



St Andrew's Church of England Junior School

Inspection Report

Unique Reference Number 109216
LEA North Somerset
Inspection number 278157
Inspection dates 29 June 2006 to 30 June 2006
Reporting inspector Graeme Bassett AI

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

Type of school	Junior	School address	Station Road
School category	Voluntary controlled		Congresbury
Age range of pupils	7 to 11		Bristol BS49 5DX
Gender of pupils	Mixed	Telephone number	01934 832505
Number on roll	154	Fax number	01934 877461
Appropriate authority	The governing body	Chair of governors	Mr P Friend
Date of previous inspection	29 February 2000	Headteacher	Mr Neil Tuttiett

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size school and mainly serves the village of Congresbury. Most children are White British. A few children are at the early stages of learning English and there is a small proportion of Traveller children. The economic status of the local area is about average and there are fewer pupils with learning difficulties or disabilities than in most primary schools. A new headteacher was appointed in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. This school requires significant improvement in relation to standards and achievement, and teaching and learning in Years 3 to 5.

Inspection evidence shows that the school's effectiveness is inadequate and does not support the school's view that it is satisfactory.

Leadership and management are satisfactory overall but the new headteacher provides good leadership, has raised the standards and achievement of pupils currently in Year 6 and has identified key priorities for the future.

Pupils enter the school with above average standards but throughout Years 3 to 5 make unsatisfactory progress. Teaching and learning are unsatisfactory. Often teachers do not plan for the wide range of abilities in their classes. Consequently, standards have fallen below average in Years 3-5. The good teaching for the oldest pupils accelerates their progress and they catch up well to reach above average standards in English, mathematics and science in Year 6. Care, guidance and support given to pupils are unsatisfactory overall. Assessment records are too muddled, causing teachers to make imprecise judgements about pupils' progress. As a result, they do not plan accurately what each pupil needs to learn next to enable them to do as well as they should. Marking is unhelpful and target-setting for each pupil is weak. However, the school takes good care of pupils and so ensures that pupils' personal development and well-being, including behaviour, are good. Pupils' spiritual, social and moral development is good.

The curriculum is satisfactory and is enriched well through out-of-lesson activities and use of information and communication technology (ICT) through cross-subject links. The school strives continuously to improve the links with parents and is securing good links with the rest of the village. Issues from the previous inspection have been completed and, under the good leadership and management of the headteacher, the school has capacity to make further improvements but currently gives unsatisfactory value for money.

What the school should do to improve further

- improve teaching to raise standards in English and mathematics in Years 3, 4 and 5 by making better use of assessment records to plan challenging tasks to ensure that all pupils can do their best
- improve marking and the use of targets to identify and share with each pupil what they need to learn next
- ensure all pupils make consistent progress to achieve as well as they can from one year to the next with the development of more rigorous checking of their work.

Achievement and standards

Grade: 4

Achievement is unsatisfactory overall. Pupils enter Year 3 with standards in reading, writing and mathematics that are above average. However, pupils in Years 3 to 5 do not make enough progress to maintain these standards. Their work is unsatisfactory and standards in English and mathematics are currently below those expected for their ages. Most pupils underachieve and their progress is inadequate.

This deterioration is halted in Year 6 because of the good teaching, additional support and the raised level of challenge. Pupils' progress accelerates and most catch up so that by the end of Year 6, standards in the national tests for English, mathematics and science are above average. This year, pupils have met the more challenging targets set for them by the headteacher. The proportion of pupils reaching Level 4 is on course to match the challenging targets set and the proportion reaching the higher Level 5 should exceed the targets set for mathematics and science. The pupils with learning difficulties, those at the early stage of learning English and the Traveller children make unsatisfactory progress throughout Years 3 to 5 despite the additional help they get, but improve more quickly in Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development is good, a view strongly supported by a very large majority of parents. Pupils enjoy school and are keen to join in all activities, and so their attendance is above average. Pupils make good progress in their spiritual, moral and social development. Pupils' cultural development is satisfactory.

Pupils' involvement in the life of the school is good. They willingly accept duties, such as 'playground buddies' and 'school councillors', taking these roles seriously and undergoing training. They also contribute well in making decisions about the school such as how to provide more shade on the playground and taking part in the appointment of the headteacher. Pupils are developing a satisfactory economic understanding through raising funds for charity and developing workplace skills through learning how to resolve arguments if they arise. They behave safely and have a good understanding of the importance of a healthy lifestyle. Behaviour overall is good. In lessons, pupils respond to instructions and cooperate well with others. However, where lessons are less challenging, some pupils can become restless. Whilst pupils understand the fairness of the school's behaviour system, opportunities can be missed to identify and reinforce the best behaviour.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are unsatisfactory overall, resulting in pupils in Years 3 to 5 not making enough progress to maintain the standards they reached previously. Assessment records that show what each pupil can do are confusing. Teachers do not understand how to interpret the data and often wrongly assume that pupils are making progress in these year groups. It is evident that most teachers do not know how much progress each pupil is expected to make in one year and as a result they do not plan sufficiently challenging tasks for the full range of pupils' abilities. Pupils are often set the same task regardless of what they can do already and this is also evident for pupils set into ability groups.

Marking of pupils' work is not always informative enough to show pupils how they can improve and targets set for each one are unsatisfactory. Consequently, expectations are too low, pupils' progress is slow and most do not reach the standards they should. In Year 6, the headteacher has accurately identified weaknesses in numeracy and successfully improved the teaching and learning. As a consequence, good teaching is now evident for the oldest pupils in the school. Here the planning is better and pupils are given more challenging tasks which results in most making better progress during their last year in the school. The use of interactive whiteboards and ICT is improving teaching and stimulating pupils' learning. Teachers are now able to provide stimulating graphics to enhance learning and to build upon pupils' previous learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Throughout the school, there is an emphasis on literacy and numeracy. Pupils are set in ability groups for English and mathematics. However, work in these groups is not always adapted well enough to meet the needs of all pupils and as a result, their progress is not as good as it should be. The use of ICT to underpin learning in other subjects is satisfactory and improving, following the recent updating of resources.

There are some clear strengths. Provision for music and physical education, especially dance, is good because the school uses specialist teaching to provide exciting experiences. Involvement in projects such as developing the outdoor learning environment and recycling give pupils a good understanding of the world around them as well as helping to develop links between subjects. Pupils' enjoyment and positive attitudes are successfully boosted by the good range of enrichment activities, including clubs, special events such as 'Drum Crazy' and regular visits out of school. The personal, social and health education programme supports pupils' overall development well and helps them to learn about staying healthy and safe.

Care, guidance and support

Grade: 4

Care, guidance and support are unsatisfactory overall because of the lack of support and guidance to show pupils what they should learn next.

The provision for pupils' pastoral development is much stronger and is good. Pupils and all parents recognise this and it is a key factor in pupils' positive attitudes to school. Child protection and health and safety procedures are well understood. Pupils say that they feel safe and know whom to turn to if necessary. Personal support for different groups of pupils, including those with learning difficulties and the Traveller children, are good.

Current assessment procedures are inadequate because records are not checked by teachers and senior management frequently enough to ensure pupils are doing as well as they should. The provision to promote their basic skills in literacy and numeracy is unsatisfactory.

Leadership and management

Grade: 3

The leadership and management are satisfactory but the new headteacher already provides a good direction to improve the work of the school. Clear objectives are evident in the school's improvement plan and the inspection evidence shows that the school's self-evaluation has been recently revised but is still over-generous in its evaluations.

The Headteacher knows how to raise standards but has been hampered in his actions by the considerable management workload he has encountered upon appointment. However most of these are now resolved, he has concentrated the school's efforts upon raising standards and achievements in Year 6 where higher and more challenging targets have been set. This has resulted in improved standards and achievement. However, similar developments have not been implemented in Years 3, 4 and 5, causing improvements of standards and progress to be much slower. Leadership and management have a good impact upon improving teaching in the development and uses of ICT. All pupils are fully involved in all that is done in school. New assessment procedures are being established so that all teachers can accurately judge pupils' progress before planning what is taught next.

The recently reconstituted governing body gives satisfactory leadership and management but governors' monitoring skills are not sharp enough to enable them to give a clear direction. Active links are promoted well between the neighbouring infant school, the parents and the wider community.

Under the clear guidance of the headteacher, the school has the capacity for future improvements but because of the unsatisfactory progress in Years 3 to 5, the value for money is unsatisfactory.

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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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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?	4	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	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	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	4	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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	No
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 very much for making us so welcome when we visited your school. We enjoyed talking to some of you and looking at your work. We particularly liked your conservation garden and the way you looked after it. We found your school to be a happy place and we were pleased with these things:

- your behaviour is good and we like the way you all get on together
- the adults look after you well and give you good help so that you can stay safe and enjoy your work
- the way you manage your playtime activities is good.

We think your school needs to make some improvements and have asked your headteacher and governors to:

- improve teaching to raise your standards in English and mathematics by making better use of the information teachers keep about your work when they plan their lessons
- make sure that when your work is marked, you know what you have to do to improve and that you understand the targets you are set
- ensure that you do as well as you can from one year to the next by checking your work and your progress more thoroughly.

Thank you once again for helping us on our visit.