



# St Andrew's Church of England Primary School

Inspection Report

**Unique Reference Number** 113427  
**LEA** Devon  
**Inspection number** 279171  
**Inspection dates** 27 June 2006 to 27 June 2006  
**Reporting inspector** David Clegg AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Chardstock
<b>School category</b>	Voluntary aided		Axminster
<b>Age range of pupils</b>	4 to 11		Devon EX13 7BX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01460 220534
<b>Number on roll</b>	86	<b>Fax number</b>	01460 221974
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs D Williamson
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs Morag Kingsbury

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 27 June 2006 - 27 June 2006	<b>Inspection number</b> 279171
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a small school where pupils are taught in four mixed age classes. There is a smaller than average proportion of pupils with learning difficulties. All pupils are fluent English speakers. There is an average proportion of pupils eligible for free school meals.

There has been significant disruption to the leadership and management and to the teaching staff since the last inspection. The current headteacher took up post in January 2006. Only one teacher is the same as at the time of the last inspection and at the time of this inspection two of the six teachers were temporary appointments.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Whilst the school provides a satisfactory education and sound value for money, it has declined since the last inspection. The school now has the capacity to improve following the arrival of a new permanent headteacher. Improvements are already evident in a renewed sense of purpose and direction, more use of performance data to identify underachievement and the creation of a school council. Despite these tangible improvements there remains much to be done before the school regains its former success. Against a background of satisfactory and, occasionally, good progress, higher attaining pupils in Year 6 are not achieving as much as they should. For example, despite attaining above average standards at the end of Year 2, only about half of the pupils went on to attain above average standards at the end of Year 6 in 2005. This is due partly to disruptions to their teaching in previous years but also to current teaching that is not demanding enough.

Children in the Reception achieve satisfactorily. They enter with better than expected skills and they all usually start Year 1 having reached or exceeded the expected levels. Pupils make steady, and sometimes good, progress in Years 1 and 2 because teaching groups are small and teaching is carefully planned to meet individual needs.

Pupils' personal development is satisfactory. They generally have positive attitudes to learning and work hard. The older pupils however, do not feel that they have enough say in how the school operates and that their views are not taken into account. Pupils are reasonably well cared for and feel safe.

The school has suffered from a lack of sustained and purposeful leadership since the last inspection. The governors have shown resilience and commitment in dealing with a very uncertain situation. The uncertainty surrounding the leadership was compounded by difficulties in recruiting a new headteacher and to the long term absences of some key staff. The new headteacher is successfully addressing these difficulties but there remain uncertainties about staffing. The school still has a limited pool of permanent and experienced teachers who can take on some of the management of the school. This inevitably impacts on the rate of improvement.

The headteacher has made a generally accurate and well founded evaluation of the school's strength and weaknesses and its overall effectiveness. However, the evaluation has not taken enough account of pupils' views and as a result has been over generous in evaluating their personal development.

### **What the school should do to improve further**

- Improve the progress of the older higher attaining pupils by providing more demanding teaching.
- Improve the capacity and capability of all managers.
- Give pupils a greater voice in evaluating the work of the school and guiding improvements.

## **Achievement and standards**

### **Grade: 3**

Standards and achievement are satisfactory. Test results at the end of Year 6 are generally at, and occasionally above, the national average. In 2005 there was a significant improvement over previous years. However, although the great majority of Year 6 pupils reach average standards, not enough of them reach above average levels and this depresses the overall picture of results.

Children enter Reception with skills above those often found. They make a sound start and attain at or above the expected levels by the time they start Year 1. Pupils build on this, sometimes making good progress so that by the end of Year 2 standards are consistently better than those usually attained.

Progress for the higher attaining pupils slows, particularly in Year 6 because too much of the teaching is not sufficiently demanding. Disruptions to teaching in previous years may have also contributed to the underachievement of the higher attaining pupils.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. They are generally positive about their lessons although they do not express real excitement about coming to school. Attendance is slightly above average. Pupils behave well although some of the pupils, justifiably, feel that the behaviour in the playground could be improved.

Pupils know the difference between right and wrong and get on well with others. Their spiritual, moral, social and cultural development is satisfactory. Pupils have a good understanding of how to stay healthy. They are, for instance, very familiar with the '5 a day' fruit and vegetable diet. They make a contribution to the local community through joining in various village events such as the 'Street Fayre'. Pupils also have a clear understanding about keeping themselves safe.

Pupils are generally developing a range of skills that will serve them well later in life. However, they do not feel sufficiently franchised in having a say in what happens in the school. The school council is beginning to make a difference but currently, is not seen by non-members as helping them to contribute to decisions about school life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Lessons successfully meet the needs of most pupils. Relationships are constructive and the good number of adults ensures that pupils generally get a good deal of individual support. The younger pupils particularly benefit from the small teaching groups and also from the care taken to meet individual needs.

Lessons are carefully planned and show that teachers are aware of the range of ages and abilities within each class. However, the work given to pupils does not always reflect the needs of different groups. For example, in the top class the younger Year 5 pupils are benefiting from the high expectations that they will cope with some work that is usually given to Year 6 pupils. However, the higher attaining Year 6 pupils are doing the same work, and this is not demanding enough for them. Several Year 6 pupils commented on finding the work too easy on occasions.

Teaching in Years 4 and 5 is often lively and interesting. The work is matched to the needs of different pupils and the higher attaining pupils rise to the good level of challenge with which they are presented.

## **Curriculum and other activities**

### **Grade: 3**

The satisfactory curriculum ensures that pupils cover the required range of activities. Healthy living is high on the agenda with some innovative approaches involving pupils growing and marketing their own food.

There is a good range of out of school clubs, given the size of the school.

## **Care, guidance and support**

### **Grade: 3**

This aspect of the school is satisfactory. Pupils are well cared for although several of the older pupils commented that they do not feel that there is anyone they would confide in. They would like more opportunities to talk about how they were feeling and spoke rather nostalgically about the circle time lessons they used to have. The arrangements for child protection procedures and for keeping pupils safe are secure.

There are some good procedures for tracking pupils' progress. These are relatively new but are already accurately informing what the school needs to do to get better. All pupils are given learning targets but not enough use is made of them to motivate pupils, especially the older more capable ones, to strive harder.

## **Leadership and management**

### **Grade: 3**

Until very recently the school has not enjoyed sustained and consistent leadership. This is the key factor in the school's decline since the last inspection. The decline has been arrested but there is still work to do to bring the school up to its former standard of overall effectiveness.

The new headteacher is successfully giving the school a renewed sense of direction and purpose. She has made an astute evaluation of the school's strengths and weaknesses and is setting about reviving the school's fortunes. Improvements are already evident in how data is being used and how teaching is being informed by assessment information. There is however limited management capacity within the

school due to long term staff absences and inexperience. This means that subject leaders, through no fault of their own, are not making the impact that is normally expected and this slows the rate of improvement.

There are regular consultations with parents but pupils do not feel sufficiently involved in the day-to-day life of the school. This is a weakness in the school's evaluation of itself.

The governors have done sterling work in managing a very difficult situation. They have shown determination in overcoming recruitment difficulties and have fulfilled all their key responsibilities well.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Dear Children

Thank you very much for welcoming us to your school recently. We are particularly grateful to those pupils who gave up their time to come and talk to us. This letter is not just to thank you but to also let you know what we thought about the school. At the moment we think that the school is giving you a satisfactory education.

- The new headteacher and all the staff are working very hard to improve the school.
- The youngest children make steady progress and many of you by the time you reach Year 2 have learned a lot. We think that some of the older pupils could learn even more if some of the work they had was harder.
- The new school council is a good idea especially because some of you said you would like to have more say in how the school runs, so make sure you all talk to your class representatives and help them to decide what the school council needs to discuss.
- Because many of the teachers are new it has not been easy for them to find out about how all of you are getting on in your lessons. So we have asked the school to try and make sure all the teachers help to check on how well the school is doing.

Once again thank you for taking the time to talk to us; good luck in the future.

Yours sincerely

David Clegg Lead inspector