



# St Andrew's CofE Primary School

Inspection Report

**Unique Reference Number** 123477  
**LEA** Shropshire  
**Inspection number** 281485  
**Inspection dates** 28 February 2006 to 28 February 2006  
**Reporting inspector** David Driscoll AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Hopton Lane
<b>School category</b>	Foundation		Nesscliffe
<b>Age range of pupils</b>	4 to 11		Shrewsbury, Shropshire SY4 1DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01743 741331
<b>Number on roll</b>	59	<b>Fax number</b>	01743741648
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Pauline Dranssfield
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Jennifer Anne Parr

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St Andrews is a very small, rural primary school serving a relatively affluent area. The number of pupils in some year groups is very small, so classes are often made up of a wide range of ages and abilities. Very few pupils come from minority ethnic groups.

## **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 provides a good education. Parents have a very high opinion of the school and the way it is run, because staff communicate with them well and take notice of what they say. Pupils make good progress throughout the school, because the good teaching instils in them a desire to work hard and do well. Pupils leave the school with above average standards, particularly in English, science and design and technology. Standards in mathematics are not quite as good, because pupils do not get enough practice with their tables in Years 3 and 4. This means they are not confident enough in their skills in mental arithmetic.

Pupils are very happy at school and attend regularly. Their social and moral development is very good, as seen in their excellent behaviour and the way they work so well with one another. Pupils' understanding of other cultures is weaker. Staff know the pupils very well, so they are safe and well cared for. Teachers have a good idea of how well pupils are progressing academically, but do not provide pupils with enough advice on how to improve their work.

The quality of provision in Reception is good. Standards on entry vary between average and below average but children make good progress in most areas of learning.

The school's view of its performance is accurate and matches that of the inspectors. Managers have shown that they know what is needed to improve the school's performance in broad terms and have the capacity to do so, but they are not yet getting enough information about how well teachers are doing in individual lessons. The school is relatively expensive to run, as it is so small, and provides satisfactory value for money.

### What the school should do to improve further

- Raise standards of mental arithmetic by ensuring pupils get more practice in learning their tables in Years 3 and 4.
- Ensure teachers give pupils better individual guidance on how to improve their work.
- Ensure managers have a clear view of what does and does not work well in lessons.
- Provide pupils with more opportunities to learn about other cultures.

## Achievement and standards

### Grade: 2

Pupils make good progress in all years. Standards on entry to the school vary from year to year, but the usual pattern is one of pupils starting school with average standards and leaving with standards that are above average. This record of good progress and above average standards is true for the pupils currently at the school. Test results in 2005 showed a slightly different pattern. Pupils who took their tests at the end of Year 2 had started Reception with very low standards and made good progress in each year to gain results that were only a little below average. In Year 6, results were affected by some prolonged pupil absence.

Standards in English, science and design and technology are particularly good. Standards in mathematics are a bit lower, because pupils in Key Stage 2 are held back by their mental arithmetic, which is not as quick as it could be. This is partly because pupils are panicked a little by being put under pressure, but another reason is that they do not get enough practice with their tables in Years 3 and 4.

The school met its targets last year, and is on course to meet the much more challenging targets set for this year.

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

### **Grade: 2**

Pupils' personal development is good. Social and moral development is very good. Pupils know right from wrong, and have a very well developed understanding of the needs of others. They are very polite and well mannered when talking with adults. They work and play very happily together. Older pupils keep a good eye out for younger ones. Pupils' spiritual and cultural development is satisfactory, although their understanding of other cultures is a relative weakness.

The behaviour of pupils in lessons and around the school is excellent, reflecting the school's motto 'To show care and consideration to others at all times'. No pupil has ever been excluded. Their attitude to work is very positive, so they attend regularly.

The pupils enjoy their education a lot. They particularly enjoy active lessons, and the sports and music clubs in which participation rates are high. They know how to work and play safely, understanding the need for rules, for example when using the internet.

Pupils make a satisfactory contribution to the community. They are developing well the skills that will help them become valuable members of society through the numerous responsibilities they are given in school, such as acting as councillors and friendship monitors. Younger pupils can talk about healthy food and other foods that are treats. Older pupils can explain why they should eat at least five portions of fruit or vegetables each day, and follow their own advice at lunchtimes.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good, so pupils enjoy their lessons and make good progress.

Throughout the school, teachers have high expectations of the way that pupils will approach their work. They instil a great sense of commitment and a work ethic that prepare pupils well for their life when they leave school. The very mixed classes mean that teachers have to prepare carefully for lessons, ensuring that all pupils are set work that they find hard enough at their own level. Teachers are very successful in meeting such demands, and this results in all pupils, regardless of their age or past achievements, making good progress. The use of support staff is very effective, as classes are usually split into several small groups according to the ability of the pupils.

Some work, such as analysing mechanisms in design and technology, is exceptionally demanding. However, while good emphasis is placed on developing literacy skills, pupils are not given enough practice with their tables in Years 3 and 4. Pupils' work is marked frequently and thoroughly. Good work is praised, but it is rare that a pupil is told how to do even better in a piece of work.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. Teachers combine topics well, so pupils learn more than one subject in a lesson. The school has many visitors, including specialists such as authors and artists, who not only enhance subjects, but also build pupils' confidence in dealing with adults. A high proportion of pupils learn a musical instrument in addition to learning the recorder. The pupils' education is further enriched by extra activities such as choirs, sports and cycle training. These activities add to the pupils' enjoyment of school and to their understanding about how to keep safe and stay healthy. However, not enough is done to develop their understanding of other cultures.

Reception pupils presently have insufficient access to large outdoor play equipment, which is hindering their physical development.

## **Care, guidance and support**

### **Grade: 2**

The school cares for and supports the children well, and their parents rightly recognise this. The school is welcoming and has a very strong community ethos. The teachers know the pupils very well and this helps teachers plan accurately to promote each pupil's personal development. Academic guidance is satisfactory. Teachers are well aware of how well pupils are doing, but rarely does marking tell them how to improve their work.

Child protection measures are thorough, clear and widely understood by all staff. Health and safety routines and risk assessments are fully in place. The school has effective policies for dealing with bullying and racism, although occurrences are very rare indeed. All pupils are confident that they have others to turn to if they are worried. They know that if they speak to an adult, they will be listened to.

## **Leadership and management**

### **Grade: 2**

The school is led and managed well. Managers, including governors, have a very clear idea of the school's strengths and weaknesses in broad terms. This allows them to prioritise well the areas that need to be improved. Some of the plans to bring about the improvements lack detail, because there are not enough opportunities for subject coordinators, including the headteacher, to observe others teaching and identify small changes in teaching that would bring about the greatest change. Nevertheless, the

clear focus on the progress and development of individual pupils has ensured that the good education provided at the time of the previous inspection has been maintained.

Parents hold the school in very high regard. The staff work very well with parents, often on an individual basis, to improve the quality of education they provide. Pupils' views are equally as important to the staff. Managers are very keen to change the way the school operates in order to meet parents' and pupils' expectations. The school now holds two sports days, for example, because some parents and children were unhappy with the traditional one. The second is an 'alternative' sports day, which has increased pupils' enjoyment and parents' satisfaction.

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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?	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<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	1	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	3	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**

As you know, we visited your school recently to check on how well it is doing.

Thank you very much for talking to us, and a special thank you to the members of the school council who told us about their life at school. We think you are very polite and have good manners. We were most impressed by the way you behaved at playtime, when you could not go outside. It was great to see all of you quietly playing together and really enjoying yourselves.

You told us that you like school a lot and we can see why. The grown ups know you very well and take good care of you. The teachers, and the other people who help them, make sure you work hard. You are good at reading, writing, science and design and technology, but some of you could still do better in your mathematics. We have asked the teachers to give some of you more practice with your times tables. You can help by learning them at home. We have also asked the teachers to tell you how you can make your work even better, and to teach you more about people from different races and backgrounds.

The people who run the school know how to make it even better, but we have asked them to find out what things really help you to do your best in lessons, so that all teachers can use them.

Thank you again for helping us with our work.