

# St Andrew's CofE Primary School

Inspection report - amended

---

<b>Unique Reference Number</b>	109257
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	324934
<b>Inspection dates</b>	3–4 December 2008
<b>Reporting inspector</b>	Graeme Bassett

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.

---

<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)	175
Government funded early education provision for children aged 3 to the end of the EYFS	28
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Holland
<b>Headteacher</b>	Sue East
<b>Date of previous school inspection</b>	3 October 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>	Northampton Street Julian Road Bath BA1 2SN
<b>Telephone number</b>	01225 310135
<b>Fax number</b>	01225 337051

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	3–4 December 2008
<b>Inspection number</b>	324934

## **Amended Report Addendum**

Report amended due to factual inaccuracy

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school. It draws most of its pupils from the immediate city neighbourhood. The proportion of pupils with learning difficulties and/or disabilities is well above average. There are two classes for the Early Years Foundation Stage (EYFS) and skills on entry are below expected levels overall. There is a growing number of pupils in the school for whom English is not their first language. Currently, the permanent headteacher is on secondment and the school has an acting headteacher. There have been three headteachers over the past 27 months. The school has recently been awarded the following awards: Activemark, the Healthy School award and Bronze standards Eco award.

## 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. It is a very vibrant place and the happy way that all pupils get on well together is confidently reflected in all classes. The school warmly embraces families from many other countries and gives a positive response to the fact that pupils speak more than 18 different languages. It is clear that all pupils are included in all that the school does.

However, the school has experienced considerable turbulence recently and many parents express serious concerns about the school. Many state they are apprehensive because of the uncertainty for the future and particularly about another change in leadership. However, some of the effects of these disruptions are being successfully resolved because of the current good leadership and management. Consequently, parents are responding very positively to the present management of the school and they support the initiatives established since September. One parent summarised the opinions voiced by many when she said, 'This school is alive and fun.'

Working under the clear and inspiring direction of the acting headteacher, all staff demonstrate a strong determination to create an enthusiastic school. As a result, several initiatives, instigated at the beginning of the term, are already showing a good impact. The priorities identified in the school improvement plan are the right ones for the school at this time. There are lots of positive signs throughout many elements of the school's current leadership by the acting headteacher and senior staff to show that the capacity for future improvement is good.

Teaching and learning are good overall. There are excellent elements. The curriculum is stimulating because teachers use imaginative cross-subject links that help pupils to enjoy their work. For example, the recent use of the World Heritage project successfully raises pupils' awareness of the history around them and gives a real life purpose for their reading and writing. Standards in English, mathematics and science are broadly average and achievement is good. Assessment records have just been revised and these are used effectively by teachers to establish challenging targets for each pupil. Nevertheless, some of the more able pupils throughout the school do not do as well as they should, especially in mathematics. This is because the work set for them is not always sufficiently challenging. Good impact of the use of tracking records is seen in Year 6, where pupils' progress is accelerating well and is currently good and often very good. However, teachers' marking is inconsistent throughout the school and some teachers do not set small step targets or give enough guidance to help pupils understand what they need to do next to improve. A strength of the school is evident in the support for pupils with learning difficulties and/or disabilities. This has been improved recently and these pupils are now supported well in each year group. As a result, their skills are developing well and they make good progress. The pupils for whom English is not their first language make rapid progress in acquiring spoken English and soon make good progress in other subjects. Care, support and guidance are good and have been a strong focus for development. For example, the school has established effective routines to improve behaviour and most pupils behave well. As a result of the school's high level support, pupils' personal development and well-being are good. Attendance is satisfactory, but despite the school's best efforts, a few pupils still have poor attendance. Pupils have a good understanding of how to adopt a healthy lifestyle and a sense of how to stay safe, knowing that there is a need to avoid taking risks.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start school in the EYFS with skills below those expected for their age. The staff provide determined efforts to improve children's skills effectively. Because of the effective care, support and guidance, children settle quickly to the routines of school. Their personal development and well-being are good.

The EYFS is well led and managed and all staff work well as a knowledgeable and enthusiastic team. Good provision and effective teaching throughout EYFS, have good impact upon the way all children learn and develop. The outdoor provision for children is particularly good and provides an exciting environment for learning new things. The classrooms are stimulating and children develop their skills in all areas of learning through the good use of a wide variety of resources. With carefully planned directed tasks and activities that children plan for themselves, they quickly take responsibility for what they do and learn. Following a local visit, they planned and installed a chandelier into their 'Regency house'. Because of good teaching, children achieve well and make good progress in all areas of learning. As a result, their skills are broadly as expected for their age by the time they enter Year 1.

### What the school should do to improve further

- Make certain that work is more challenging, especially for the more able pupils, so that standards and achievement improve.
- Ensure that marking is consistent so that pupils are aware of their individual targets and know what they need to do next to improve.

## Achievement and standards

### Grade: 2

Pupils currently enter Year 1 with their skills being broadly as expected. By the end of Year 2, standards are currently broadly average but nevertheless, some of the more able pupils do not do as well as they should. Last year, the school's performance at the end of Year 6 dropped from above average to broadly average. However, with a high proportion of pupils with learning difficulties and/or disabilities, pupils' progress was good. The rate of progress of pupils in the present Year 6 is accelerating rapidly. They started school in EYFS with skills below expected levels but they strive to make up for the time they lost due to the disruptions caused by staff changes earlier. They currently make good progress, resulting in standards in Year 6 being average in English, mathematics and science. The proportion reaching Level 5 is in line with the national average, except in mathematics, which is slightly lower. The school is already taking action to improve achievement in mathematics. Pupils with learning difficulties and/or disabilities make good progress.

## Personal development and well-being

### Grade: 2

The pupils' spiritual, moral, social and cultural awareness is fostered well. Pupils get on well together, and respect others from different backgrounds. They demonstrate a positive approach to their learning. As a parent commented, 'They can't wait to come to school.' Pupils say that learning is fun and exciting, and this is particularly evident in their involvement in the World Heritage project. They have a good understanding of the world around them and the contribution made by the wide range of cultures within the parental community is highly valued. Pupils

organise a healthy snack bar as part of their attempt to adopt a healthy lifestyle. They feel very safe in school and know who to talk to if they need help.

Pupils become independent thinkers as they progress through the school. In Year 6, they often tackle tasks that are very demanding because they believe they can succeed. Pupils' contributions to the school and local communities are good. The school council is an effective pupils' voice and pupils enjoy taking responsibility. Those in Year 6 particularly valued the opportunities to write and perform their version of the Nativity in a city theatre. Pupils' preparation for their next school is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

There are a number of strengths in teaching. The extremely good questioning techniques used by staff encourage pupils to explain their thinking. Thorough planning of the themes such as the World Heritage project is imaginative and makes lessons relevant and meaningful. Teachers are very confident in management of their classrooms and their use of interactive whiteboards stimulates learning. Many pupils are encouraged to assess their own work. Tasks planned match the differing needs of all pupils and, in Year 6, pupils are often encouraged to decide which level of task to tackle. However, teachers do not always ensure that more able pupils are set more challenging tasks to complete.

### **Curriculum and other activities**

#### **Grade: 2**

The recent introduction of themes such as World Heritage City has captured the pupils' interests and imagination. One parent commented that her child had never liked history but has now developed an enthusiasm for Bath's cultural past. Good links are now developing between subjects such as history and English. However, the school recognises the need to refine planning in these topics to ensure activities are better focused on developing pupils' specific skills in all subjects. Links with the local community are very strong and the production at the local theatre gave pupils very good opportunity to develop their drama skills. There is a good range of extra-curricular activities, including many opportunities for pupils to learn a musical instrument.

### **Care, guidance and support**

#### **Grade: 2**

Parents value the big commitment of staff towards each pupil's care, support and guidance. A typical comment was 'This is a safe, caring and happy school.' Vulnerable pupils are given good support and the school works closely with outside agencies to help pupils with particular difficulties. Procedures to safeguard pupils are good and meet current government requirements.

Intervention programmes to support the learning of pupils with learning difficulties and/or disabilities are active in all year groups. The school recognises the urgent need to accelerate the rate of progress of these pupils and now provides more support in each class. Assessment records provide the teachers with reliable data about each pupil's progress. Marking praises pupils' efforts but sometimes it is inconsistent and targets are not sufficiently clear to help pupils understand what they need to learn next.

Pupils for whom English is not their first language, and those joining during the year, are supported effectively and new pupils quickly make friends and settle into school life.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the acting headteacher are very good. She has effectively raised staff enthusiasm and there is a real sense of commitment to succeed. There is a good understanding of the strengths and areas for improvement through the effective systems for monitoring and evaluation. This has enabled current leaders to set challenging targets. They have taken effective action in addressing the recently revised priorities for improvement and have brought about rapid and positive changes. The governors maintain a good understanding of their responsibilities and fulfil their statutory requirements well.

Staff are rightly proud of the strength of their teamwork. All levels of leadership and management, including Foundation Stage, are good. Staff and the governing body work with enthusiasm for the benefit of all pupils in order to raise their standards and achievements. Leadership of the school listens effectively to the parents' views and this results in good communication with them and the community. Governors and leaders have established good links with the community and are looking at ways of developing these further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	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**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	3
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

<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?	2

## 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**

4 December 2008

Dear Children

Inspection of St Andrew's CE Primary School, Bath, BA1 2SN

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your school. We found that your school provides you with a good education. You do some very exciting things and we were extremely impressed by your performance at the local theatre and the chandelier in the Nursery reception house. There is a good team spirit in your school and it is a happy place. Well done!

- These are the things that are particularly good in your school.
- Your acting headteacher provides very good leadership and management to the school. The teachers and other staff in your school work well as a team and support your headteacher well.
- Throughout the school, staff have a clear understanding of how to make your work interesting and raise the standards of your work.
- The teaching is good, especially when teachers plan links between different subjects for you.
- Your teachers give you good encouragement to answer questions and, because of this, your work is steadily improving. Your standards are about average and you make good progress.
- The Nursery and Reception classes are well managed and give the children good quality education.
- You are all developing good attitudes towards your work and towards each other.
- You have a good understanding about how to remain healthy and how to keep safe.
- You are very polite and the behaviour is good in school.
- Staff look after and care for you well.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- make certain that work is more challenging, especially for those who find work easy, so that standards and achievement improve.
- ensure that your teachers help you to understand your individual targets and that you know what you need to do next to improve.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Graeme Bassett Lead inspector.