



St Andrew's Maghull Church of England Primary School

Inspection Report

Unique Reference Number 104895
LEA Sefton
Inspection number 277248
Inspection dates 10 October 2005 to 11 October 2005
Reporting inspector Mr Ralph Higgs CfBT Lead Inspector

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

Type of school	Primary	School address	Damfield Lane
School category	Voluntary controlled		Liverpool
Age range of pupils	5 to 11		Merseyside L31 6DE
Gender of pupils	Mixed	Telephone number	0151 5261378
Number on roll	380	Fax number	0151 5264696
Appropriate authority	The governing body	Chair of governors	Mr G Waite
Date of previous inspection	15 May 2000	Headteacher	Mr F Driessen

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a very large Anglican primary school situated in a suburb of Sefton on Merseyside. Recently, the number on roll has begun to decline because of falling birth rates. Almost all pupils are from white British backgrounds and have a wide range of family circumstances, although the proportion claiming free school meals is well below average. Their attainment on entry to the Reception class is above average. The proportion with learning difficulties and/or disabilities is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school and provides good value for money. It has several outstanding features. Inspectors agree with the school's view on its overall effectiveness. Good teaching and an innovative curriculum, which promotes literacy very effectively, contribute to high standards and good progress by Year 6. Pupils' personal development is outstanding, promoted strongly by the school's Christian ethos. Their behaviour is excellent and they enjoy school a great deal. They are learning particularly well to be healthy and stay safe. The great majority of parents have confidence in the quality of education provided.

Provision for children in the Foundation Stage is good, with the same outstanding elements as the main school. Children make rapid progress from entry to reach or exceed the goals expected of them because of a well planned curriculum and good teaching.

The school is well led and managed. The vision of the headteacher has brought about some exciting changes to the curriculum. The school evaluates itself honestly and senior managers and governors have a good understanding of what needs to improve, including more effective emphasis on target setting and consistency in teaching and the use of assessment. The school has dealt successfully with points from the last inspection report and, with the exception of a dip in performance in English and mathematics in Year 6 in 2005, standards have risen. The manner of the school's strong response to these results and its commitment to establish a more consistent and systematic approach to self-evaluation shows a good capacity to further improve.

What the school should do to improve further

- Ensure greater consistency in teaching and learning and the use of assessment information to set and monitor specific learning targets.
- Further improve self-evaluation so there is a systematic approach to monitoring and evaluation in all areas of the school.
- Promote and monitor attendance more effectively.

Achievement and standards

Grade: 2

Overall, standards are high and pupils make good progress from entry to Reception to Year 6. Standards are gradually rising. Children enter the school with above average attainment, and a wide range of early years experience. They build on this and make good progress in the Reception Year and by Year 2 there is no significant difference between the progress of boys and girls.

Standards are currently above average in Year 6. They have recovered from a dip in results in English and mathematics in 2005 that was due to the particular characteristics of that year group. Results in science remained strong. The school has carefully analysed the reasons for these results, particularly in English, and made important changes with

marked success. For example, in the setting of specific targets to promote higher level writing skills. Consequently, progress is good and pupils are on course to reach challenging targets. Standards and progress in literacy are particularly impressive across the school. Pupils with learning difficulties and/or disabilities make good progress due to a thorough diagnosis of their needs and carefully planned support.

Personal development and well-being

Grade: 1

The school says that pupils' personal development is good but inspectors judge it to be outstanding. Pupils are able to share and cooperate with each other from entry to school and these skills are built on strongly. By Year 6, pupils are keen to learn, behave very well indeed, work hard in individual and team activities and are proud of their school. Bullying and racism are very rare and pupils say that any incidents are dealt with very quickly.

Pupils' spiritual, moral, social and cultural development is of high quality, fostered by the school's Christian ethos. They have a very good understanding of British traditions, but less so of other cultures. They know clearly about right and wrong and that society needs rules. They eagerly take on and carry out responsibilities. More than 25 children enjoyed play leader training and looked forward to their chance to help others. They willingly raise funds for many charities to help those less fortunate than themselves. Pupils know how to stay fit and safe, and mainly select foods that are healthy. They are very well prepared for the next stage in their education. Attendance is broadly average and the systems in place to encourage better attendance are having little effect to improve it. Punctuality is good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall, with some that is outstanding. Inspectors confirm the school's view that there is variation in quality, but none is less than satisfactory. The positive atmosphere typically found in lessons reflects pupils' enjoyment and success in learning and excellent classroom relationships. The work provided for them matches their different learning needs and often challenges high fliers to deepen their understanding. Pupils who find learning difficult benefit from focused support that helps them make good progress. In outstanding lessons, teachers plan how best pupils might learn; they make skilful use of questioning to probe and challenge understanding and fuel pupils' interest creatively. The school is striving to improve those lessons where teaching objectives and the checking of learning are not sharp enough to reach the quality of the best.

Assessment of pupils' learning is good overall, but is not consistent. Most pupils know what they need to do next, guided by helpful marking, particularly in English. Older pupils learn to reflect on how they have understood their lessons, and comment on

each other's work with maturity, but this is not widespread. Targets for improvement are relatively new to most pupils to help them to fully understand their learning and some, as in mathematics, are not specific enough.

Curriculum and other activities

Grade: 2

The school offers a good, well planned curriculum that complies fully with national requirements and meets the needs of all learners. An outstanding feature is the experiences provided by promoting literacy through humanities subjects, which make activities fun and learning vibrant so pupils see connections between ideas. Links between other subjects are less well developed. There is a good emphasis on learning basic skills and acquiring effective study habits. However, the quality of outdoor play facilities for Reception children is barely satisfactory and restricts learning.

The importance of staying safe and keeping healthy is a prominent feature of the curriculum, frequently raised in assemblies and class discussions. Good enrichment, such as two residential experiences, and many out of school activities enhance pupils' personal development, enabling them to build successfully on existing skills and to widen interests. Pupils say they enjoy very much the activities provided for them. This motivates them to learn and raises their achievement.

Care, guidance and support

Grade: 2

Pupils feel that their teachers really care about them and the inspection team supports this view. Regular risk assessments are carried out around the school. Procedures for child protection are fully in place, although not all adults have received training. The school monitors pupils' academic and social progress closely. High quality literacy and numeracy annual reports keep parents well informed, but other subjects are reported in much less detail. Any parental concerns are fully considered, but the school does not have robust systems for canvassing their general views. Attendance is not rigorously monitored and promoted so it remains broadly satisfactory.

The well conceived programme for health education helps pupils understand how to stay fit and about substances that can affect their health, like tobacco and alcohol. Procedures for the early identification of pupils with learning difficulties and/or disabilities are very good. Parents of these children are kept fully involved in their child's programme and outside agencies are used well to support this provision.

Leadership and management

Grade: 2

The school believes, and inspectors agree, that leadership and management are good. The headteacher and governors provide a clear direction for the school and have brought about important improvements. They set high expectations, communicating these effectively to staff who, as a result, work purposefully to realise the school's

aims. High priority is given to raising standards, to developing an interesting curriculum and sustaining the strong Christian ethos. Parental responses to an inspection questionnaire are overwhelmingly positive and pupils say how much they enjoy their education, but the school does not have a strategic approach to taking their respective views into account in its development planning.

The headteacher and other senior managers accurately appreciate the school's strengths and weaknesses. Improvements have recently been made to the use of data to set challenging targets and to systems that track and monitor pupils' performance. Analysis of test results has begun to be used more effectively by core subject leaders. Self-evaluation is thorough in some areas, such as teaching and learning, but less so in others and the school has recognised the need to strengthen procedures.

The governing body is committed to the school and provides good support. They are aware of the need to ask more challenging questions to monitor and evaluate priorities. Resources are effectively deployed. Accommodation is good and is undergoing a series of improvements. However, provision for outdoor play for Reception children is weak. The budget is managed effectively and the school provides good value for money. Links with other schools and agencies are good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the friendly welcome you gave the inspection team last week. We found your views very interesting and they helped us a lot to understand your school.

These are the main things we found out during our visit:

St Andrew's is a good school. In fact, we found that some things are outstanding. Your school is well led by the headteacher, staff and governors. They are all working hard to provide you with a good education.

Your behaviour is extremely good. We noticed how hard you worked in lessons. We were also impressed by how polite and pleasant you are with one another and with adults (and visitors) during playtimes and lunchtime.

We agree with you that school is enjoyable because staff try hard to provide you with interesting lessons and out of school activities. Teachers plan a good range of subjects and topics for you to learn, which helps you make good progress and learn many useful skills. You know how to keep safe and fit and which foods and drinks help you keep healthy. Your teachers also care for you well and provide help when you need it.

Standards in your school are high, but we think your school is able to help you do even better. The headteacher, staff and governors are going to be working very hard to achieve this. They will be giving you targets to help you even more with your learning and check your progress more carefully. We also think more could be done to encourage you to attend school even better than you do already.

Once again, thank you for talking to us and being helpful during the inspection. There is much that you and your teachers can be proud of at St Andrew's and we wish you every success for the future.