

St Andrew's Church of England Primary School

Inspection report

Unique Reference Number	123140
Local Authority	Oxfordshire
Inspection number	314511
Inspection dates	18–19 September 2007
Reporting inspector	John Collins

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	228
Appropriate authority	The governing body
Chair	Dr Deborah Gill
Headteacher	Mrs Susan Baker
Date of previous school inspection	12 May 2003
School address	London Road Headington Oxford OX3 9ED
Telephone number	01865 762396
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Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized, voluntary controlled Church of England School in Oxford will this year complete its change over to a one-form entry primary School. The number of pupils eligible for free school meals, those learning English as an additional language, and those pupils with learning difficulties and disabilities are average. The percentage of pupils from ethnic minority groups is well above average. The numbers of pupils starting and leaving school at other than expected times is high. The Reception class is on a separate site with a local Nursery School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This effective school offers its pupils a good education. As one parent said, 'This is a wonderful community school where children and parents are treated and valued as individuals'. Good leadership has enabled the school to successfully address the issues from the previous inspection. The school has a good capacity to improve because governors and staff have a strong will to succeed. The headteacher and governors have managed the period of change since the last inspection very successfully. The latest test and assessment data from 2007 shows that standards have continued to rise in spite of staff turbulence and higher numbers of pupils joining and leaving the school at times other than expected. By the time they leave school most pupils achieve well and standards are well above average. However, there is scope for improvement in writing. Consistently good teaching and the increasingly effective use of tracking and assessment data has enabled the school to monitor progress and more closely target groups and individuals. In some lessons however, the work provided for some pupils is not always matched closely enough to their abilities.

Well-established before and after school clubs support the good curriculum, which is enhanced considerably by the excellent range of extra curricular clubs and activities. These all contribute well to pupils' personal and academic achievement. Regular physical education lessons, aerobic sessions, and sporting clubs and activities contribute strongly to pupils' enjoyment and taking healthy exercise. The recent improvements in the provision for information and communication technology (ICT) in Years 1 to 6 have raised pupils' enthusiasm for learning and ICT is increasingly being used to support learning across other subjects. The school is very actively involved with the local community. Very good links with local schools means that pupils benefit from numerous joint curricular, music and sporting activities.

Pupils have responded to the increasing expectations of their teachers with considerable enthusiasm and interest. They are well behaved, concentrate well and work hard because 'learning is fun'. Many speak of their enjoyment of learning. Year 6 pupils say that, 'There is lots to do and you can work with your friends so that we can help each other'. They speak confidently about their life in school and are pleased at the responsibilities they are given. Pupils feel the school council gives them a say in 'helping to make the school better'.

Effectiveness of the Foundation Stage

Grade: 2

The good quality staff team provide Reception children with a stimulating range of experiences. The pace of learning is good, enabling the majority of children to exceed the learning goals expected of five-year-olds. Consistently good teaching and well-managed provision helps children to make good progress. There is an effective programme of stimulating indoor and outdoor experiences. The skilled teaching of letter sounds and stories enables children to develop early reading and writing skills quickly.

All staff work together to ensure that children work and play in a safe environment. There is a successful balance of welfare, care and stimulation that prepares them well for the next stage of their education. However, the lack of ICT resources hinders the progress they make in their knowledge, understanding and use of new technology. Staff keep thorough and accurate assessments of children's progress, which help them to plan tasks that are well matched to

their needs. Parents are very pleased with the information they get about their children's progress.

What the school should do to improve further

- Raise standards in writing particularly for average attaining pupils in Year 2 and higher attaining pupils in Year 6.
- Raise the quality of teaching by ensuring that tasks are better matched to meet the needs of different groups of pupils.

Achievement and standards

Grade: 2

The 2007 results are markedly better than 2006, and have continued the trend of rising standards since reorganisation. By the end of Key Stage 1 standards are broadly average in writing and mathematics and well above average in reading. By the time pupils leave school, standards are above average in English, mathematics and science. In writing, the school has already recognised that average attaining pupils in Year 2 and higher attaining pupils in Year 6 are not achieving as well as they might. Overall pupils achieve well. This is due to a combination of consistently good teaching and the use of increasingly well-targeted assessment and tracking data.

Challenging targets are set and these are helping to drive up standards. One parent echoed the thoughts of many when she wrote, 'My child has flourished since moving to St. Andrew's'. The provision for pupils with learning difficulties, and for those with statements of special educational need, is good. They make good progress, many attaining the nationally expected levels in Year 6 tests.

Personal development and well-being

Grade: 2

A well thought out programme of assemblies, visits and other events successfully nurtures pupils' spiritual, moral, social and cultural development. They behave well and have a strong awareness of right and wrong. There is good racial harmony and pupils have a good understanding of other cultures. Pupils feel safe and are trusted to take on extra responsibilities. As one pupil said, 'I'm a 'sunshine friend'. I help younger children in the playground'. The school council are very active in representing the views of other pupils. For example, ideas have been adopted to improve playground areas and the 'Green gang' are specially trained to avoid wasting energy by switching off lights when not needed. Pupils understand the role they can play in supporting the wider community through fund raising and musical performances. Very good opportunities to learn to play a musical instrument, or to speak Spanish, French and Latin, make a strong contribution to pupils' social and cultural development.

Quality of provision

Teaching and learning

Grade: 2

Teachers manage their lessons well. They share the objectives of lessons with pupils so learning intentions and targets are made clear from the beginning. Teachers' marking is helpful so pupils know what they have to do to improve. Support staff are well deployed to help pupils with learning difficulties or disabilities make good progress towards their targets. There is good support for pupils in the early stages of learning English, particularly in developing their speaking

and reading skills. Teachers make good use of assessment to track how well pupils are doing and to plan tasks that build on what they have learned before. However, in some lessons, tasks are not matched closely enough to the needs of pupils of different abilities. Sometimes class discussions are too long leaving less time for pupils to get on with independent writing tasks, which slows their progress. Teachers use a good range of resources and visual prompts, particularly interactive whiteboards to stimulate discussion.

Curriculum and other activities

Grade: 2

The good curriculum is enriched with an outstanding range of additional activities. A significant strength is the provision for music and the arts. Activities add considerably to pupils' experiences and encourage them to become enthusiastic learners. Planning is beginning to link subjects and skills together well to make a more flexible and creative curriculum. There is a strong focus on the development of pupils' skills in literacy, numeracy and ICT. The recent introduction of interactive whiteboards has had a notable influence on raising pupils' interest and enthusiasm. A good range of visits and visitors promote pupils' social and academic development effectively. 'Themed weeks' during the school year, such as Book Week and International Week, develop pupils' learning and celebrate the cultural diversity of the school. This is also well supported by colourful and interesting projects such as the Gamelan Group and displays, such as 'Where have I been'.

Care, guidance and support

Grade: 2

The quality of care provided for pupils is a strength. There are very effective pastoral systems and safeguarding procedures in place to ensure that pupils are safe and happy. Good induction procedures help new arrivals to settle quickly. The school is very inclusive and all pupils are encouraged to participate fully in the life of the school. Academic guidance is good. As one pupil commented, 'If you're stuck, teachers are always there to help you. They also talk to our parents so they can help us too'. The leadership team have improved assessment systems of pupils' progress. This is increasingly being used effectively to ensure that individual pupils receive support and set challenging but realistic targets. One parent expressed her appreciation for the fact that her child was 'pushed to her full potential'. However, there is room for improvement to ensure that in all lessons, assessment is used more rigorously to plan work that matches pupils' abilities.

Leadership and management

Grade: 2

This is an inclusive school. Personal development and well-being are supported strongly by a good curriculum and the ways in which the school ensures all its pupils' contributions are valued. Before and after school clubs are well established and highly regarded by pupils and parents. The overwhelming majority of parents hold the school in high regard. As one parent commented, 'You could not wish for a better school than St. Andrew's'.

There is a strong focus on raising standards and achievement. In spite of high turnover of staff and increasing numbers of pupils entering and leaving the school at times other than normal, teaching is good and standards have continued to improve. The school is good at identifying

its strengths and weaknesses and in devising effective ways of tackling them. For example current targets in the school improvement plan deal with the issues it has already identified over writing.

The leadership and management of the headteacher and governors during a period of significant and rapid change have been outstanding. The governors provide high quality support in practical ways through their role in monitoring the school's performance and challenging its decisions. Subject leaders in English, mathematics and science have only been in post for one or two terms, and are still developing their roles. Nevertheless, there is now a strong team of staff and governors in place, who have the potential to move the school forward.

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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 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 ¹ 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
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	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

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

2 October 2007

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Oxford, OX3 9ED

We were very pleased to visit your school and see you working so hard. Thank you for talking to us and showing us your work. The school council, Sunshine Friends and the Green Gang told us how much you enjoy school and how proud you are of helping the school. We were impressed by your good behaviour and your attitudes to your work.

These are some of the things we think your school does well:

- many of you are now reaching higher standards in reading, mathematics and science than you did before
- the headteacher, teachers and other staff, and governors are doing a good job in running the school
- many of you told us how teachers make lessons fun and how helpful they are when you have problems
- we agree with you that the school helps to keep you safe
- we think all your clubs and other activities are really excellent.

We think there are some things the school could do better:

- improve your standards, particularly in writing in Years 2 and 6, by giving you really challenging work
- use the information they have about how well you are doing to make sure that the tasks you are given in lessons are suitably challenging for you.

You can help by continuing to work hard and listen carefully. Ask your teachers if you don't understand. We are sure they will help you.

Good luck to you in the future

John Collins

Lead inspector