56	40	3	0	1
The school provides an interesting range of activities outside lessons.	34	29	20	8	9