

# St Andrew's Church of England Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	113427
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325818
<b>Inspection dates</b>	18–19 March 2009
<b>Reporting inspector</b>	Anne Newall

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)	52
Government funded early education provision for children aged 3 to the end of the EYFS	25
Childcare provision for children aged 0 to 3 years	4
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	D Williamson
<b>Headteacher</b>	Morag Kingsbury
<b>Date of previous school inspection</b>	27 June 2006
<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>	Chardstock Axminster EX13 7BX
<b>Telephone number</b>	01460 220534
<b>Fax number</b>	01460 220534

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<b>Age group</b>	3–11
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## Amended Report Addendum

Report amended due to Ofsted notification

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

St Andrew's is well below average in size and has a falling roll, which means that staffing levels at present are high. The school has experienced considerable disruption in staffing over the past five years. The school has a lower than average percentage of pupils entitled to free school meals. The percentage of pupils from minority ethnic groups is very low, as is the percentage of pupils who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is lower than average.

Since the last inspection, the school has established an after-school club and has taken over the running of the pre-school facility on the same site. The school is moving into a new school building in May 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Andrew's is a satisfactory school. The vision of the headteacher and her determination to settle the school following a long period of uncertainty have led to a number of improvements since the last inspection. Systems have been implemented to monitor and evaluate teaching and learning and the progress of pupils, and the pre-school provision is an asset that gives the youngest children a secure start. The existing school building, which had fallen into a state of disrepair, was recently redecorated, and the completion of the new school building is imminent. Through participation in many community events, the school's reputation has improved. Parents overwhelmingly support the school, and many who responded to questionnaires were complimentary. For example, one parent wrote, 'I wouldn't send my child anywhere else,' and another typically spoke of St Andrew's as 'a friendly, happy school where all age groups mix well together'. Turbulence in staffing over a number of years continues to hamper the rate of improvement, as leadership roles are not widely distributed. As a consequence, the capacity for sustained improvement is satisfactory rather than good.

Pupils' achievement is satisfactory. They join school with skills and understanding that vary from year to year but are broadly in line with those expected for their age. Children make satisfactory progress in the Early Years Foundation Stage, where support for their welfare is good. Effective assessment procedures and good transition arrangements enable them to confidently enter Key Stage 1. In Key Stages 1 and 2, pupils continue to make satisfactory progress, and they reach average standards by the end of Year 6. However, not enough is expected of all pupils, particularly the more able. Teaching is satisfactory, although insufficient use is made of day-to-day assessment to plan activities which closely match the needs of all pupils and challenge them to do well, particularly the more able pupils. As a result, pupils sometimes switch off in lessons and fail to complete tasks. The curriculum is responsive to the local environment and includes a broad range of enrichment opportunities that meet the needs and interests of the pupils.

The pupils' personal development and well-being are good. Great care is taken to ensure pupils are safe, and all relevant policies and procedures are sound. Pupils are encouraged to be healthy and take exercise, and they respond positively. The school has recently achieved a number of national awards, including the Healthy School Award, the Travelwise Award, the Activemark and the Sports Award. Most pupils show a positive attitude to school, and some take on responsibilities such as becoming a school councillor or playground buddy. Pupils with learning difficulties and/or disabilities are supported well, and their individual education plans, which provide clear targets for improvement together with details of how they will be met, are shared with parents. Academic guidance for other pupils is sometimes clear and helpful, but marking does not always show pupils how to improve their work. Pupils enjoy school, in particular the extra-curricular activities, and their participation in events such as tag rugby festivals, maypole dancing and educational visits is good. They behave well and have good relationships with adults in school and with each other.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The provision for children in the Early Years Foundation Stage is satisfactory. The adults are suitably qualified and resources are used well, including the outdoor area. Good liaison with parents and carers enables the youngest children to make a secure start. Staff in the pre-school

and Reception class work well together, sharing resources and planning. One parent described 'a warm and friendly environment in which our son has thrived', and another wrote that 'the transition from pre-school was very smoothly handled'. Assessment procedures are developing well, with staff using the 'learning journey' and the Foundation Stage Profile to monitor the progress of all children, including those with learning difficulties and/or disabilities. Parents are invited to contribute to assessments by identifying learning in practice outside school. Most children make sound progress from a range of starting points, and display the skills and abilities expected for their age. The personal development and well-being of the children are good, and they show positive attitudes and enjoyment. The youngest children are given opportunities to develop their independence through play and exploration, monitored closely by staff who develop the children's vocabulary through skilful interaction. The older children work alongside Key Stage 1 pupils in more adult-directed formal lessons which give the children less chance to be independent and make their own choices. Good use is made of spontaneous learning, for example using the recent snow to measure and compare the size of footprints, and to practise letter formation. Children's welfare is promoted well through secure safeguarding policies and risk assessments, and a safe environment. Relationships between staff and children in the Early Years Foundation Stage are good.

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

- Ensure that lesson activities consistently meet the needs of all pupils, motivate them to persevere in learning, and challenge the more able.
- Provide constructive advice to pupils so that they understand their targets and how to improve their work in order to achieve them.
- Ensure leadership roles and responsibilities are more evenly distributed to ensure sustainable improvement.
- Provide the older children in the Early Years Foundation Stage with more opportunities for independent and self-initiated learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress and reach average standards. The small groups of children who join the school each year arrive with a wide range of skills and abilities. By the time they enter Key Stage 1, children demonstrate the skills and abilities broadly expected for their age. They reach levels in reading, writing and mathematics which are close to the national average by the end of Key Stage 1. By the end of Key Stage 2, the most recent test data showed that pupils made satisfactory progress overall, although fewer pupils than expected reached the higher levels. The headteacher has implemented a detailed pupil tracking system which has enabled teachers to monitor the progress of individual pupils more closely and set realistic targets for improvement. Recent evidence from the pupil tracking system indicates that, across the school, more pupils are now reaching a higher standard. Pupils with learning difficulties and/or disabilities are supported well to ensure that they make progress in line with that of their peers.

## Personal development and well-being

### Grade: 2

Pupils display good spiritual, moral, social and cultural development, which is encouraged through curricular work such as Social and Emotional Aspects of Learning, and class prayers and assemblies. Pupils generally work well together, although some older children are less cooperative with one another. They understand how to lead a healthy life and are well informed about diet and exercise, taking part in sport in school as well as through links with other small schools locally. Pupils move safely about the school, which is important in an old building with varying floor levels. All pupils learn to swim and the older pupils take part in cycling proficiency lessons, thus ensuring they are equipped with important life skills. Most pupils enjoy their lessons, although a small minority become disengaged because the work is either too easy or too hard. The behaviour of pupils is good. They are polite and respectful to each other and to staff, and treat the facilities well. Pupils contribute well to their community, with older pupils given particular responsibilities within school and all pupils participating in village events and raising money for various charities. Their literacy, numeracy and ICT skills make a satisfactory contribution to their future economic well-being. Pupils join with those in another small school on a residential visit, enabling them to make new friends before they move on to secondary school. The attendance of pupils is satisfactory, and there are no persistent absentees.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is at its best where teachers have secure subject knowledge and where the pace and organisation of lessons maintain pupils' interest and attention. For example, good group work on 'settings' in literacy led to pupils producing very descriptive writing. Teachers use cross-curricular links well to develop pupils' understanding. Classes are managed effectively and behaviour is good because of positive relationships. Teaching assistants are used to support groups and individuals, and this is most effective where teachers have given them specific guidance. Specific work is sometimes planned for pupils of differing ability, but this is not always appropriately informed by the use of assessment. For example, assessment is not always used on a day-to-day basis to plan for the next steps in learning, and this leads to a minority of pupils not being inspired or interested in their work, and consequently not making the most of their time.

### Curriculum and other activities

#### Grade: 3

The curriculum is carefully planned to address the mixed-age nature of the classes, ensuring that all requirements are met and pupils can achieve satisfactorily. It is enriched by a good range of visits to reinforce learning and promote enjoyment. French is taught throughout the school and the youngest pupils especially enjoyed using the vicarage garden to grow vegetables, linking this to a French version of *The Very Hungry Caterpillar*. Close links with the church promote the Christian ethos, as well as pupils' spiritual and moral development, and through their involvement with the village community pupils gain a sense of belonging. An example is the recent school reunion attended by around 250 people, for which pupils produced 'decade posters' as part of their history work and which visitors added to on the day with memories from their time at the school. The introduction of a new initiative focusing on writing has

improved the writing skills of the youngest and oldest pupils. Insufficient use is made of the curriculum to develop independence and perseverance, and some pupils lack the motivation to complete work.

## **Care, guidance and support**

### **Grade: 3**

The pastoral care, guidance and support provided by the school promote the pupils' personal development well. Adults in the school care well for the pupils, ensuring their health and safety by carrying out the necessary safeguarding checks and risk assessments. The school liaises closely with the educational welfare officer to promote attendance, resulting in the school meeting its target for attendance. Effective links with the educational psychologist, speech and language therapists and other agencies help to ensure support for those who need it. However, academic support is satisfactory. Although most work is marked, marking does not consistently give advice to pupils on how to improve. Pupils have targets for improvement but say that they do not always understand them, or are not guided on how to reach them.

## **Leadership and management**

### **Grade: 3**

The improvements since the last inspection are due to the drive, determination and leadership of the headteacher. There has been considerable disruption to the running of the school over several years because of staffing problems and a falling roll, and the headteacher has navigated well along a rocky road. As well as building strong relationships with parents and the local community, the headteacher has established a comprehensive system to track pupils' progress and enabled staff to set targets for pupils based on assessment. Achievement shows signs of improvement as a result, and the capacity for further improvement is satisfactory. Whilst self-evaluation has correctly identified areas of weakness and actions taken to address them, at present too many of the actions depend upon too few people, and this hinders the rate of improvement. Within the constraints of a falling roll and reducing budget, resources are deployed satisfactorily, although the school is currently overstaffed. The school promotes community cohesion well, with strong local links. Pupils gain a good understanding of other communities and ethnic diversity through links with schools in Africa and London. Governors, some of whom are new, support the school well. The chair of governors has been in post for many years, and is knowledgeable about all aspects of the school. Governors are increasingly providing the necessary challenge to help the school to raise standards.

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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?	3
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	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

20 March 2009

Dear Pupils,

Inspection of St Andrew's Church of England Primary School, Chardstock EX13 7BX

- Thank you very much for the warm welcome you gave me when I visited your school this week. Weren't we lucky to have such beautiful weather
- I enjoyed being in your classes and looking at your work. I was also able to visit your new school, and I can see why you are so excited about moving into it.

I found that your headteacher has ensured that many improvements have been made to the school in recent years, and as a result it is now satisfactory and the standard of your work is improving. Most of you work hard in your lessons and behave well. Sometimes the work you are given is too easy and as a result some children don't make as much progress as they could. The adults in school care very much for your welfare, and there is an interesting curriculum with lots of extra-curricular activities which you enjoy. I was pleased to see that you are active in your local community, which has helped to improve the reputation of your school. Your parents like the school and believe it is a friendly and happy place.

To make your school even better, I have asked the headteacher and staff to:

- plan lessons which are neither too easy nor too hard, but which meet your needs and challenge you to do your best
- mark your work in a way that consistently helps you to understand your targets and what you have to do to achieve them
- share responsibility for continuing to improve the school
- make sure that older children in the Early Years Foundation Stage are given more opportunities to learn through activities that they have chosen themselves.

You can help by persevering with activities and trying your best. Remember to ask for help when you need it, and let your teachers know if the work is too easy or too hard.

With my very best wishes for your future.

Yours faithfully,

Anne Newall

Lead inspector