



St Andrew's Church of England Primary School, Dearnley

Inspection Report

Unique Reference Number 105807
LEA Rochdale
Inspection number 277415
Inspection dates 24 May 2006 to 25 May 2006
Reporting inspector Mr Roger Gill CfBT Lead Inspector

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

Type of school	Primary	School address	Union Road
School category	Voluntary controlled		Rochdale
Age range of pupils	5 to 11		Lancashire OL12 9QA
Gender of pupils	Mixed	Telephone number	01706 378991
Number on roll	193	Fax number	01706 370525
Appropriate authority	The governing body	Chair of governors	Ms Janice Perkins
Date of previous inspection	4 July 2000	Headteacher	Mrs Barbara Towse

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly below average-sized school, situated in an area of Rochdale that is average in terms of its socio-economic indicators. The vast majority of children are from White British families; a few are from minority ethnic heritages and even fewer are learning English as an additional language. A small minority of children are looked after in public care. The proportion of children who have learning difficulties and/or disabilities is average. The school's roll and the level of children's attainment on entry have fallen since the last inspection. Children are increasingly moving in and out of the school during the year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agreed with the school that it is good. It provides good value for money. Children achieve well as a result of the good teaching they receive. They get off to a good start in Reception where provision is of high quality and the range of learning activities is wide. Thereafter, teaching is good. Some lessons are outstanding and help children forge ahead in writing and mathematics. Children are given targets to help them improve their work, but the way that they are involved in the evaluation of their progress is inconsistent. Thorough procedures for care and support produce confident children who enjoy their learning. A positive learning environment produces good personal development. Children are proud of their school and readily share opinions about it.

The good leadership and management are characterised by the scrupulous implementation of good ideas. The school is well placed to improve even further. All staff work well together to identify aspects for improvement and develop ways of tackling them. One parent stated, 'I am at ease with my child's schooling,' which is a view held by many. Teaching and learning are monitored frequently and this helps to boost teachers' confidence. However, not enough emphasis is placed on how to improve children's progress in order to make teaching even more effective. Open-plan classrooms for Years 3 and 4 are sometimes too noisy for effective teaching and learning to take place. Children in the Reception class do not have sufficient, regular opportunities to learn outside because there is no dedicated area for them.

What the school should do to improve further

- Check more closely on the progress made by groups and classes to further improve the effectiveness of teaching.
- Involve children more in the evaluation of their own progress to celebrate success and support improvement.
- Pursue alterations to the accommodation to improve the learning environment, particularly in Years 3 and 4 and in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement is good. Children begin with skills and knowledge below those typical for their age. Many find socialising hard and struggle with reading and writing. Nevertheless, progress is good in Reception despite most children not reaching the nationally expected goals by the end of the year. Having to share the outside play space with Years 1 and 2 limits their scope for learning. Achievement is good by the end of Year 2 and Year 6. The recent decline in attainment at the end of Year 2 has now been arrested. Results have improved because new techniques in the teaching of writing are reaping rewards. Children achieve, and sometimes exceed, challenging targets by the end of Year 6. Standards in reading, mathematics and science in Year 6 have been maintained well. Children are beginning to make good progress in writing,

which was hitherto an area of weakness. They also make good progress in information and communication technology (ICT), particularly in classes with an electronic whiteboard or where teaching is shared productively with teaching assistants. Achievement in geography is good because the school makes effective use of the local area as a learning resource.

Personal development and well-being

Grade: 2

Good behaviour begins in the Reception class; children's improving self-confidence helps them to achieve well in the development of basic skills. Thereafter, good relationships between children and with adults continue to underpin good personal development. Enthusiasm for school is demonstrated by children's above average attendance. There are some cases of disruptive behaviour, which can result in exclusions, but these are rare. Older children report that arguments are infrequent and are quickly sorted out. Pupils know how to keep fit and healthy and have access to a wide range of healthy food at lunchtime. They understand why they walk to school and are immensely proud of their 'Walk to School' passports.

Spiritual, moral, social and cultural developments are satisfactory overall, but moral and social aspects are strengths. Children feel safe and are rightly confident that adults in school will help them to sort out any problems, which arise. In Year 6, children are given special responsibilities around the school which they treat seriously and carry out in a polite and helpful way. Children's close involvement with the local church, local organisations, charities and their work on improving the environment demonstrate their commitment to the local community and society at large.

Quality of provision

Teaching and learning

Grade: 2

Teachers use innovative methods that are successful in raising standards. For example, in Year 2 new ways of speeding up progress in writing, such as concentrating very hard on powerful opening sentences, have produced rapid improvements. The good teaching in Reception comprises a good mixture of teacher-initiated activities and those chosen by the children. However, learning is compromised by restricted access to outdoor learning.

Teaching in the rest of the school is equally good and on occasions outstanding. In a Year 5 mathematics lesson, for example, pairs of children worked conscientiously to solve a problem. When realising their mistakes they said, 'OK, let's try again,' until they were successful. Some lessons are less effective where, for example, the work set is the same for all children and is too easy for the higher attaining children. Moreover, the close proximity of pupils in Years 3 and 4 can disrupt learning on occasions because noise travels in the open plan setting.

Assessment is good. Teachers are proficient at marking children's work and tracking their progress. Useful targets are set which help children understand what they need to do next, but the system of involving children in evaluating their own progress is inconsistently applied.

Curriculum and other activities

Grade: 2

The curriculum is good; it meets statutory requirements and the needs of the children. It helps children develop basic skills, enjoy the many extra-curricular activities and learn about keeping healthy and safe. Special themed weeks, for example, in science, and frequent visits to places of interest create fun and diversity in learning. The curriculum is planned well to provide a good and balanced variety of learning experiences throughout the day and during the week. Lessons make effective use of ICT to help children explore issues in geography, for example. This variety is further enhanced by the way in which personal development is realised through work on health, safety, a sustainable environment and relationships. The curriculum gives children the confidence and skills for their next stage in schooling and later on in life. Visits to the Town Hall have given children a valuable insight into adult life and the world of work.

Care, guidance and support

Grade: 2

Good levels of care, guidance and support encourage children well in their learning. The settling in procedures in the Reception class are good and leavers in Year 6 are prepared effectively for their secondary education. Child protection procedures are in place and working. Staff are vigilant about health and safety checks and children say they know who to turn to for help. Parents are rightly pleased with these comprehensive arrangements. Teachers have a good understanding of children's academic needs and set them appropriate targets to help them improve. However, teaching is not consistent enough in enabling children to discuss how well they are making progress towards their targets and what could be improved. Strengths and areas for development in children's learning are shared well with parents in written reports. Children who find work difficult are provided with effective support from well briefed teaching assistants.

Leadership and management

Grade: 2

Leadership and management are good. The attention to detail promoted by the headteacher and deputy headteacher sets a tone of thoroughness. This is reflected in the good care for children and their good academic achievement. Children continue to make good progress despite the difficulties faced by the school such as the falling roll and the challenge of meeting the needs of a changing ability profile. Innovation is implemented very methodically, which generates a capacity for yet more improvement. For example, the prompts for learning displayed in classrooms are very

effective in helping children with their learning. Parents and children agree that the school has a lot to offer but some correctly judge that children could be more involved in discussing their learning, now that their targets have been made so clear.

The school is well led and managed: everyone involved works in close harmony to evaluate what happens. There is a well implemented programme to monitor the quality of work in English, mathematics and science. The quality of teaching is monitored well but insufficient emphasis is given to the progress made by groups and classes of children. Consequently, teachers receive, for example, limited advice on how to improve the performance of higher attainers. Governors fulfil their responsibilities and most know the school very well. New colleagues are being inducted well in a way that speeds up their appreciation of the most important issues. They also understand some of the challenges of working in open plan accommodation.

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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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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	3	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 your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so welcoming and friendly. We would like to share with you what we thought.

These are some of the things that we enjoyed.

- We think you are really well behaved, mature young people.
- We are impressed with how much you know about staying fit and healthy.
- We were really pleased with how open and honest you were with us.
- You work hard and are making good progress, especially in writing.
- We think you have some really good teachers who think hard about how they are going to teach you new things in an interesting way.

We know everyone wants to do even better and we have suggested three things that we think will help.

- We think your headteacher and teachers should check more closely on the progress you are making to make lessons even better.
- Your teachers should involve all of you more in discussing how well you are doing and what still needs to be improved.
- We would like to see the pupils in Years 3 and 4 have more privacy so you don't disturb each other and the Reception children be provided with a better outdoor space for learning.