

St Andrew's Church of England Junior School

Inspection report

Unique Reference Number	109216
Local Authority	North Somerset
Inspection number	298539
Inspection dates	10–11 October 2007
Reporting inspector	Paul Sadler

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	142
Appropriate authority	The governing body
Chair	Paul Friend
Headteacher	Neil Tuttiett
Date of previous school inspection	29 June 2006
School address	Station Road Congresbury Bristol BS49 5DX
Telephone number	01934 832505
Fax number	01934 877461

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small junior school admits pupils from a wider range of backgrounds than is usual. These include children from the traveller community and those arriving from overseas. A number of the latter do not speak English when they enter the school. The school provides breakfast and after school clubs to pupils whose parents require extended day care.

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 which has improved considerably since the previous inspection in June 2006, when the school was issued with a Notice to Improve. It was asked to raise standards of achievement and improve teaching and learning in Years 3, 4 and 5. There have been significant improvements in these aspects since that time. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

These improvements have taken place because leaders and managers, under the very good guidance of the headteacher and the governing body, have created an ethos and climate for learning in which all members of the school community work in harmony to enable the pupils to achieve success. As a parent said, 'Both my children enjoy school and have progressed a great deal both socially and academically.'

Pupils who start at the school at the beginning of Year 3 arrive having attained average standards in reading, writing and mathematics at the end of Year 2. These pupils are joined by an above average number who may not previously have attended school regularly, or who arrive from abroad, often with little or no knowledge of English. These pupils make particularly good progress and at the end of Year 6 the proportion of all pupils attaining the expected standards in English, mathematics and science is average. This represents good achievement for all pupils.

Staff and governors have created an ethos in which all pupils are valued and are treated equally. To quote a parent from the Traveller community, 'The head always listens and tries to sort out problems. He treats everyone as an equal.' As a result, all pupils have an excellent understanding of the beliefs, culture and feelings of people from communities across the world, representing outstanding spiritual, moral, social and cultural development. This in part is due to the excellent links that the school has developed with a wide range of partners, including parents, churches, the village community and agencies that support pupils in a variety of aspects of their education.

Pupils make good progress because of the good teaching. Most teachers use assessment well to plan tasks that pupils find challenging but achievable. However, in a few cases, the tasks are not always appropriate for the wide range of age and ability of the pupils in the class. They encourage pupils to apply their skills in a variety of ways and to work both independently and as teams. For instance, when groups of Year 5 and 6 pupils calculated the seating capacity of a football stadium and presented their findings to the rest of the class. In a few lessons, explanations of the work are too long and slow the pace of learning. In most cases, work is marked very well, with lots of comments that help pupils to improve its quality. Many teachers use pupils' targets effectively to enable them to learn more quickly but this approach is not always used consistently. However, pupils have a good understanding of their targets and academic guidance is good.

Leadership and management at all levels are good. The school has an accurate view of its own performance and has drawn up a useful plan for future development. This is monitored, evaluated and amended on a regular basis. There is very good impact, for instance concerns about some pupils' behaviour in the recent past were quickly identified, tackled and eradicated. Leadership of subjects and matters such as the education of pupils with particular needs is highly effective. There have been very good improvements since the last inspection. The degree of harmony, enthusiasm, energy and optimism amongst all staff is such that there is excellent potential for the school to improve further and to meet the governors' stated aim for the school to be outstanding within three years.

What the school should do to improve further

- Ensure that all lessons are planned so that time is used to best effect and the work meets the needs of the full range of ages and abilities of the pupils.
- Ensure that pupils' targets are monitored and, together with the marking of work, are used consistently and precisely to help them to make the best possible progress.

Achievement and standards

Grade: 2

By the end of Year 6, the proportion of pupils attaining the expected standards in national tests in English, mathematics and science is average, with a good proportion attaining higher standards. Pupils learn to apply their skills well, for instance when using information and communication technology (ICT) to prepare presentations. They make good progress in lessons, for instance in Years 4 and 5 when investigating three dimensional shapes. Pupils arriving with limited skills in certain areas make very good progress. For example, pupils arriving with little knowledge of English are fluent in the language within two years.

Personal development and well-being

Grade: 2

Pupils behave well, the school having successfully resolved problems identified during the previous school year. They have a good understanding of the need for exercise, and the excellent school meals encourage healthy eating. They understand how to stay safe, for instance when using the Internet. Pupils say they enjoy school and the attendance of most is above average. The school works hard to improve the attendance of others. Pupils make a good contribution to the community through the school council and by helping others both within and outside school. The skills they will need in later life are developing well as pupils are given many opportunities to practice and apply them. Pupils respond very well to the welcome afforded by the school to children from all backgrounds. They have an excellent understanding of how to get on with others from different backgrounds and cultures.

Quality of provision

Teaching and learning

Grade: 2

Teachers have very good relationships with their pupils. They use questioning and discussion with pupils very well, which enables pupils to become confident learners. Teaching assistants and other adults are used skilfully to help those who most need support. Marking is used well in most classes to help pupils to improve their work, but the approach is not consistent throughout the school. Similarly, most teachers plan work well to meet the learning needs of all the pupils in the class, but this is not always the case. Teachers' explanations are very clear and ICT and other visual aids are used well to explain key points. Occasionally, these explanations are too lengthy and some time is wasted.

Curriculum and other activities

Grade: 2

Pupils are taught everything that is required and there is a good range of additional activities in areas such as sport, music and educational visits. The school's links with, for example, the

church and the Traveller community are used well to enhance the learning of all pupils. Pupils are given plenty of opportunities to apply their skills, such as literacy, numeracy and ICT to solving a range of problems. Pupils that are more able are given good additional opportunities, for instance a governor leads additional work in mathematics. Whilst the curriculum meets almost all the needs of pupils as individuals, following recent organisational changes, tasks are occasionally too easy or difficult for some pupils.

Care, guidance and support

Grade: 2

The school cares for all its pupils very well and has very good arrangements to safeguard their welfare. It has been particularly successful in involving parents in the school, including some with limited experience of contact with school such as Travellers and those who speak little English. Pupils get good academic guidance and are set appropriate targets, which they understand. This is helping them to make better progress, but the targets are not monitored and reviewed in a consistent way throughout the school.

Leadership and management

Grade: 2

Leaders and managers have been very effective in promoting rapid improvement. Under the dynamic leadership of the headteacher, governors and staff have worked together effectively to accurately identify the school's strengths and weaknesses and to rectify the latter. A particularly good example is the widespread support for the school's exceptionally strong commitment to equality of opportunity for all pupils. Parents support this policy because of the very good communication through newsletters and other channels, so that the ethos is widely shared and understood. The school now sets itself challenging targets and there are promising signs that these will be achieved in the near future. Middle leaders, such as the special needs coordinator whose role is much wider than the title suggests, are especially effective. Some subject leaders are not full time members of staff, which limits their contact and influence. The school has plans to remedy this and the shared commitment and energy of leaders and managers suggests that the school is in an excellent position to improve further.

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

22 October 2007

Dear Pupils

St Andrew's CE Junior School, Congresbury BS49 5DX

My colleague and I very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school and how much it has improved recently.

Yours is a good school. You and your parents agree with us that it has improved a lot. These are some of the most important things about it.

- You make good progress and pupils in Year 6 get average results in tests and assessments.
- Teaching is good. Most of the time you are given work that is neither too easy nor too difficult for you. Teachers and teaching assistants help you very well if you find the work difficult.
- Those of you who did not start at the school when you were in Year 3, or who have to learn English when you start, make especially good progress.
- You have a good understanding of right and wrong and of how to keep healthy and safe.
- You behave well and tell us there is little bullying.
- You enjoy school a lot and most of you have good attendance.
- You do a lot to help other people, especially in school.
- You are given interesting work to do. There are lots of activities for you, such as clubs and trips.
- You are cared for very well and teachers tell you how to improve your work by setting you targets, which you understand well, although in some classes the targets are used in a better way than in others to show you how you are getting on.
- The headteacher, other staff and governors lead the school well. They want the school to be excellent, and are capable of achieving this.

We have asked the school to improve two things. We want teachers to make sure the work is never too difficult or too easy for you, and to make sure your targets are always used to help you understand what you need to learn. You can help by politely talking to the teacher or teaching assistant about how easy or difficult you find the work.

Yours sincerely

Paul Sadler Lead Inspector

22 October 2007

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St Andrew's CE Junior School, Congresbury BS49 5DX

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- You make good progress and pupils in Year 6 get average results in tests and assessments.
- Teaching is good. Most of the time you are given work that is neither too easy nor too difficult for you. Teachers and teaching assistants help you very well if you find the work difficult.
- Those of you who did not start at the school when you were in Year R, or who have to learn English when you start, make especially good progress.
- You have a good understanding of right and wrong and of how to keep healthy and safe.
- You behave well and tell us there is little bullying.
- You enjoy school a lot and most of you have good attendance.
- You do a lot to help other people, especially in school.
- You are given interesting work to do. There are lots of activities for you, such as clubs and trips.
- You are cared for very well and teachers tell you how to improve your work by setting you targets, which you understand well, although in some classes the targets are used in a better way than in others to show you how you are getting on.
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Yours sincerely

Paul Sadler
Lead Inspector