



St Andrew's CofE Primary School

Inspection Report

Unique Reference Number 109257
LEA Bath and North East Somerset
Inspection number 278167
Inspection dates 3 October 2005 to 4 October 2005
Reporting inspector Jill Arnold HMI

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

Type of school	Primary	School address	Northampton Street
School category	Voluntary aided		Julian Road
Age range of pupils	3 to 11		Bath BA1 2SN
Gender of pupils	Mixed	Telephone number	01225 310 135
Number on roll	201	Fax number	01225 337 051
Appropriate authority	The governing body	Chair of governors	Mr Laurie Coombs
Date of previous inspection	30 October 2000	Headteacher	Mrs Sue Dixon

Age group 3 to 11	Inspection dates 3 October 2005 - 4 October 2005	Inspection number 278167
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and one additional inspector.

Description of the school

St Andrew's Church of England Primary School is situated in the centre of the city of Bath. It is about the same size as most primary schools. Pupils are mainly of White British origin, with nearly a tenth coming from a range of ethnic backgrounds. Many pupils live within walking distance of the school in a mixture of rented and privately owned accommodation. The proportion of pupils with special educational needs (SEN) is average. When pupils start in the nursery, their attainment is generally average, although each new group reflects a wide spread of ability, from above average to below average. The proportion of pupils joining and leaving during the year is higher than in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness to be good and the inspectors agree with this judgement. It is a welcoming and caring community where pupils' personal development is given a high priority. Pupils are keen to come to school and parents are pleased with the quality of education the school provides. By the end of Year 6, many pupils attain standards that are above those expected for their age. However, standards of writing in Year 2 are not as good as they should be and the school is working to rectify this.

Whilst the quality of teaching is good overall, with some outstanding teaching, it is not consistently good enough in all parts of the school to ensure that all pupils do as well as they could. The majority of pupils behave well and are keen to learn but there is a small minority of pupils whose attitudes constrain their learning. The school works hard to support these pupils and to ensure that the learning of others is not affected. Provision in the Foundation Stage is a strength of the school and pupils achieve well in all areas of learning.

The headteacher provides good leadership and she is well supported by an enthusiastic leadership team. The school evaluates its performance thoroughly and makes effective use of assessment data to accurately identify areas for development. Whilst this provides a sound basis for further improvement, the school has recognised the need to develop the role of subject coordinators in raising standards. The governors take their roles seriously; they are well-informed and are actively involved in the life of the school. The school has made good progress in addressing the issues from the last inspection. It provides good value for money and has a good capacity to improve.

What the school should do to improve further

- Improve standards of writing in Key Stage 1
- Improve the consistency of teaching
- Strengthen the role of subject coordinators in raising standards and improving achievement.

Achievement and standards

Grade: 2

Most pupils achieve well, especially higher-attaining pupils and those with SEN. When they start in the Nursery, pupils' attainment is broadly in line with the expectations for their age. They make good progress in the Nursery and by the end of their Reception Year, many reach standards that are better than average, particularly in their personal, social, emotional and physical development. Pupils' achievement varies in Years 2 to 6 but by the time they leave, most have made good progress since they joined the school. There are no significant variations in the achievement of boys and girls, or between pupils from different ethnic groups. Pupils with SEN make good progress as a result of the effective support they receive.

At the end of Year 2, although standards are slightly above the national averages for reading and mathematics, pupils are not doing so well in writing. The school has correctly identified this as an area for improvement. By the end of Year 6, the standards pupils reach are slightly better than national averages, with a large proportion of pupils attaining standards that are higher than those expected for their age. The targets set for individual pupils are appropriately challenging.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Most pupils behave well, but a few have specific emotional and behavioural needs which require close support to sustain their concentration in class. Relationships between pupils and with staff are good, which enables pupils to respond with confidence in lessons in the knowledge that their efforts and views will be valued. To encourage positive attitudes, all teachers praise pupils' efforts and successes. Pupils enjoy being at school and show enthusiasm, especially when their interest is stimulated. One Year 6 pupil commented, "To be honest, I don't want to leave this year, I want to stay at this school for another year". Attendance is broadly average, but unauthorised absence is slightly higher than that found nationally, despite the school's procedures for following up unexplained absence.

Pupils' moral, social and cultural development is good. Teachers and their assistants encourage good behaviour and positive attitudes in class and around the school. In assemblies, the headteacher provides clear guidance on moral and social issues. Cultural development is enriched by the valued contributions of pupils from different cultural and religious backgrounds. Pupils' spiritual development is mostly satisfactory; it is good in the more successful lessons, for example in the Nursery and Reception classes. However, opportunities to promote spirituality further are sometimes missed.

Pupils have good opportunities to take responsibility through activities such as the school council and when taking charge of learning resources. They develop a good awareness of health and lifestyle choices and use their restricted but well-equipped outdoor areas with care and consideration for the needs and welfare of others. Pupils make a supportive contribution to the school and wider community and enjoy taking part in charitable events.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. There are examples of outstanding teaching that could usefully be shared to improve the quality of teaching elsewhere in the school.

Teachers make appropriate use of assessment to plan work that is matched to pupils' capabilities and to track their progress. Support assistants work successfully in partnership with teachers to provide effective guidance for identified pupils. Teachers

work hard to create an organised and stimulating learning environment which encourages independence in their pupils and celebrates their successes.

In the better lessons, the teaching was lively, well-informed and included a range of approaches and resources that stimulated pupils' interest. Teachers communicated their expectations clearly to their pupils, checked on their progress regularly and provided helpful feedback through comments and marking. This ensured that pupils understood what they were learning and what they needed to do to improve. The good opportunities provided for pupils to discuss and evaluate their work helped to develop their understanding and enabled them to work productively. As a result, they made good progress in their learning.

In the less effective lessons, pupils' attitudes and quality of learning slipped on occasions when the pace and interest generated by the teaching declined. Pupils were not sufficiently clear about the purpose of what they were doing or how their work might be improved. At times, teachers talked for too long and pupils lost interest. There were insufficient opportunities for pupils to discuss and explain their work and this limited their active involvement and constrained their learning.

The school already has plans in place to extend the range of teaching approaches used to promote effective learning for all pupils.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It has appropriate breadth and balance and is strengthened by carefully planned provision for pupils with special educational, emotional, behavioural and cultural needs. Activities for pupils in the Nursery and Reception classes are planned very effectively. Well-equipped indoor and outdoor facilities promote a full range of safe learning opportunities, including information and communication technology, outdoor climbing frames and play equipment. Pupils' learning is enhanced further by a good selection of extra-curricular clubs and initiatives such as the Eco and Healthy School awards, which extend pupils' understanding. Their forthcoming presentation on Eco Schools at a regional event shows how pupils contribute to the wider community and prepare for their future economic well-being. The curriculum has been strengthened since the last inspection through a comprehensive programme for developing pupils' personal, social, health and emotional development (PSHE).

Care, guidance and support

Grade: 2

Teachers assess pupils' academic and personal needs well. They use this knowledge effectively to provide good care, guidance and support for all pupils. Arrangements for ensuring the safety and welfare of pupils are monitored diligently and staff maintain a good supervisory and supportive presence throughout the school day. Consequently, when questioned, pupils say they feel safe and valued and express pride in their school. A pupil commented, "Normally everyone is kind to everyone else". Another pupil

stated, "The school is full of kind, helpful people, especially the teachers". All teachers and support staff adopt an effective, positive approach to managing pupils' behaviour. Action to support pupils with specific behavioural needs reflects this caring but firm policy. There is good provision for pupils with SEN and those for whom English is an additional language. Pupils enjoy being consulted about school issues through groups such as the school council. Parents also express support and greatly value their partnership with the school, which has a positive impact on pupils' attitudes to learning. One parent wrote, "We all feel welcome and involved in our children's education".

Leadership and management

Grade: 2

The leadership and management of the school are good. There is a clear focus on raising standards and promoting pupils' personal development and well-being. The respected and capable headteacher works effectively with her leadership team, who share her commitment to making learning successful and enjoyable for all pupils. Governors play a full and effective part in the life of the school and parents give their wholehearted support. Firmly established management systems ensure that the school runs efficiently day to day and that the links with outside agencies support the diverse range of pupils' needs. The school works hard to make sure that all pupils are fully included and this is a particular strength appreciated by parents. Through its effective self-evaluation, the school has developed a clear picture of its strengths and weaknesses. It takes full account of the views of staff, governors, parents and the pupils themselves. The school is strengthening the role of coordinators to further raise standards, through monitoring and evaluating the quality of learning and teaching in their subjects. The leadership and management of the school provide it with a good capacity to improve.

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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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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 welcoming us when we came to inspect your school. We enjoyed talking to you and finding out about your learning. You told us that you enjoy coming to school and your parents told us that they are happy about what you are doing.

You have some very good teachers in your school and lots of you in different classes are making good progress. We want all of you to do well, so we have asked your headteacher to make sure that all lessons are interesting and provide you with lots to talk about and do. We think that it would help some of you to have clearer advice on how to improve your work. We believe that some of you, especially the six- and seven-year-olds, could do even better, especially in writing.

We are very pleased that you have lots of opportunities to do exciting things in your lessons and after school and you have become a school where healthy eating and physical exercise are important.

Nearly all of you get on well with each other and with the adults in the school. This makes it a happy and safe place in which to learn. A very small number of you do not behave very well in lessons and this means that you do not learn as much. We are a little worried that some of you are away from school too much. Try to make sure that you go to school every day so that you do not miss any lessons.

Thank you again for being so friendly and helpful.