

# St Andrew's Church of England Primary School, Radcliffe

## Inspection report

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<b>Unique Reference Number</b>	105350
<b>Local Authority</b>	Bury
<b>Inspection number</b>	308840
<b>Inspection date</b>	12 December 2008
<b>Reporting inspector</b>	Michael Onyon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Greg Ridgeon
<b>Headteacher</b>	Mrs A Bowes
<b>Date of previous school inspection</b>	25 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Graves Street Radcliffe Manchester Lancashire M26 4GE

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<b>Age group</b>	3–11
<b>Inspection date</b>	12 December 2008
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**Telephone number**  
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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether all pupils are achieving as well as they can; what opportunities there are to use their literacy, numeracy and information and communication technology (ICT) skills in other subjects; the impact on learning of the quality of pupils' personal development; and, the use of assessment information to inform planning and support learning. Other aspects of the school's work were not inspected 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

This is an oversubscribed school of average size. It is situated just outside the town centre of Radcliffe. The percentage of pupils eligible for free school meals is below average. Pupils are predominantly from White British families. The school has a broadly average number of pupils with learning difficulties and/or disabilities. The school has achieved the Healthy School's award. It provides education for children in the Early Years Foundation Stage (EYFS) in the Nursery and Reception classes.

## 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 with some outstanding features. The headteacher provides excellent leadership and pupils achieve well. Their personal development and the care, guidance and support provided are excellent. Parents are extremely happy with St Andrew's. They commend, in particular that, 'the staff listen well to the pupils and offer support to all the family. Pupils leave the school believing in themselves'.

Standards reached by the end of Year 6 are regularly above average and reflect good progress towards achieving challenging targets. This applies not only to pupils' achievement in English, mathematics and science, but also to other subjects such as ICT. Children make good progress in the EYFS. On entry to Reception, children's attainment is below expected levels. By the time they join Year 1, their skills and knowledge are often close to average. Pupils make good progress in Key Stage 1 and reach slightly above average standards in reading, writing and mathematics. Fewer pupils reach the higher level in writing, but recent initiatives to improve writing are having a positive impact on standards. The secure grounding pupils have in Key Stage 1 promotes good progress overall in Key Stage 2. Because teachers' expectations are not as high, pupils' progress has not been as brisk in the early part of the Key Stage 2. The school's data indicate that standards at Year 6 in 2008 matched the above average levels of previous years. Provisional results in 2008 show pupils not only attained well at the expected Level 4 in Year 6 national tests but also at the higher Level 5. Pupils with learning difficulties and/or disabilities make the same good progress as their classmates.

Pupils' personal development and provision for their well-being are outstanding. Their consistently good attendance confirms their tremendous enjoyment of school. They value very highly the levels of care, the engaging curriculum and the stimulating lessons. Pupils respond very well to the school's strong systems for promoting excellent behaviour, attitudes and community spirit. Pupils' spiritual, moral, social and cultural development is exceptional. The school provides numerous, successful opportunities for pupils to become independent and exercise responsibility, for example, as school councillors and as play leaders for the younger children. School councillors respond quickly to any concerns raised by fellow pupils so that they feel very safe and nurtured. Pupils take pride in these roles and carry out these duties and others, such as team leaders, very effectively. Pupils show considerable concern for others in less fortunate circumstances, as shown by their substantial charitable efforts to support education in other parts of the world. They have an exceedingly good understanding of healthy lifestyles. The curriculum provides pupils with good opportunities to develop their creative talents in art and design activities. Pupils' enquiry skills in history and geography are well supported by a programme of visits and visitors. A good range of after-school activities promotes both enjoyment and progress. Pupils' good progress in developing key skills, including ICT, sets them up well for their future lives.

The school liaises effectively with learning support agencies to help pupils with identified needs and to find sources of additional help for parents. Parents value the support given to families. Appropriate safeguarding procedures are in place. Pupils feel very settled at St Andrew's and leave well prepared for the challenges of secondary school. Transition from Key Stage 1 to Key Stage 2 does not currently enable the pace of learning to be maintained in the lower years of Key Stage 2. The progress of pupils with learning difficulties and/or disabilities is carefully assessed and regularly reviewed.

The quality of teaching and learning is good. Staff are enthusiastic, hard working and have good subject knowledge. Pupils commented that classrooms are well organised and attractive and that lessons 'are interesting and fun.' Teachers manage pupils very well and most have good expectations of their progress. Consequently, lessons proceed at a brisk pace. Pupils' strong levels of concentration, allied to the teachers' thoughtful questions, successfully boost their oral skills. This fosters excellent attitudes to learning and encourages pupils to try out new ideas confidently. Teachers mark pupils' work thoroughly and often provide useful written feedback. Teachers' lesson planning is detailed and makes good use of assessment information to meet the learning needs of all the pupils.

Good leadership and management are key factors in the school's success. The headteacher's leadership is outstanding. Staff, governors and parents recognize the strong leadership and its continuous desire to seek improvement and work closely with parents and carers. The headteacher and senior leaders have devised secure procedures for directing the work of the school to ensure equal achievement for all. These have contributed to pupils' excellent personal development and enabled the school to maintain its standards and develop innovative practice. Community cohesion is strong through links with the local and wider community, particularly church organisations, and a growing awareness of global communities. The school's self-evaluation is rigorous and accurate, based on the desire to be even better. Governors exercise their responsibilities well. The school has made good progress since its previous inspection, has good capacity to improve and provides good value for money.

### **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 2**

Children in the EYFS make good progress to reach levels that are close to average because activities are well planned and effectively develop their interests and skills. They enjoy learning, particularly in speech, language and writing because teaching emphasises these skills. Teaching and learning are good. Children are very well cared for. Parents comment how staff always 'go the extra mile' to meet children's needs. Consequently, children work happily alongside each other and grow in confidence and independence. They learn to take turns and accept responsibility when sharing equipment and resources in a happy and stimulating environment. Activities are well balanced between those which are child initiated, promoting independent learning, and those which are adult led. The staff encourage, support and enrich children's learning well. When children excitedly explored a wood pile for mini beasts using hand lenses the adults' excitement at their finds matched the children's. Leadership and management are good; everyone's contribution is valued. There is a clear view of how to improve the provision, particularly the outside area.

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

- Accelerate the progress of pupils in lower Key Stage 2.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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
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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**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/or disabilities make progress	2

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of St Andrew's Church of England Primary School, Radcliffe, Manchester, M26 4GE

Thank you all very much for the friendly way you greeted us and helped us when we inspected your school recently. We particularly enjoyed watching the Christmas concert in the Nursery and joining you for Christmas lunch. The hats you made for us were excellent. You told us how much you enjoy school and what its strengths are. We agree and think yours is a good school and that it has some outstanding parts too.

We judge your personal development to be excellent. Your school has a real family feel to it, where you all get the chance to play your part, take on new roles and learn new skills. We were particularly struck by how aware you are that some people in other parts of the world live in poor conditions and the hard work you put in to find out about their lives and support them through raising funds. After the good start the youngest children make in Nursery and Reception, your school helps you to make good progress. By the end of Year 6, you reach standards that are above average, which prepares you well for secondary school. Your teachers work hard and, as you say, 'make your learning not only fun but interesting'. This helps you to concentrate fully on your work and gives you the confidence to answer well in class.

The headteacher and her staff look after you extremely well and are always looking for ways to make your learning more interesting and spark your imagination. To assist them in this, we have asked the school to help you make as much progress in the early part of Key Stage 2 as you do in other years. It will help raise standards even further and make sure that everyone achieves their very best.

You can help by continuing to play a full part in school, trying your hardest and maintaining the pride you display in all that your school offers.

My very best wishes for the future.