



# St Andrew's Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 115069  
**LEA** ESSEX LEA  
**Inspection number** 279508  
**Inspection dates** 6 July 2006 to 7 July 2006  
**Reporting inspector** Mrs. Jackie Cousins AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Road
<b>School category</b>	Voluntary controlled		CO9 4PT
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01787 237235
<b>Number on roll</b>	121	<b>Fax number</b>	01787 238371
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.C Hunter
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Ms. M Trappitt

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 July 2006 - 7 July 2006	<b>Inspection number</b> 279508
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small village school in Great Yeldham near Braintree. Nearly all pupils are from White British backgrounds and a few are from minority ethnic groups. Most pupils start at school with levels of knowledge and understanding that are below expectations. The proportions of pupils with learning difficulties and of those who have statements of special educational needs are above average. A significantly above average percentage of pupils start at the school partway through a key stage or school year. The percentage of pupils who are entitled to claim free school meals is below average. The school has recently been awarded the Basic Skills Quality Mark.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The inspector agrees with the school's judgement that it is a good school. It is growing in popularity and has a good reputation. An outstanding partnership between parents and the staff ensures that pupils are very well cared for and supported. One parent said, 'The staff took a very positive approach treating my child as a pupil with difficulties, rather than a difficult child'. The secret of the school's success is that each child is treated as an individual and really matters. Most pupils make good progress at the school because of good teaching. Children are given a good start in the Foundation Stage because of effective teaching and so standards are slightly above average by the start of Year 1. Pupils make good progress in Years 1 and 2 and so standards are significantly above average by the end of Key Stage 1. The pupils currently in Years 3 to 6 make effective progress, but they have started from a below average point and so standards are broadly average by Year 6, although they are below average in reading and writing. Standards in the present Year 6 are average because it has an above average proportion of pupils with learning difficulties. Assessment activities are used satisfactorily to plan pupils' work. However, the use of teachers' marking and spoken comments is not always effective in showing pupils what they have to do to improve their work. Pupils' personal development is good. Pupils say they enjoy many of the activities that they do in school. Their behaviour is good and they develop into independent and thoughtful young people. Improvement since the last inspection has been good. The school is in a good position to improve in the future because of the very good leadership of the headteacher and a school development plan focused on raising standards. The school offers good value for money.

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

- Improve standards in reading and writing by Year 6 so that more pupils attain higher levels of skill. - Develop teachers' use of marking and spoken comments to ensure that pupils understand more specifically what the strengths of their work are and what the next steps are to improve.

## **Achievement and standards**

### **Grade: 2**

From a starting point which is below expectations pupils make good progress in the Reception class. Standards are slightly above those expected by the start of Year 1. Pupils' achievement is good in Years 1 and 2. This is because teachers develop key skills well. Challenging targets were met in 2005 and standards in Year 2 assessments were above average in reading, writing and mathematics. Most pupils make good progress in Years 3 to 6. Those pupils with learning difficulties achieve well because of good support and the use of effective individual education plans. Pupils from minority ethnic groups make good progress as a result of good teaching. Standards are broadly average by Year 6. However, they are below average in reading, in the quality of writing and in handwriting skills. This is partly because this year group has

an above average proportion of pupils who have statements of special educational needs and learning difficulties. Last year standards in Year 6 tests were average in English, mathematics and science. They were slightly higher because there were fewer pupils who transferred into the school part way through Key Stage 2. Standards in mathematics are broadly average, and in information and communication technology (ICT) pupils' attainment is in line with expectations.

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

### **Grade: 2**

Personal development and well-being are good. Happy and friendly pupils greet you as you walk around the school. One Year 6 pupils said, 'We treat people as we would like to be treated'. Pupils behave well and work hard in lessons. They enjoy coming to school and attendance is satisfactory. Pupils are learning key skills which will equip them well in their next stage of education and future working lives. Pupils' spiritual, moral, social and cultural development is good. The pupils' spiritual development is particularly well developed through assemblies. Pupils make a very good contribution to the community. They are encouraged to be independent and know how to sort out problems for themselves. The school hosts a local gardening show every year and some pupils enter their own produce for this event. Pupils' cultural development is good. They are well aware of their own and others' cultures. Safe and healthy lifestyles are adopted well because of good provision in the school. Most pupils eat fruit at break times and enjoy daily swimming sessions in the second half of the summer term, physical education sessions and playtime activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The best teaching has many positive features. These include the use of effective teaching methods which make learning memorable. Practical activities develop pupils' understanding effectively, and basic skills are well taught. Teaching assistants are used well to support pupils. Shared criteria for assessment ensure that pupils are clear about how to be successful in each lesson. Paired discussion work effectively allows them to consider what they would like to achieve. Teachers' sound expectations mean most pupils are becoming more ambitious. However, sometimes teachers' lesson planning does not extend more able pupils to higher levels of the National Curriculum. Pupils' attainment is assessed satisfactorily in the long term in reading, writing, mathematics, science and ICT. Some teachers mark work clearly so that pupils know what they have done well. However, a few teachers do not explain specifically how pupils have been successful and do not tell them how to make the next steps to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

A good range of curriculum activities meets the needs of most pupils. The programme of work in literacy, numeracy and science allows pupils to achieve well in developing skills in these areas. Resources, including laptop computers, are used effectively to develop pupils' key ICT skills. Displays around the school celebrate pupils' achievements in many subjects including art and design and technology. Pupils' personal, social and health education is effectively developed. Interesting projects are used to teach a variety of subjects in one topic and make learning fun. For example, such as a drama presentation which will improve pupils' speaking and listening skills as well as their knowledge of India and Hinduism. Visitors and visits effectively enrich pupils' learning about topics. Pupils who have learning difficulties are well supported by specific programmes of study which enable them to make good progress towards their personal targets. A satisfactory range of lunchtime and after school clubs develops pupils' physical and social skills.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are particularly good. Pupils are cared for well in a welcoming and positive environment. The pupils say they feel safe in school and have someone they can go to if they have any concerns. The school makes all the legally required checks so that pupils are kept as safe as possible. Child protection and health and safety procedures are in place. Risk assessments are undertaken for various activities and regular school safety checks are undertaken. The investment in small play equipment has given a real purpose to pupils' activities, particularly at lunch time. Pupils' progress is tracked well in reading, writing, mathematics, science and ICT. However, pupils from Years 2 to 6 have rather limited information about how to attain the next level of the National Curriculum in key subjects such as literacy and numeracy.

## **Leadership and management**

### **Grade: 2**

The school's leadership and management are good overall. The headteacher provides very effective leadership which is clearly focused on raising standards. Her enthusiastic yet challenging leadership has helped to create a strong and well motivated team of staff. An excellent partnership with parents and other agencies ensures this is a very happy and friendly school which integrates pupils from all backgrounds well and meets their needs effectively. Very good opportunities are provided for parents to meet teaching staff on a termly basis and to discuss ways that pupils can improve their work in reading, writing and mathematics. Parents can attend training sessions at the school. Outside agencies are used very well to support pupils with learning difficulties. Good leadership and management at all levels have brought good improvements since the last inspection. Pupils' attainment is now assessed effectively in all subjects, and pupils' progress in ICT has improved significantly because of good developments in equipment

and staff expertise. The leadership of the school evaluates its work well and is always looking for ways to increase pupils' rates of progress. The school has good self-evaluation procedures which take into account the views of staff, governors, parents and pupils. The school improvement plan is shared with everyone through the website and is used effectively throughout the year. Areas for development correctly focused on continuing to raise standards in reading and writing by Year 6. However, the criteria against which the school can evaluate its success in the school improvement plan are rather broad and are not specific or measurable enough. The school has demonstrated a good capacity to continue to improve in the future. Governors know the school well through their regular visits and the reports they receive. They critically challenge the school as well as giving knowledgeable support. Finances are managed effectively and their impact is checked to ensure that the school achieves good value for money.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

<b>How well do learners achieve?</b>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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

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

<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**

Thank you for helping me find out about your school. I enjoyed watching lessons and talking to you. It was interesting to talk to your teachers and watch two assemblies. You are lucky to go to such a good and happy school. Good things about your school include the fact that: - your behaviour is good and nearly all of you enjoy school - you make really good progress in mathematics and science by Year 6 - your headteacher has very good ideas about ways to improve the school - teachers work hard to make lessons interesting - teachers and teaching assistants care for you very well - interesting activities and projects are planned to make school life more fun - you help others in school and in your village - you are encouraged effectively to lead healthy and safe lives. I have asked your school to look at how they can make things even better. I hope that you will help teachers by listening to them carefully. The most important things are: - improve standards in reading and writing by Year 6 - develop the use of teachers' marking and spoken comments so that you are clearer about what you have done well and know how to take the next steps to improve your work. Keep up the super work at St Andrew's CE Primary School.