



St Andrew's CofE Primary School

Inspection Report

Unique Reference Number 120196
LEA Leicestershire
Inspection number 280759
Inspection dates 1 December 2005 to 1 December 2005
Reporting inspector Marion Thompson RISP

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

Type of school	Primary	School address	Dag Lane
School category	Voluntary aided		North Kilworth
Age range of pupils	4 to 11		Lutterworth, Leicestershire LE17 6HD
Gender of pupils	Mixed	Telephone number	01858 880430
Number on roll	94	Fax number	01858 880430
Appropriate authority	The governing body	Chair of governors	Mr Peter Goodwin
Date of previous inspection	13 March 2000	Headteacher	Mr Paul Stone

Age group 4 to 11	Inspection dates 1 December 2005 - 1 December 2005	Inspection number 280759
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Andrew's Church of England Primary School is a small school in a rural setting. The percentage of pupils eligible for school meals is very low and many pupils come from relatively affluent backgrounds. There are very few pupils from minority ethnic groups and none of these are at the early stage of learning English. The percentage of pupils with learning difficulties is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a rapidly improving school that provides a good standard of education. The school evaluates its own performance as at least satisfactory. Inspectors think it is a little better than this and agree with the areas the school says it needs to work on. Teaching and learning are mainly good, but the quality is uneven across the school. Children enjoy school, are safe and are prepared well for the future. They make a good start in Reception. In the Year 1 and 2 class, pupils make satisfactory progress and reach broadly average standards, although attainment in investigative science is not quite as high. The writing of a small number of higher attaining pupils is not as good as it should be. Older pupils make good progress and their standards are above average. Attendance is above average and staff provide a good level of care, support and guidance for pupils. The curriculum and the pupils' personal development are good. Provision for physical education and the opportunity for all pupils to learn to play a musical instrument are outstanding.

The headteacher leads the school well and is supported by an effective governing body. The leadership of Reception is good, but although it is getting better there is room for improvement in the quality of middle managers. The school takes good account of the views of parents and pupils. It has improved well recently, especially in information and communication technology (ICT). The school provides good value for money and is in a good position to improve further.

What the school should do to improve further

- Raise the standards of the highest attaining pupils in writing in Years 1 and 2 by ensuring work provides consistent challenge.
- Improve standards in science in Years 1 and 2 by providing more opportunities for scientific investigation across the school.
- Improve the leadership and management skills of subject leaders so that there is consistent, effective monitoring, evaluation and improvement in the teaching of all subjects.

Achievement and standards

Grade: 2

By the time they leave school, the pupils reach above average standards and achieve well. Standards on entry to Reception vary from year to year, but are broadly average overall. In the current year, they are above average and pupils are making good progress. Results in national tests at the end of Year 2 have been average in recent years, representing satisfactory progress for most pupils. A few brighter children do not make sufficient progress in writing and occasionally Year 1 and 2 pupils do not do as well as they should in investigative science. This is because work sometimes lacks challenge.

Results in national tests at the end of Year 6 declined between 2002 and 2004, when they dipped to below average. In 2005, as the strategies the school had put in place

began to take effect, results rose to well above average. Older pupils make good progress in English, mathematics and science, and by Year 6 reach standards above those expected for their age. Since the previous inspection, standards in ICT have risen sharply and are now above average. Pupils with learning difficulties make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. There has been a great improvement in pupils' attitudes to school and work, as the results of pupil surveys over the past two years show. Pupils' progress in understanding their emotions and developing their sense of right and wrong is good. The school's strong Christian ethos contributes well to the pupils' spiritual development. The pupils make good progress in developing social skills, such as listening attentively and working together. Behaviour is good and pupils are polite. Bullying is rare and pupils agree that the school deals with incidences very quickly and effectively.

Pupils really enjoy school and their attendance is above average. They talk enthusiastically about lessons and out-of-school activities. They make good progress in learning to keep safe. For example, many pupils have gained their cycling proficiency test. They are well informed about eating healthily and taking exercise. They do not think that school meals are healthy enough. Pupils' charity work and the many opportunities for them to help around the school enable them to make a positive contribution to the community. Pupils are developing a good understanding of economic well-being through participation and decision making in the school council and opportunities to organise and manage mini-enterprises, such as the sale of plants.

Quality of provision

Teaching and learning

Grade: 2

Teaching is mainly good and improving. This is largely due to the enthusiasm of recently appointed teachers and better planning. Much of the good teaching and learning takes place in mixed-age classes in Years 5–6 and in Reception. Pupils really enjoy their learning, work hard and behave well. Teachers use interactive white boards well to engage pupils and to develop their presentation skills. In most mixed-age classes, pupils' work is skilfully planned to ensure all pupils make good progress. In mixed-age Year 1 and 2, lessons do not consistently provide sufficient challenge for brighter pupils in writing. In all classes, there are too few opportunities for pupils to undertake their own investigations in science. Teaching assistants make a good contribution to learning by making notes on each pupil's contribution during teacher-led sessions. This greatly helps in planning very specifically for the needs of individual pupils and accelerates their learning. The school makes increasingly good use of assessment information to set pupils challenging targets. Checks are kept on each pupil's progress and the school takes effective action if this falls below expectations. The marking of

the pupils' work is satisfactory but uneven, though excellent marking in Year 6 has led to rapid improvement in the pupils' writing.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets the requirements of the National Curriculum. The recently opened play area for Reception children extends the range of their learning opportunities well. Good planning enables children in Reception and pupils in the mixed-age classes to make good progress by the time they leave the school. The school promotes pupils' aspirations and personal development well through regular visits to places of interest and through French classes. The chances for all pupils to learn to play a musical instrument and the provision for physical education are outstanding. Pupils use computers well in a variety of exciting projects, such as using specialist software to write and record a music compact disc. The school has a good range of extra-curricular activities, especially in sport, that extend pupils' skills and interest. These are well attended and are greatly appreciated by pupils.

Care, guidance and support

Grade: 2

The pupils are cared for, guided and supported well. Parents and carers recognise the good work the school does in this area. They feel the school helps pupils to have a healthy lifestyle. They appreciate the school's welcoming approach and readiness to discuss their children's progress and concerns. Support for pupils with learning difficulties is good. Specialists are well used to providing expert guidance. Parents are involved in reviews, enabling them to effectively support their children. The school monitors and reviews pupils' progress well. As a result, pupils with learning difficulties make good progress.

Safety procedures are robust and pupils are secure. Teachers promote the care and welfare of pupils well and readily share any concerns with parents. The school gives good academic guidance to the pupils. Pupils are set challenging targets for their work. These are regularly reviewed to ensure pupils are making good progress towards them.

Leadership and management

Grade: 2

Leadership and management are good. Through his own teaching, the headteacher provides a good role model for his colleagues. With the effective support of the governing body, he gives a clear direction for the school's improvement. Standards have risen sharply for older pupils, teaching and learning have improved and pupils enjoy school more. There are effective methods to find out what the school's strengths and weaknesses are, to plan for improvement, which have led to the school making clear steps forward recently. For example, weaknesses in teaching writing for older pupils were identified and good systems were put in place to check regularly on how

well pupils were doing and to provide support to improve. This has had a positive effect on raising the pupils' standards.

Staff are implementing the school's plans for improvement enthusiastically. Well planned staff development is strengthening the management skills of middle managers, but there room for further improvement. Governors support the school well. The school consults parents and pupils and their views are taken into account when decisions are made. The school has made rapid, recent improvement and is well placed to improve further.

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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	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	3	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	3	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

Saint Andrew's Church of England Primary School Dag Lane North Kilworth Lutterworth
Leicestershire LE17 6HD

1 December 2005

Dear Pupils,

We very much enjoyed our time at your school and would like to thank you for making us so welcome, particularly those of you who spoke to us at length.

The best things about your school are:

- you enjoy school, work hard and make good progress
- you behave well and show respect for others.
- you attend school regularly
- you are well cared for and staff make sure you are safe and secure
- your headteacher is clear about how to improve the school and is helped by the other staff and governors.

We are suggesting that governors and staff should now:

- make work in writing in Years 1 and 2 a little more challenging for those of you who are really good at it
- make sure you do as well as you can in science in Years 1 and 2 and provide more opportunities for you to do your own investigations in science in all classes
- improve middle managers' skills in organising areas of the school's work.

With best wishes,

Mrs M Thompson Lead Inspector