

# St Andrew's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125158
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293212
<b>Inspection date</b>	19 March 2007
<b>Reporting inspector</b>	Marianne Harris

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	276
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Greenwood
<b>Headteacher</b>	Mrs Angela Ewing
<b>Date of previous school inspection</b>	11 June 2001
<b>School address</b>	Lockhart Road Cobham KT11 2AX
<b>Telephone number</b>	01932 863452
<b>Fax number</b>	01932 867435

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector

## Description of the school

This is a slightly larger than average primary school and is situated on a site that is used by many organisations for extra activities. When they join the school pupils' attainment is generally below average. Most of the pupils are from a White British background with a minority from a mix of minority ethnic heritages. The school has some pupils who are from Eastern Europe and a small number are at an early stage of learning English. The proportion of pupils who have learning difficulties and disabilities is above average because the school has a good reputation for meeting the varied needs of these pupils, and some travel a distance to attend. The number of pupils who leave or join the school part-way through their education is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils make excellent progress both academically and personally. The school has a deserved reputation with the local authority for meeting the needs of all pupils, whatever their ability or stage of learning English. This is because teaching and learning are excellent and pupils' personal development is promoted extremely well. Teachers have very high expectations that pupils achieve as well as they can. Parents are very supportive of the school and say that their children make excellent progress. Pupils report that they love coming to school and are especially proud of the way, 'We all work together as a team'.

From a relatively low starting point, pupils make very good progress in the Foundation Stage because provision is excellent. By the time they enter Year 1 standards are a little below average, and children achieve very well, especially in early reading and writing skills. By the end of Year 2 pupils reach broadly average standards, and by the time they leave they are attaining standards that are above average. This represents excellent achievement overall. Pupils with learning difficulties and disabilities are exceptionally well supported. Many pupils with learning difficulties and disabilities have very low starting points and many have a statement of special needs. Although they do not reach average standards they nevertheless make excellent progress and achieve as well as they can.

Pupils' personal development is outstanding. In discussions they are very enthusiastic about all aspects of their school. They talk excitedly about all the extra activities they have, including sport to 'help keep them fit' and the many visits they undertake. This contributes to an excellent curriculum that is very rich and varied. Pupils have a very good understanding about how to stay healthy and spoke at length about the lessons they have that help them to cope as they grow up and to learn about the dangers of misusing drugs. Behaviour is exemplary and the school council thinks that it is because the discipline plan in the school has been talked about by all concerned and pupils know the effects of not behaving properly. The inspector agrees with this. The care, guidance and support given to each pupil is outstanding. Pupils are involved in assessing how well they have done in lessons and talk confidently about the targets they have been set. They report that they are not yet involved in setting these targets, and would value the opportunity to use their assessment skills to set their own targets. The school acknowledges that this is not yet happening. Pupils who join the school part way through their education report that they are given a 'buddy' when they arrive in school to help them settle and find their way around. All pupils know that any problems are soon sorted out by the dedicated team who are charged with making sure that all pupils are happy and can achieve as well as they can.

A key feature of the school's success is excellent leadership and management. All staff and governors work very well together as a team to make sure that every child matters. They constantly strive to improve what is happening in the school and have successfully tackled the issues from the last inspection. There is excellent capacity to improve further.

### What the school should do to improve further

- Make sure that pupils are involved in setting their own targets so that they can use their assessment skills to help decide what they need to do next to reach higher standards.

## **Achievement and standards**

### **Grade: 1**

Children spend relatively little time in the Foundation Stage and from a below average starting point make very good progress. By the time they enter Year 1 standards are just below average, but children have made many gains, especially in social, language and mathematical skills. By the end of Year 2 standards are average because pupils have made very good progress in all aspects of learning. By the end of Year 6 standards are above average. In 2006 they did especially well in English and science with more than half of the pupils reaching higher levels. Standards in mathematics have improved and are now above average because of a successful focus on the subject in Years 3 to 6.

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

### **Grade: 1**

Pupils' personal development well-being, including their spiritual, moral, social and cultural development is outstanding. Pupils have a very good understanding of cultures other than their own and speak confidently about the school they are corresponding with in Uganda. They learn about a wide variety of religions and cultures and celebrate many festivals. Pupils' behaviour is exemplary. They understand the importance of respecting others and always open doors and are polite and friendly. Pupils really like coming to school and attendance is above average. Some come early in the morning to join in with aerobic classes that start the day in an energetic way. Healthy eating is encouraged and pupils know which choices they should make. Pupils in Year 5 talk enthusiastically about the lessons they have that teach about staying safe and the dangers of using drugs or smoking. Pupils make a very good contribution to the school community through the school council and sessions where they can discuss any issues that worry them. They support a school in Uganda and other local and national charities. They are extremely well prepared for the next stage of their education as they learn to work as a team and gain the necessary skills in English, mathematics and information and communication technology.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are excellent and results in all pupils making outstanding progress. Lessons are very well planned so that pupils can make very good progress whatever their ability. Teaching assistants work as a team with the class teachers and support pupils with particular needs very well. The purpose of each lesson is clearly explained so that pupils know what they are going to learn and work is marked to a particularly high standard so that pupils know how to improve. Older pupils are involved in assessing their work and write comments that show they have understood the lesson. Younger pupils are often asked to indicate if they have understood the task by using the 'thumbs up, thumbs down' system. Pupils respond very positively and have a very mature attitude to their work.

## **Curriculum and other activities**

### **Grade: 1**

Pupils themselves are very enthusiastic about the curriculum offered by the school. They think that the opportunities they have are very good. The curriculum is outstanding with many extra opportunities for pupils to learn outside of lessons. Pupils as young as Year 2 talk enthusiastically about being able to learn French, and Year 4 pupils spoke at length about the experiences they had during a residential trip. There are many visitors into school that enliven the curriculum. Pupils welcome visitors that share their experiences and learn much from these opportunities to talk first hand with others. The programme to promote pupils personal development is outstanding and equips pupils with many skills and a good understanding of the issues they may face as they grow up.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support given to pupils are outstanding. Their progress is tracked very effectively so that any support they need to achieve as well as they can is given very early. Pupils with particular needs are regularly assessed to make sure that the support they are receiving is appropriate. This information is used very well to set individual and group targets for pupils. These are often displayed in the classrooms and pupils know what they are aiming for. Many of the older pupils know what National Curriculum level they are and are confident that they can reach the next level. However, pupils report that they have little opportunity to help the teachers set their targets and many are mature enough to be able to do this. Pupils new to the school are given a friend to help them through the first few weeks and a dedicated team of staff monitor their progress to make sure that they are happy and safe. One pupil remarked, 'When I joined the school I was given a buddy to help me and now she is my best friend.' Child protection procedures are robust and the school is welcoming and safe.

## **Leadership and management**

### **Grade: 1**

Leadership and management at all levels are outstanding. The headteacher provides excellent leadership that encourages all staff to have a role in improving provision. Senior leaders and subject managers know the strengths of their area of work and where improvements need to be made. Weaknesses are quickly identified and tackled so that all pupils can make excellent progress. When mathematics standards fell a little there was swift action to rectify this. Teaching assistants are given specific responsibilities that use their particular strengths. All staff work together very well as a team, and this has resulted in this being an outstanding school. Governors are very supportive of the school and undertake regular training to make sure that they can fulfil their responsibilities very well. The plan the school has to develop further is comprehensive and thorough. It is based on accurate assessments of strengths and weaknesses and gives clear plans for future development.

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## 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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Thank you so much for welcoming me into your lovely school a few days ago. I am now writing to let you know what I found out.

I think that yours is an excellent school and you all told me that you really like your teachers. You are all very polite and friendly and many of you told me about your Buddy system so that nobody is left without a friend. You also told me how much you enjoyed the extra activities that are offered, especially the sport and residential visits. When I spoke to the school council they told me that there is a good team of adults in the school who sort out any problems and that these are few because you are all very well behaved.

I enjoyed being in your lessons and I found out that you all make excellent progress because you all know what you are going to learn. Teachers mark your work very well and some of you even mark your own work in a very grown up way. Your teachers have set you challenging targets and you all know what they are. I would like you all to think about what it is you think you need to learn next because I have asked your teachers to talk to you about your targets before they are set.

Once again thank you for being so welcoming and for telling me all about your school. I wish you all good luck in the future and maybe I will be able to visit you again.

Marianne Harris

Lead Inspector