

# St Andrew's Church of England Infant School

## Inspection report

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<b>Unique Reference Number</b>	103703
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308394
<b>Inspection date</b>	11 June 2008
<b>Reporting inspector</b>	Hazel Callaghan

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>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	165
<b>School</b>	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Robinson
<b>Headteacher</b>	Angela Driscoll
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Church Lane Eastern Green Coventry CV5 7BX
<b>Telephone number</b>	02476 466309
<b>Fax number</b>	02476 460752

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<b>Age group</b>	4-7
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • the school's current rates of progress in the Foundation Stage and Key Stage 1 and the extent to which teaching and the curriculum are meeting the needs of children in the Foundation Stage, of boys in writing and of the gifted and talented pupils • to what extent all staff are involved in evaluating the school's strengths and weaknesses and are instrumental in moving the school forward • the reasons for the school's judgements of outstanding personal development and well-being and care, support and guidance. Evidence was gathered from the school's assessments of standards and pupils' progress and an analysis of the results of the 2007 and 2008 tests. There were observations of teaching and discussions took place with senior leaders, staff, governors and pupils. Parents' responses to the Ofsted questionnaire were also analysed. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The vast majority of pupils at St Andrew's are from families of White British backgrounds. Only a very small minority are in the early stages of learning English as an additional language. The proportion of pupils identified as having learning difficulties and/or disabilities is below average. Children start in the Reception class with a similar range of knowledge and experiences to those expected for their age. The school has successfully achieved the Gold Coventry Healthy Schools Award as well as the National Schools Award. They have also gained the Activemark Award and the Silver Eco Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Andrew's Church of England Primary is a good school. The excellent leadership of the headteacher and hard work of staff have enabled the school to move forward in many areas of its work so aspects of the school are now outstanding. The personal and pastoral care provided by all staff is exceptional. They respond very effectively to each child's specific personal, physical and emotional needs and take great care in ensuring they are supported as well as possible. Outside agencies are used well to provide additional support. Parents recognise this high level of care and this is reflected in some of the comments they made: 'the school has a wonderful nurturing atmosphere that encourages children to blossom', and 'children are given the utmost attention, support and encouragement from both teachers and teaching assistants'. These very good relationships throughout the school ensure that pupils' personal development is excellent. For their age, pupils' understanding of how to develop healthy and safe lifestyles is extremely good. They enjoy taking responsibilities and pupils throughout the school respond very well to the many opportunities to contribute not only to the life of the school but also to the wider community. Their excellent personal skills and responsible attitudes ensure pupils are well prepared for the next stages of education and eventually the world of work.

Pupils enjoy coming to school. They feel safe and well cared for and this sets the scene for their good progress. A rich and stimulating curriculum, that extends their knowledge and experiences, promotes excellent attitudes to learning. Teaching is good. Teachers make lessons fun and relevant to pupils' experiences so that they want to do well. This good start to learning begins in the Reception classes. The curriculum for these young children has been successfully extended and they now have many opportunities to learn effectively both inside the classroom and in the outside areas. The curriculum for older children has also been improved and it meets the learning needs of pupils well. Those pupils who have learning difficulties and/or disabilities are very well supported and they make good progress from their different starting points. Standards by the time pupils leave the school are above those found nationally and a significant number of pupils reach the standards expected for their age, with many reaching higher than expected. More able pupils, although reaching above average standards, only make satisfactory progress. The school has identified the issue and has started to adapt its curriculum and ways of teaching to better cater for their needs. This is beginning to have an impact and the proportion of pupils reaching the higher levels is increasing. Some activities, however, still do not sufficiently challenge the most able to make the same good progress as their peers.

Pupils are keen to do well and the school has introduced a good system of monitoring their progress and giving additional support to those who might underachieve. The few pupils in the early stages of learning English as an additional language, for example, are well supported and make good progress. The school has also introduced procedures to help pupils understand how well they are doing and strategies to help them know how to improve their work. The new marking policy is working well. Pupils understand what they have done well and what needs improving in their written work, but other strategies are not as fully embedded and so are having an inconsistent impact. For example, targets for pupils' next stages of learning are not reviewed sufficiently frequently to ensure an effective momentum is maintained and pupils' aspirations to do well are supported. Information about what they need to do to be successful in their lessons is not always clear enough for them to recognise what is expected, especially for the most able. The school recognises this and acknowledges that, because of this, academic support and guidance is satisfactory rather than good.

There are comprehensive systems for monitoring the work of the school in which all staff are involved. Subject managers have well developed systems for checking on standards and teaching in their subjects and regularly seek pupils' opinions about their learning. This gives an accurate evaluation of the work of the school that leads the initiatives for school improvement. From this work, a strong team spirit has developed and a commitment to future improvement. This is supported by the governors who are exceptionally well informed and involved in moving the school forward. They represent a wide range of expertise that is used to promote school developments. They are proactive in seeking additional information and they support staff well whilst holding the school to account. Given the school's successes, especially in broadening the curriculum, improving teaching and the provision in the Foundation Stage, it is clear that the capacity for further development is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children start in the Reception classes with personal and social skills that are above those expected for their age but many have language skills that are below those expected. In other aspects, their knowledge and skills are similar to those of most children of their age. They make good progress overall and particularly good progress in their language skills to reach slightly above average standards in all areas of learning when they start in Year 1. This good progress is the result of teachers' good understanding of the learning needs of these young children and good teaching that focuses very well on the basic skills to be learned. Children have many opportunities to learn through activities led by the staff and through their own investigations. Good opportunities for children to experience new ideas and to learn through their self-chosen activities ensure good learning. Children enjoy their tasks and develop good levels of confidence in their own abilities. Staff check on children's progress regularly and set targets for their next stage of learning that are shared with parents. The leadership of the Foundation Stage is good. Planning for children's activities is now comprehensive and staff work closely together to ensure that children's needs are fully met.

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

- Provide more challenging activities and clear expectations for the learning of more able pupils so they make the same good progress as other pupils.
- Develop more consistent systems to support pupils' understanding of how well they are doing and how to improve their work.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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

<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 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	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

12 June 2008

Dear Children

Inspection of St Andrew's Church of England Infant School, Eastern Green, CV5 7BX

Thank you for making me so welcome and answering my questions when I visited your school. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school that has some outstanding features. Here are some of the things I found out.

- You make good progress and reach standards that are higher than in many schools.
- Your behaviour is excellent. You are polite, friendly and helpful to everyone. You understand very well how to keep yourselves safe, and are prepared extremely well for your next school.
- You clearly enjoy your lessons and often have lots of fun. You work hard and want to do well.
- You are taught well and your teachers work hard to make sure that your lessons are interesting.
- The headteacher leads the school exceptionally well and the staff work as an effective team.
- All the staff look after you extremely well so you feel safe and happy.
- You have lots of interesting things to do, including many visits and additional activities.

Even though St Andrew's is a good school, there are some ways in which it can do better. I have particularly asked the headteacher and governors to do two things:

- to help those children who find learning easy to do harder work so they make good progress
- to find ways to help you all understand how well you are doing and how to improve your work.

Thank you again for making me feel so welcome and don't forget you can help to make the school an even better place by continuing to work hard.

Best wishes

Hazel Callahan Lead inspector

12 June 2008



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Hazel Callahan  
Lead inspector