

# St Andrew's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	120675
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	291828
<b>Inspection dates</b>	21–22 May 2007
<b>Reporting inspector</b>	Simon Griffiths

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C Leyland
<b>Headteacher</b>	Mr J Whalley
<b>Date of previous school inspection</b>	10 December 2001
<b>School address</b>	King Edward Crescent Woodhall Spa Lincoln LN10 6RQ
<b>Telephone number</b>	01526 352705
<b>Fax number</b>	01526 353770

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized primary school. It is a Church of England Controlled School and is the only school in the immediate area. The number on roll fluctuates and the size of school has changed significantly over the past few years. Attainment on entry is broadly in line with that expected. The percentage of pupils with learning difficulties and disabilities is below average. Though the school serves a diverse community, very few pupils come from minority ethnic backgrounds. The socio-economic circumstances of the school are broadly favourable. The majority of children entering the school have attended the local playgroup, with which there are strong links.

## 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 good school where pupils achieve well. One pupil commented, 'You never feel down at St. Andrews, it's a really nice place to be'. The school has addressed the issues identified in the previous inspection. The improvement in mathematics was initially slow, however recent developments show that standards in this subject are clearly improving. Standards at the end of Year 2 are above average and this is maintained by the end of Year 6, where progress is good in English, science and now mathematics. Provision in the Foundation Stage is good. This enables children to progress so that by the end of this stage they are exceeding the standards expected for their age. This represents good progress for most children. Pupils also attain high standards and make good progress in information and communication technology (ICT), music and physical education (PE). This improving picture is being achieved through the strong leadership of the headteacher, who is well supported by a new senior leadership team, the staff and governors. The school provides good value for money. Leadership and management is good and the school has a good capacity to improve further.

Teaching, learning and the curriculum are good and so enable pupils to achieve well. In many lessons, teachers use questions effectively to challenge pupils' thinking, to develop their understanding and to improve speaking and listening skills. However, this good practice is not yet in place in all classes. Pupils enjoy their lessons and there are good opportunities for them to take on responsibility and to benefit greatly by participating in a wide range of clubs and additional activities. As a result, they are keen to learn but the presentation of work varies and can, at times, be poor. School leaders' effective use of performance information has led to a sharper focus on where further improvements can be made in literacy and in mathematics, in particular. Consequently, pupils who need additional support with their reading, writing or number work are identified at an early stage and benefit from a good variety of approaches that are raising standards. In this respect, teaching assistants contribute extremely well to pupils' learning and their work is much appreciated by parents.

Care, guidance and support is good. The school's strong Christian ethos makes a considerable contribution to pupils' care and welfare. Personal development, including the quality of relationships and behaviour, is good. The required procedures for keeping pupils safe are all properly in place. Pupils' progress is tracked carefully, although the good use that some teachers make of assessment data for setting pupils' targets and the high standard of marking seen in some classes is not yet consistent throughout school. Nevertheless, parents are very pleased with the education offered by the school. One parent amongst others wrote, 'The teachers take real pride in their work and care for the children'. The governors have a systematic approach to seeking the views of parents, which are very carefully considered and acted upon.

### What the school should do to improve further

- Ensure that teachers use marking and target setting consistently to provide pupils with information about how to improve their work.
- Improve teachers' use of questions so that they always challenge and extend pupils' understanding.
- Encourage all pupils to present their work with care to ensure it is always as neat as possible.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievements and the standards they attain are good. Attainment on entry is broadly in line with that expected, though some pupils have high levels of ability. Achievement in the Foundation Stage is good and this progress continues in Years 1 and 2. After a slight decline last year, standards are now again above average. By the end of Year 6, standards are well above average in English and Science. This represents good achievement. However, at points in Key Stage 2 the rate of progress slows before quickening again in Year 6. Standards are slightly above average in mathematics but inspection findings indicate the pace of progress is now improving significantly. Pupils with additional learning needs make good progress. Pupils also achieve highly in ICT, music and PE. The school sets and achieves challenging targets for raising pupils' attainments.

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

### **Grade: 2**

Personal development and well-being are good. Pupils show great care and respect for each other and for adults. Older pupils are outstanding in the care they show for the younger ones. They are also eager to take responsibility and are proud of the good contribution they make to their community. For example, they are very proud to be members of the school council and give generously to charities. Pupils respond well to teachers' high expectations for their behaviour and commitment to working hard. However, some pupils do not take enough care to present their work neatly. Pupils clearly enjoy their education and their attendance is slightly above average. They are very aware of how to stay safe and are knowledgeable about the importance of taking regular exercise. However, despite the school's best efforts to encourage healthy eating, some pupils bring food to school in their packed lunches, which is less healthy than it might be. Pupils' spiritual, moral, social and cultural development is good. This is typified by their commitment to the school's strong Christian ethos and their love of art, literature and music. Pupils are well prepared for the next stages of their education and for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning, including that for children in the Reception class, are good. Teachers plan their lessons thoroughly and so provide work that challenges the full range of abilities in each class well. Relationships between teachers and pupils are good. Pupils' efforts and successes are celebrated and this helps them to become increasingly confident learners. They are not afraid to make mistakes or to draw on these mistakes as ways of improving their work. In the best lessons, teachers provide pupils with clear insights into what they expect them to learn and into ways of evaluating their own progress, although this is not the case in all lessons. Attention to the development of pupils' speaking and listening is good. Teachers often pose thoughtfully formulated questions which extend pupils' knowledge and understanding, although this good practice is not always evident in some classes.

Teachers assess pupils' work accurately and use the information they get from assessments effectively to plan subsequent steps in learning. The marking of pupils' work is satisfactory.

Even so, some of the marking does not provide pupils with enough information about what they need to do to make their work even better. Teaching assistants make an excellent contribution to pupils' learning and especially to that of pupils who have learning difficulties or disabilities. This contribution is greatly valued by parents and carers.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Effective provision in the Foundation Stage, across all areas of learning, makes a positive contribution to children's good progress. Provision for literacy and numeracy is good. The analysis of pupils' performance has led to a sharper focus on the areas of pupils' literacy and numeracy where standards could be higher. In particular, groups needing additional support with reading, writing and mathematics are identified at an early stage and benefit from a good variety of approaches that are raising standards. Provision for ICT is good and is used well to support pupils' progress in other subjects, particularly in writing. Music is a strength because staff expertise and resources are of high quality. Within the range of additional activities, pupils have a good choice of sports. These are popular and contribute effectively to their health and fitness.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support is good. The school's strong Christian ethos makes a considerable contribution to pupils' care. Relationships are good and staff give close attention to each pupil's spiritual and emotional well-being. As a result, pupils feel secure and are prepared to give their best efforts to learning and contributing to school and to the wider community. There are clear and high expectations regarding behaviour. Procedures for keeping pupils safe meet current requirements and are adhered to closely. Teachers use a satisfactory range of ways of helping pupils to understand their learning and what they can do to improve. In the best instances, teachers explain clearly to pupils what they are expected to learn and help them to evaluate this by the end of the lesson. The use of targets to keep pupils on track, whilst satisfactory, varies in quality across the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management is good. The calm and considered management of the headteacher is central to bringing about sustainable improvements. He is ably supported by the new leadership team, who are successfully helping to raise achievement further. Staff work well as a team and the special needs co-ordinator, for example, provides very good support for her colleagues. Subject leaders in literacy and numeracy are developing a good understanding of strengths and weaknesses and this has led to a number of initiatives which are improving pupils' learning. Performance is monitored closely and good use is made of this information to improve provision for pupils. Arrangements for evaluating standards and quality are robust, though there is a tendency for staff to be modest in some of their judgements. Together with the governors, the headteacher and senior managers have ensured the school is well equipped, particularly for ICT and music, so that pupils have all the resources they need to help them learn successfully. Governors do a good job. They are knowledgeable and provide good levels of challenge as well as support.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

23 May 2007

Dear Pupils

Inspection of St. Andrews CofE Primary School, Woodhall Spa, LN10 6RQ

Thank you for being so helpful and friendly when we visited your school recently. We enjoyed our time at St. Andrews and would like to explain to you what we thought about your school. We think it is a good school and we know both you and many of your parents and carers agree with us.

The school cares for you very well and helps you all to succeed. You clearly enjoy school. You work hard in your lessons and your behaviour is good. The teachers and teaching assistants are good at helping you to learn and to do your best. Mr Whalley and your school governors ensure that you have everything you need and they try very hard to find out what everybody thinks about the school and how to make it even better.

We were pleased to see that many of you know what it is you need to do next to make your work even better. However not everybody does. Although teachers mark your work thoroughly, we have asked them to make sure that all of you know about your targets and how your work can be improved even more. We have also asked them to give you questions which make you think as hard as you can. Finally, we are asking you, the pupils, to make an extra effort because some of you need to take more care with how your work looks and to make sure that it is always your best.

We wish you all the best for the future.

Yours sincerely

Simon Griffiths

Lead Inspector.