

St Andrew's CofE Primary School

Inspection report - amended

Unique Reference Number	120196
Local Authority	Leicestershire
Inspection number	327223
Inspection date	22 January 2009
Reporting inspector	Arnalena (Nina) Bee

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.

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School (total)	107
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
Appropriate authority	The governing body
Chair	Alan Markham
Headteacher	Penny Hannant
Date of previous school inspection	1 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dag Lane North Kilworth Lutterworth LE17 6HD
Telephone number	01858 880430
Fax number	01858 880430

Age group	4-11
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Amended Report Addendum

Report amended due to a change to the report following a complaint

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Introduction

The inspection was carried out by two Additional inspectors.

Description of the school

St Andrew's is smaller than most primary schools. Almost all pupils come from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The school provides for children in the Early Years Foundation Stage (EYFS) in one class which includes children of Reception and Nursery ages.

In the last two years, there has been a very high turnover of staff. There is now a more settled staff team. The on-site childcare provision, a before and after school club, is managed by an external provider.

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 an improving school which provides a satisfactory education for its pupils. Parents are correct when they say that their children are well looked after and cared for. This is because the care and pastoral support that pupils receive are good and, as a result, pupils make good progress in their personal development. Pupils' enjoyment of school is reflected in the above average attendance figures and their smiling faces each morning as they enter their classrooms. The good curriculum supports pupils' learning well. It provides an outstanding selection of enrichment activities which promote and extend learning, in many subjects, for all pupils. The school's good links with many people in the community greatly influence the quality of the curriculum. This is appreciated by parents and pupils.

Pupils have good opportunities to take responsibility and contribute to the local community. Older pupils talk maturely about being given jobs such as house captains and peer mediators. Members of the school council speak proudly of their work. They are particularly knowledgeable about the reasons why they buy Fair Trade items such as the Geo-bars they have introduced to the tuck shop. Others have written to the Highways Department to try to get speed bumps put outside their school. These pupils really do care about this but are realistic and say this may not happen because it would cost a lot of money. Pupils talk enthusiastically about raising money to support national charities and sponsoring a panda and an elephant in Africa. By the time pupils leave in Year 6, they are well-rounded confident young people. Nevertheless, despite their good social skills, their average attainment in 2008 means they are just satisfactorily prepared for their next stage in education.

Staff and governors agree that the headteacher has led and managed the school well through its recent period of staff turbulence. Since her appointment, less than two years ago, the headteacher has put in place a range of systems to counteract the detrimental impact that staffing issues were having on pupils' achievement and standards. In 2007, many pupils were reaching Year 6 with levels lower than they should, especially in mathematics and writing. An improved system to track pupils' progress was developed. Along with this, a number of intervention programmes have been introduced to support pupils who needed additional help to reach their targets. These have been successful and the school's data for 2008 show that pupils are attaining average standards. This reflects satisfactory achievement from their starting points by the end of Year 6. A minority of pupils who had previously underachieved did not reach the expected levels in mathematics despite making satisfactory or good progress during their time in Year 6. Currently, pupils in Year 6 are on course to reach or exceed their targets. In relation to their starting points in Year 3, a large majority are now making good progress in reading and writing and satisfactory progress in mathematics, where underachievement was greater. Underachievement has been eradicated. Children in the EYFS and Years 1 and 2 get off to a good start and benefit from good teaching.

The headteacher has been effective in monitoring the progress of pupils and has an appropriate understanding of the strengths and areas for development within the school. This, however, is not the same for all staff and the role of subject leaders in monitoring teaching, and its impact on pupils' achievement within their subjects, is underdeveloped as most are newly in post. As a result, there is little thorough analysis and evaluation of the quality of teaching, for example by looking at pupils' work. Consequently, there are variations in teaching across the school. Teaching is satisfactory overall. Classes are generally well managed and in a number of lessons, activities are accurately planned to meet the individual needs of the wide range of abilities in

the classes. However, this is not always the case, especially in Years 3 to 6. The academic guidance that pupils receive is good. Much of teachers' marking is good and shows pupils what they need to do to improve.

Governors are well informed and involved in the work of the school. They challenge the school effectively and support the school and the headteacher well. Through the strong commitment of the headteacher and the more settled staffing situation, the picture is much brighter now and the school is appropriately placed to move forward.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children receive a good start in the EYFS. As one parent wrote, 'Positive attitudes to learning are fostered and children are offered an exciting environment in which to learn.' Induction procedures are good and enable children to settle in happily to school life. They come into school keen and eager to start another day of learning. Children begin school with levels that are expected for their ages and they achieve well. Consequently, standards are above average by the time they enter Year 1. There are good arrangements to ensure children's welfare and personal development. Children's progress is carefully monitored and individual needs are catered for well. As a result, behaviour is good. It is very clear how self-confident the children are and how sociable they are with each other, members of staff and visitors to the school. Children are offered a well-planned curriculum for their ages. It ensures that they all receive a good balance of activities both inside and outside the classroom. The outside area is a well resourced and secure place for learning, whereas inside the classroom area is rather cramped. Despite this, children are taught well and resources are used effectively to promote and reinforce good learning. They have opportunities to take part in exciting activities which they choose themselves and others that are adult-led. Occasionally, listening skills are not promoted effectively and children do not pay enough attention to what the teacher is saying. The EYFS is well led and managed. Both the teacher and the nursery nurse have a good understanding of how young children learn. They work effectively together, ensuring that children do well in everything they take part in.

What the school should do to improve further

- Ensure that teaching is consistently good by checking that activities are always accurately matched to the wide range of abilities in each class.
- Improve the progress pupils make in mathematics in Years 3 to 6.
- Develop the role of the subject leaders so that they gain confidence in analysing and evaluating the quality of teaching and have a better understanding of how pupils are doing in their subject areas.

A small proportion of the schools whose overall effectiveness is judged as 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

Standards at the end of Year 6 were average in 2008 and, in relation to pupils' starting points, this shows satisfactory achievement overall. However, this does vary, particularly in mathematics in Years 3 to 6. A number of pupils did not do as well as they should because of previous

underachievement. However, these pupils did well in Year 6, but as they were attempting to catch up, did not have time to reach the levels expected of them. The current Year 6 pupils are on course to at least reach their targets for English and mathematics and are making better progress than last year. Pupils are making good progress in English and satisfactory progress in mathematics. Pupils with learning difficulties and/or disabilities make similar progress to their classmates. The recent focus on writing and spelling has been successful. It has resulted in an improvement in writing standards, particularly when comparing the 2007 results with 2008, at the end of Years 2 and 6.

Standards at the end of Year 2 have improved since the previous inspection. Data provided by the school indicate that the latest assessments for the 2008 cohort in Year 2 show well above average standards and good achievement.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Older pupils demonstrate a good knowledge of Christianity but also of the many different beliefs and cultures in the world in which they live. They maturely speak of aspects of different religions they have studied. Pupils are kind and considerate towards each other and respect the views of others. As a result, the atmosphere in school and in outside areas is happy, calm and conducive to learning and play. Pupils confidently make decisions collaboratively for example, whilst working as school councillors. They also work well together in groups in lessons and learn to work alone at an early age. Pupils learn a considerable amount about the need to develop a healthy lifestyle, take regular exercise and keep themselves safe. In Year 6, pupils spoke confidently about vitamins and carbohydrates and how a balanced diet is important. They exhibit a good awareness of potential dangers that they need to recognise as they go about their daily lives, in order to keep themselves safe.

Quality of provision

Teaching and learning

Grade: 3

Teachers and teaching assistants develop good relationships with their pupils. Consequently, pupils appreciate the help they receive. There is good teamwork in lessons and teaching assistants make a significant contribution to learning. Most teachers manage classes well and resources are used well to enhance learning. Teachers know the levels of attainment of their pupils but do not always use this information accurately to plan activities to suit the needs of all pupils. This occasionally results in lower attaining pupils being given activities that are too difficult. On the other hand, higher attaining pupils are not always challenged sufficiently. Learning, as a result, is not always as good as it could be. Most work is very well presented but not all teachers encourage their pupils to present work neatly.

Curriculum and other activities

Grade: 2

Despite staffing issues, the curriculum has supported teaching and learning well. It has enabled pupils to achieve well in the EYFS and Years 1 and 2 and is ensuring that there is a steadily improving picture in Years 3 to 6. A strength in the curriculum is the outstanding range of opportunities that pupils have to reinforce and extend learning through visits out, visitors to

school and the well-attended out-of-school clubs. Parents say that clubs are varied and that there is something for everyone, and inspectors agree. Good links with the local community ensure that many visitors are invited into school. Residential visits enable pupils to learn to live alongside each other and support the development of personal and social skills well. Personal, social and health education (PSHE) is given an effective focus within the curriculum. All pupils now have the opportunity to learn to play a musical instrument. Last year, older pupils in Year 6 achieved well when they took an information and communication technology (ICT) national exam. ICT provision has been improved and there is a generous ratio of computers to pupils.

Care, guidance and support

Grade: 2

Health and safety arrangements meet requirements, and well-established links with outside agencies support pupils with specific needs well. Good links with people who work in the local community bring the PSHE programme to life. For example, fire officers and the nurse are regular visitors. Pupils' progress is now tracked regularly. If pupils are not on track to reach their targets, they are given additional support. This has proven to be successful and pupils are now making better progress, especially in Years 3 to 6. Although much marking is good, pupils are sometimes given too little guidance on how to improve. Group targets are well displayed on classroom walls but they do not have enough profile in pupils' books and are rarely referred to in teachers' marking.

Leadership and management

Grade: 3

The headteacher has worked tirelessly, often in difficult circumstances. Since her appointment, major issues related to underachievement have been tackled well. Despite a large teaching commitment, she has brought about improvements in teaching and in pupils' attainment. Although there are still inconsistencies in teaching, achievement is now improving through the introduction of new systems and procedures. Class teachers are effective in monitoring how well pupils are doing but their role as subject coordinators remains underdeveloped and is a school priority. The headteacher, along with an unsettled team at times, has done a good job in identifying the school's strengths and areas for improvement. This has enabled her to set suitably challenging targets to move the school forward. Self-evaluation processes are appropriate, although weaknesses in the monitoring of teaching have meant that the school has been overly positive about its overall effectiveness. The school's contribution to community cohesion is good. The curriculum is used well to increase pupils' awareness of life further afield than their local environment and the school is keen to develop this further. The governors are well involved in the school and so are able to support and challenge staff and the headteacher effectively. Staffing is now stable and a good team atmosphere has been established in a short time.

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.

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?	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?	3
The standards ¹ 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

¹Grade 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

How good are 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
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

How effective are leadership and management in raising achievement and supporting all learners?	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	3
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	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**

23 January 2009

Dear Pupils

Inspection of St Andrew's CofE Primary School, Lutterworth, LE17 6HD

Thank you for welcoming us into your school. We think yours is a satisfactory school that has improved quite a lot lately. We really enjoyed looking at your work and talking to you and were pleased to hear how much you enjoy coming to school. We were impressed with how you all come in and do 'Wake and Shake' each morning. We could see that you, and the adults who help you, thoroughly enjoy this part of the day.

These are the main things we found out about your school.

- You all behave well and are polite to the adults who help you and to the visitors who come into your school.
- You are well cared for in school, and those who look after you at home agree.
- You have an outstanding range of visits out and interesting visitors invited into school, as well as out-of-school clubs, which bring learning to life.
- Teaching is satisfactory and enables you to reach the same standards as most other pupils in the country.
- The school is soundly led and managed.
- We were pleased to see how much you have learnt about the importance of eating healthily and keeping yourselves safe.

We have asked the school to do a few things to improve the education you receive.

- Check that teachers plan activities that are not too easy or too hard so that you all learn well in every lesson.
- Improve the progress that you make in mathematics in Years 3 to 6.
- Make sure that the leaders for literacy, numeracy and science look carefully at your books to make sure they develop a good idea of how well you are learning.

You can help by continuing to work hard.

Best wishes

Nina Bee

Lead inspector