



# St Andrew's Benn CofE (Voluntary Aided) Primary School

## Inspection Report

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**Unique Reference Number** 130877  
**Local Authority** Warwickshire  
**Inspection number** 293651  
**Inspection dates** 15–16 November 2006  
**Reporting inspector** Paul Edwards

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 address</b>	Chester Street
<b>School category</b>	Voluntary aided		Rugby
<b>Age range of pupils</b>	3–11		CV21 3NX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01788 574697
<b>Number on roll (school)</b>	252	<b>Fax number</b>	01788 574697
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	E Wood
		<b>Headteacher</b>	Mary Hoverd
<b>Date of previous school inspection</b>	1 October 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	15–16 November 2006	293651

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Andrew's Benn is a larger-than-average primary school. A significant proportion of the pupils are from minority ethnic backgrounds and a small minority are at an early stage of learning English. The percentage of pupils with learning difficulties is average. The proportion of pupils joining the school part-way through the year is greater than that seen nationally. During the last six months, two temporary headteachers have been in charge of the school. A substantive headteacher has been appointed and will join the school in April.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the achievement of pupils and the effectiveness of leadership and management.

The school fails to provide an adequate standard of education and the current leadership recognises this to be the case. Inadequate leadership and management have resulted in pupils not doing as well as they should by the end of Year 6, particularly in mathematics and science.

When children enter the Nursery class, their skills are well below those expected for their age. They are provided with a good start to their education in the Nursery and Reception classes. A stimulating environment and good teaching ensure the children achieve well, although their skills are still below the levels expected for pupils of their age when they enter Year 1. Good teaching continues throughout Years 1 and 2 and pupils are well prepared for the next stage of education. Progress in Key Stage 2 is unsatisfactory however. Pupils have fallen significantly short of what they are capable of achieving by the end of Year 6. This is because teachers have not had the benefit of effective procedures to identify how well pupils are doing so they can then plan sufficiently challenging work, particularly for the more able in mathematics. These procedures are now in place and teaching is satisfactory overall because teachers are now making good use of assessments.

Pupils' personal development is satisfactory. The school works hard to promote healthy lifestyles. There is a good range of sporting and health activities and pupils respond well to them. Most pupils behave well, although a small number are easily distracted when lessons lose pace or lack interest. The decline in attendance has been reversed and it is now satisfactory. Pupils are encouraged to take a full part in the life of the community and the school council provides them with opportunities to express their views. The care, guidance and support provided for pupils are satisfactory. Parents rightly feel that their children are well looked after and pupils say they feel well cared for. Arrangements for supporting pupils' academic progress in lessons are satisfactory and improving. The curriculum is satisfactory; all subjects are covered, but it lacks excitement. The absence of clear, structured planning in science means that pupils do not build effectively on previous learning.

Leadership and management are inadequate because until recently they have not previously provided a clear enough guide to teachers on how to make better use of assessment information when planning work and improving the quality of teaching to raise pupils' achievement. The temporary leadership, with the support of the local authority (LA), has begun to address these weaknesses but the impact is too recent to have resulted in better achievement. However, improvements seen, particularly in

the effectiveness of subject leaders, and clear, albeit temporary, leadership, show that the school has satisfactory capacity to improve.

### **What the school should do to improve further**

- Ensure that planning and teaching in science at Key Stage 2 provide a clear structure which helps pupils to build on previous learning without repeating work.
- Provide more challenging work for above-average pupils in mathematics at Key Stage 2.
- Develop the school's monitoring procedures to ensure more consistent guidance and support for teachers on how to make effective use of assessment information when planning work so that it has a positive impact on pupils' progress.

## **Achievement and standards**

### **Grade: 4**

In Year 6, standards are broadly average. However, pupils' achievement is inadequate overall. When children enter the Nursery class their skills are well below the levels expected for pupils of their age. They make good progress throughout the Foundation Stage and in Years 1 and 2. However, progress in Key Stage 2 is inadequate and the good start children make in the Foundation Stage and Key Stage 1 is not built on. Although there are signs that the rate of progress pupils are making is improving, a legacy of underachievement results in standards not being good enough. Over the past three years, too few pupils have achieved as well as they should in mathematics and science. The picture is similar for pupils currently in Year 6 and, to a lesser extent, those in Year 5.

Pupils with learning difficulties make satisfactory progress throughout the school because their needs are identified early and they are provided with a good level of support. They make good progress, however, in the Foundation Stage and Key Stage 1 in their acquisition of English.

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

### **Grade: 3**

Pupils know how to stay fit and healthy. They are complimentary about school meals and like the extra fruit they now get. Older pupils are sure that any problems they have will be sorted out and that behaviour in school has improved this year. Behaviour is good most of the time but occasionally, when the pace of lessons slows, pupils fidget and lose concentration. Older pupils enjoy their additional responsibilities, particularly when they help out at lunchtimes with the youngest children because, 'They're really happy all the time'. However, pupils do not take sufficient responsibility for their own learning, particularly in science, where teaching tends to be too prescriptive. They know how to stay safe because this aspect of their education is taught well. Pupils can name all the first aiders in school and when they had their last fire drill. They enjoy coming to school and their attendance has improved. It is now satisfactory. Pupils

undertake a satisfactory amount of work in the local community, including raising money for charities, for example, through organising cake and toy sales. Pupils' spiritual, moral, social and cultural development is satisfactory. They have a growing understanding of some other cultures, because of the admittance of several pupils from Poland and Portugal.

Pupils' influence on how their school is run is satisfactory. The school council has improved playground facilities and instigated the purchase of extra musical instruments. Pupils' increasing awareness of the importance of teamwork, combined with the average standards they attain by Year 6, equips them satisfactorily for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

As a result of improved monitoring and additional teacher training the quality of teaching has risen this year and is now satisfactory. Most lessons are well prepared and pupils are informed clearly what they are going to learn and why. Relationships between staff and pupils are good and pupils enjoy their learning. Many lessons provide pupils with good opportunities to discuss their learning in pairs or groups. This is good when it occurs because it increases their confidence and gives them some control over their own learning. In a few lessons, in Key stage 2, the pace of learning is still too slow and it is at these times that some pupils' behaviour slips. In science, teachers do not give pupils enough opportunities to plan their own investigations. Teaching in this subject is frequently too prescriptive in Key Stage 2 and pupils do not have the opportunity to find things out for themselves and to learn from their own mistakes.

### **Curriculum and other activities**

#### **Grade: 3**

Children in the Foundation Stage get off to a good start because they have well-planned, interesting activities which motivate them to learn. However, the outdoor classroom is not used consistently enough to promote their learning in all aspects of their curriculum. Children see it more as a playground than an extension to their classrooms. Elsewhere, subjects are generally taught in sufficient depth, although there is too much repetition in science, and planning in this subject does not identify how pupils can build on previous learning. The school has rightly identified that there are too few opportunities for pupils to develop literacy and numeracy skills in other subjects. The school makes good provision for the pupils' personal, social and health education, enabling them to become very aware of the benefits of eating healthily and participating in physical activities. There is a good range of additional activities that enrich the curriculum. For example, the pupils enjoy the wide range of musical tuition, particularly the steel band and the opportunities to perform in public. Themed

days, visitors and visits to places of interest also add interest to the curriculum and help to stimulate the pupils' interest in learning.

## **Care, guidance and support**

### **Grade: 3**

The school is providing satisfactory care for its pupils. Child protection procedures meet government requirements. Pupils are well looked after and are provided with good guidance on how to keep safe and who to approach if they have problems. Those pupils who enter the school part-way through the year are provided with satisfactory guidance and support, enabling them to settle into school well. Academic guidance is satisfactory and improving and is now helping pupils to make improved progress. Pupils are aware of their targets for learning through guidance in their books. There are examples of very good marking but it is inconsistent and not all teachers are offering sufficient guidance to pupils on how they might improve their work.

## **Leadership and management**

### **Grade: 4**

Until recently there has been a lack of direction and a clear strategy as to how the school would address the underachievement of pupils in Key Stage 2; there has been no substantive headteacher to lead and take responsibility. The result of this has been insufficient guidance to teachers as to how they could improve the rate of pupils' progress in Key Stage 2. Recent good guidance from the acting headteachers and good support from the LA have begun to help the school deal with this issue but there is still some way to go to ensure that all pupils are doing as well as they should. Curriculum leaders are now more aware of their responsibilities and they now have a reasonable understanding of how to improve the quality of learning in their subjects. However, there has been insufficient monitoring by senior staff and curriculum leaders need consistent guidance and support to allow their understanding to lead to actions which will have sustained impact. Governors give satisfactory support but do not challenge the school sufficiently. Through the intervention of the LA and the good work undertaken by the acting headteachers, the school has a clear picture of its performance. This has resulted in improved teaching. Pupils now make better progress in lessons and there is a sound capacity for further improvement. However, plans for improvement have yet to be established.

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## 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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

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

As you know we visited your school recently to find out how well St Andrew's Benn is doing. We would like to thank you for looking after us. We enjoyed talking to you and we would especially like to thank members of the school council for their views. At the moment the school is not providing you with a satisfactory education.

Here are some of the highlights of your school

- Your good behaviour and your enthusiasm for lessons and other activities.
- The good relationships you have with one another and with the staff.
- The way in which adults look after you and keep you safe.
- You are developing a good understanding of how to keep yourselves healthy and safe.

There are some important ways in which your school could help you to do better. We have asked the headteacher and governors to take steps to improve things.

What we have asked your school to do now

- Make sure that those of you who find work a little easy in mathematics are given more difficult work to do.
- Help you to improve your work in science by not getting you to repeat work when it is not necessary and by planning to make work gradually more difficult as you move through the school.
- Make sure the adults in charge of the school improve the way in which they judge how well you are doing and help teachers to make better use of this information to plan their lessons.

I hope you continue to work hard and enjoy your time at school.