



# St Andrew's CofE (C) Primary School

Inspection Report

**Unique Reference Number** 124242  
**LEA** Staffordshire  
**Inspection number** 281669  
**Inspection dates** 6 June 2006 to 6 June 2006  
**Reporting inspector** David Driscoll AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Voluntary controlled		Clifton Campville
<b>Age range of pupils</b>	4 to 11		Tamworth, Staffordshire B79 0AP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01827 373266
<b>Number on roll</b>	63	<b>Fax number</b>	01827 373266
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr F Sellens
<b>Date of previous inspection</b>	5 June 2000	<b>Headteacher</b>	Mrs Julie Bullous

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 June 2006 - 6 June 2006	<b>Inspection number</b> 281669
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St Andrew's is a small primary school that serves a relatively prosperous rural area. Very few pupils come from minority ethnic backgrounds and all speak English as their first language. The proportion of pupils with learning difficulties and disabilities is below average, but the proportion with a statement of special educational needs is well above average.

## **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 and good value for money. The school's evaluation of its own overall effectiveness is accurate. As a result of good teaching, most pupils make good progress and leave with above-average standards. The progress made by pupils who have a statement of special educational needs is particularly good.

Provision in the Foundation Stage is good. Pupils arrive with standards that are broadly average for their age. They make good progress in all aspects of their development, and join Year 1 with slightly above-average standards.

Pupils are well looked after and receive good guidance. Pupils' personal development is good in most respects, although they do not learn enough about the other cultures represented in Britain today. Relationships and behaviour are good.

The school is well led and managed. The headteacher and governors have a clear and accurate view of the school's performance. Parents are very positive about the school, because they are made to feel valued members of the school community. The school is well placed to continue the good progress made since it was last inspected.

### What the school should do to improve further

- Provide more opportunities for pupils to learn about the lives of people from the other cultures represented in Britain.

## Achievement and standards

### Grade: 2

Pupils of all abilities make good progress. They usually join the school with average standards and leave with standards that are above average. The school meets its challenging targets.

Because of the good progress children in the Foundation Stage make in all areas of their development, standards are generally a little above average by the time they join Year 1. Physical development is not quite as good as other areas because this aspect was weaker when they started in Reception. Pupils continue to make good progress as they move through the school. Those with statements of special educational needs often do very well indeed. Those with speech or physical disabilities, for example, receive high quality specialist support which results in them making very good progress. When they have overcome the initial difficulties that are holding them back, such as being physically unable to write, they make rapid progress and leave the school with much better standards than would usually be expected.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. St Andrew's is a happy, harmonious place where children are

welcomed, safe and secure. Pupils appreciate that teachers know them well. "You actually know everyone in the school inside and outside," said a Year 2 pupil. Rules are clearly understood and pupils have a say in what these should be, demonstrating a good awareness of why rules are needed to keep each other safe. Pupils know right from wrong and how to relate to one another so relationships and behaviour are good. They study some other overseas cultures, but do not learn enough about the major cultures that make up their own multicultural society.

Levels of attendance are above average because pupils enjoy school and are keen to learn, which means they achieve well. They know what they need to do next to improve as a result of teachers setting them targets and checking on how they are doing. Pupils are sensitive to the needs of the wider community and enjoy the lunchtime visits of elderly residents. They play a good part in the school and village communities. The lively school council takes its duties seriously and knows that it has the power to bring about changes. Pupils actively seek to support charities both far and near.

Pupils are aware of what constitutes a healthy lifestyle, but do not always stick to the rules. Healthy 'Jamie Oliver-style' school meals are much appreciated but unhealthy snacks such as crisps and cake eaten at break times are a setback in the drive towards the Healthy School Award. Pupils are prepared well for future adult life in their literacy and numeracy lessons.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good, so pupils make good progress in their learning. The good relationships between pupils and teachers contribute to pupils' enjoyment of lessons. Teachers have good ways of assessing work so they have an accurate basis on which to plan their lessons. Lessons are planned in detail so that pupils of all ability are given work that is difficult enough to make them think. In one mathematics lesson, for example, the same work was presented three different ways; as numbers, a diagram and a written problem. Pupils who struggled with a list of numbers could see the patterns emerging in the diagrams, while the most able applied their understanding to problems in everyday life.

Teachers and their assistants provide good feedback to individual pupils, both through their detailed marking and when discussing a piece of work. Sometimes, however, when the teacher is working with an individual, they are not sufficiently aware of what other pupils are doing in the class. Occasionally in these circumstances, a small number of pupils stray off task and become noisy.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is broad, balanced and creative, meeting the needs of learners well. It is organised effectively. For example, thoughtful attention is given to providing

a range of experiences outdoors for younger pupils. A range of interesting visits and visitors enriches what is taught and the annual residential visit provides opportunities for pupils to be physically challenged and to achieve success outside the classroom. There is a range of sporting activities on offer and school teams achieve success at local tournaments. Swimming lessons are provided and a range of out-of-school clubs adds to learning opportunities. All pupils are taught French and can learn to play a musical instrument.

The introduction of topic days or weeks means that pupils can make links between subjects and enjoy lessons more. However, the relatively poor displays in some areas do not provide a stimulating environment or support the learning as well as they could. There is a good programme of personal, social and health education, supplemented by the school productions, which successfully promotes children's self-esteem.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive good guidance and support, and are well cared for. Pupils' welfare is at the heart of the school's work. Staff pay careful attention to health and safety, child protection procedures and the tracking of academic progress. Careful records are kept and regular reviews of these quickly highlight if any pupils need extra support.

Teachers know pupils well. Pupils are confident that there is an adult to whom they can turn if they are upset or worried. Some pupils are concerned that supervision at lunchtime is not good enough, because there are places where the supervisors cannot see what is happening. This was the case during the inspection, because supervisors tended to stand in one place for too long and could not see what was happening around the corner.

Pupils with learning difficulties are supported well by their class teachers and skilled teaching assistants. The links with outside agencies that help support those with statements of special educational needs work very well.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The governors and headteacher have a very clear view of the school's performance, because of the frequent and varied ways they use to monitor it. Pupils' and parents' views are taken seriously and form an important part of the school's evaluation of how well it is doing. Links with parents are particularly strong, so they are made to feel true partners in their children's education. Many commented on the welcoming nature of the school and how their views are taken seriously. The school now runs a weekly 'surgery' for parents, after they requested more contact with the school on issues specific to their individual children.

The headteacher and governors use the information they have gathered to set realistic, but challenging, targets for improvement. They have already identified the need to improve multicultural education and have set about building links with other schools.

Some of the relatively smaller issues, however, are not followed up sufficiently. The school has reviewed its homework policy, for example, but this is not being implemented consistently. Some of the points for improvement noted during the monitoring of lessons could also be checked on to make sure that suggested improvements have been put in place. Nevertheless, the concentration on improving standards is proving successful and is reflected in the good progress made since the previous inspection.

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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	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	3	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**

As you know, we came to see you at work recently and to check on how well you are doing.

We had a really nice day in your school. You seem to have lots of friends and take care of one another. In fact, you even took care of me, as one of you pointed out that I was sitting on a dirty bench!

Most of you do well in school. You learn more than we often see, because the teachers and other grown-ups give you work that is just hard enough. You learn a lot about English, maths and other subjects, but we have asked the teachers to help you learn more about how people from backgrounds different to your own live in other parts of the country.

Most of you behaved well during our visit, although some of the boys in Year 2 could help their teachers by not making so much noise. You were very polite to us, and told us that you were happy at school, because people take good care of you. You work hard and like being given jobs to do. Mrs Richardson was very impressed by the school council, who showed just how grown up you are.

Thank you for helping us with our work and for being so kind to us.

Best wishes

Mr Driscoll Lead inspector