

# St Andrew's CofE (C) Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 124242             |
| <b>Local Authority</b>         | Staffordshire      |
| <b>Inspection number</b>       | 328086             |
| <b>Inspection date</b>         | 5 May 2009         |
| <b>Reporting inspector</b>     | Rodney Braithwaite |

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 controlled                                    |
| <b>Age range of pupils</b>   | 4–11  |
| <b>Gender of pupils</b>  | Mixed   |
| <b>Number on roll</b>  |   |
| School (total)   | 59  |
| 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>   | Marilyn Davis   |
| <b>Headteacher</b>   | Julie Bullous   |
| <b>Date of previous school inspection</b>  | 6 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>  | Main Street<br>Clifton Campville<br>Tamworth<br>B79 0AP |

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|--------------------------|------------|
| <b>Age group</b>         | 4–11       |
| <b>Inspection date</b>   | 5 May 2009 |
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

St Andrew's is a small primary school in a rural area a few miles from Tamworth, and provides for the Early Years Foundation Stage. Two years ago, the school formed a federation with another nearby small village primary school. The schools share the same headteacher and a number of resources. At present each school has a separate governing body. Few pupils come from minority ethnic backgrounds and almost all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is slightly below average, and the proportion of pupils with a statement of special educational needs is well above average. The number of pupils who enter the school in years other than Reception is slightly above average and increasing.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Andrew's C of E Primary School is an outstanding school. It has a happy, supportive and caring ethos, and is at the heart of the village community. It is staffed by adults who want to give the highest quality of care and learning to their pupils. They have, under the determined leadership of the headteacher, successfully federated with another neighbouring village school. This has led to significant improvement in resources and in learning and social opportunities for the pupils. This is reflected in the excellent provision for community cohesion, so that pupils can contribute in many ways to their school and local communities. This is carried further afield with links to a number of other schools across the country and working for an African charity. The school has also greatly improved opportunities for pupils to study different cultures and faiths in Britain and the rest of the world.

Pupils' achievement is good and helps them to reach standards that are above average by the time they leave school. Standards in reading, speaking and information and communication technology (ICT) are high. A balance of good teaching and excellent planning and organisation enables children in Reception to make significant gains in their learning. They are very well integrated into a class with pupils in Years 1 and 2. These pupils also make good progress, which continues in the other two mixed-age classes in the school. At all times teachers ensure that they plan for the needs of every individual, so that work does not become repetitive when they spend more than one year in a class. Their provision is enhanced by teachers' very good knowledge of their pupils, guided by excellent assessment procedures. Learning and progress in Years 5 and 6, although good, is occasionally disrupted by the fact that their classroom is the hall, which has to be used for many purposes, and sometimes suffers noise from elsewhere, or is used as a thoroughfare. The school has been trying for some considerable time to improve its accommodation in order that the older pupils receive every chance to reach their true potential. Provision for pupils with learning difficulties and/or disabilities is outstanding because teachers take great pains to understand their needs, and take effective steps to support them, with the excellent support of teaching assistants. Pupils' personal development and well-being are outstanding, reflecting the excellent quality of care and guidance in the school. Pupils are enthusiastic and very self-confident. They greatly enjoy coming to school, and when asked what they enjoyed, most named virtually every aspect of the curriculum including, 'the Second World War, Mary Seacole, studying bodies and flowers, and philosophy', in addition to many sports clubs and extra-curricular activities. They feel safe in school, care for each other, respect their teachers and are prepared well for their future lives. The school has excellent partnerships with other schools and many external agencies to help support pupils most in need. Parents are almost unanimous in their high praise for all aspects of their children's education and, importantly, believe they have a voice: 'We really do feel our views are valued.'

The greatest strength of the school is the outstanding leadership of the headteacher. She has established a strong and successful federation, but has never allowed this to deflect her from the needs of this school. She has been much helped by all other leaders and staff who share her vision for providing for the needs of the whole child, and the local community. The governors are very effective equal partners and are contributing strongly to the success of the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Activities are challenging and enjoyable, which is why children make excellent progress in their first year in school. They start school with a considerable variation in their skills and knowledge, although the majority are at the expected levels for their age. Although in a mixed-age class with older pupils in Years 1 and 2, children benefit from the carefully planned curriculum, specifically for their needs, and also enthusiastically join in a wide range of learning opportunities in the whole-class setting. Children settle very quickly into school and soon develop a real appetite for learning, and an understanding of how to behave well. They are often quite independent in their learning, and are very confident in their speaking, as for example, one pupil who expressed her views very strongly to an inspector about all aspects of her life in school. This even included a detailed explanation of her learning targets. By the time they reach Year 1, most children are reaching and sometimes exceeding the expected levels for their age. The class teacher is very well supported by teaching assistants, and this makes a significant contribution to the good and sometimes outstanding teaching and learning. However, the children do not always have the benefit of a teaching assistant to themselves. The management is very effective in providing for the individual needs of the children, in spite of the complexities of providing for a three-year age spread. Provision for children with learning difficulties and/or disabilities is of a very high quality. Parents are delighted with the start that their children make in the Early Years Foundation Stage. One parent typically commented, 'Our children think very highly of their teacher, enjoy going to school, and we are very pleased with their progress.'

### What the school should do to improve further

- As a matter of urgency, investigate ways in which pupils based in the school hall can be provided with a more adequate learning environment for their needs.

## Achievement and standards

### Grade: 2

Standards at the end of Year 6 are above average. Over time there has been some variation, but this is partly due to very small year groups which can cause overall attainment data to be skewed, as, for example in 2008, when each pupil counted as 20%. Inspection evidence indicates that pupils in every year group are making good progress, and are consistently reaching their learning targets. The school has very accurate data tracking and assessment strategies, which are being used increasingly effectively to drive improvement. These data also indicate that pupils who joined the school in Reception make the best progress. As a result, standards in Key Stage 1 have improved steadily and are also above average. Progress in reading is especially good. There are an increasing number of pupils reaching higher levels of attainment throughout the school in English, mathematics and science. Standards in speaking and in ICT are well above average. The school has effectively introduced new intervention strategies, and set whole-school targets such as problem solving in mathematics, which are leading to improvement. The achievement of pupils with learning difficulties and/or disabilities is outstanding because the school makes very detailed plans to provide for the widely differing needs of these pupils. Leaders then ensure that these pupils are provided with specific and effective support.

## Personal development and well-being

### Grade: 1

Pupils express great enjoyment in their 'fantastic', 'exciting' and 'educational' lives in school. They thrive in the school's fully inclusive atmosphere, described by one parent as being like 'one big happy family'. By the time they leave, with the help of the Young Enterprise Scheme, pupils are articulate and responsible, and have a good understanding of their place in society, helping them to be well prepared for their future lives. Their attendance is good, although there are a very small number of pupils who have lengthy absences. Pupils behave well in school, in spite of their rather cramped accommodation. The older pupils cope surprisingly well with the problems of being in a multi-purpose hall next to the kitchen, although inevitably sometimes lose concentration and become distracted. Pupils feel valued by staff, act safely, and all say that they can take personal problems to adults in the school. They have an excellent understanding of a healthy lifestyle, and participate enthusiastically in swimming and physical education and their sports clubs. The school recently achieved Healthy Schools Status. Pupils' contributions to the community, through the school council, working regularly with pupils from their sister school, and organising fund raising for charity, are excellent. Spiritual, moral, social and cultural development is excellent. The multicultural development of pupils has improved significantly through the school's association with the East Staffordshire Race Relations Council.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is consistently good, and sometimes outstanding in all classes. This leads to good learning and encourages pupils to develop self-confidence and independence. Teachers are very effective in challenging pupils and in their expectations as to what pupils can achieve. An example is the high-order thinking encouraged in Years 5 and 6 in regular philosophy lessons. Assessment data are used very well in planning for the individual needs of every pupil. Pupils with learning difficulties and/or disabilities benefit particularly, and are excellently supported by well trained teaching assistants. Teachers have good questioning skills, which are adapted for the differing abilities of each pupil, and there are positive relationships between pupils and adults. Marking is good and mostly helpful to pupils, and pupils regularly assess their own learning and that of their peers. Teachers cope well with their mixed-age classes, although there is sometimes difficulty in finding the balance in dealing with behaviour expectations for different ages in the same class. Occasionally, a few pupils are not encouraged enough to sustain their learning, and do not complete tasks with sufficient urgency.

### Curriculum and other activities

#### Grade: 1

The school constantly seeks to develop and extend a vibrant and challenging curriculum. This has been recognised by the local authority which has highlighted the curriculum as being an example of outstanding practice. The school has gained greatly in its provision through its federation with another local school. This partnership has enabled the school to share and enhance resources, including staff exchanges. Pupils have many opportunities to join with other pupils in a wide range of activities, such as the recent residential outdoor adventure week for Years 3 to 6 at Chasewater. The curriculum is enriched by many extra-curricular activities, including more unusual ones such as street dancing, yoga and a rock band. ICT is used extensively

throughout the school, and pupils are encouraged to use their skills across all areas of the curriculum. This helps their personal development considerably, as many pupils develop the confidence to make independent multimedia presentations. Pupils also have many opportunities to develop their musical skills, through learning to play a variety of instruments.

## **Care, guidance and support**

### **Grade: 1**

The school cares very well for its pupils, and staff make considerable efforts to analyse and understand the specific needs of them all. Parents recognise and appreciate this, and many comment very favourably, as for example, one who remarked, 'The teachers all possess a fantastic in-depth knowledge of every child'. Staff are very effective in providing for pupils with very specific and complex learning difficulties. Procedures for childcare and protection are rigorous, and all staff receive regular updated training. The school has many excellent links and partnerships with outside agencies, such as child and adolescent mental health services and Barnardo's, which are beneficial to the care of the most vulnerable pupils and families. Academic guidance is good. All pupils have a good knowledge of their own personal targets, and the school targets for improvement. They also benefit from regular one-to-one discussions with teachers on their learning. As a consequence, they understand what they need to do to move on.

## **Leadership and management**

### **Grade: 1**

Two years ago the school took on the considerable challenge of federating with a similar sized local school. The headteacher accepted the responsibility of leading both schools. She has come through with flying colours, very well supported by staff and governors who share her passion for giving the best education and care possible to the pupils. The headteacher spends about half of her time in each school. Initial reservations that this could deplete the management of this school have been dispelled. All staff have risen to the challenge, and inspired by the dynamism of the headteacher, they have ensured that the school's leadership and management are outstanding. The deputy headteacher confidently manages the school in her absence, and is well regarded by parents. The school has gained considerably by federating, through giving pupils wider opportunities and increasing shared learning resources including staff. This ensures excellent value for money. The school sets challenging targets which are mostly met or exceeded by pupils, and is therefore considering whether the bar should be raised. The school's self-evaluation is strongly based upon a large base of evidence and critical analysis and is mostly very accurate in delivering its ebullient judgements on its progress. It is justified in suggesting that the school is capable of sustained and outstanding improvement. The governing body is well led and offered considerable challenge to leaders to justify federation. Their contribution since federation has been excellent, and has helped the school considerably to deal with its many recent challenges.



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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 |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1   |
| 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 capacity to make any necessary improvements   | 1   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 1 |
| How well do children in the EYFS achieve?   | 1 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop?                     | 1 |
| How effectively is the welfare of children in the EYFS promoted?                          | 1 |
| How effectively is provision in the EYFS led and managed?                                 | 1 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 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                           | 1 |

<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   | 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

|  |   |
|--|---|
| <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? | 1 |
| 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>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination eliminated   | 1   |
| How well does the school contribute to community cohesion?   | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| 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**

6 May 2009

Dear Pupils

Inspection of St Andrew's C of E (VC) Primary School, Tamworth B79 0AP

Thank you so much for making our visit to your school so enjoyable and interesting. I had a lot of fun talking to you, especially about your ideas for running the school. We think you go to an outstanding school, and are pleased that you and your parents think so highly of it too.

This is what we liked most about your school.

- You have an excellent start in Class 1, and then make good progress in your other two classes. Those of you who find learning difficult do very well indeed.
- You reach good standards in your work, especially in reading and ICT.
- The school gives you many really good opportunities to learn, especially with your new friends from Mary Howard School. You must have had a wonderful time at Chasewater with them.
- You are very well cared for by your teachers and their assistants, and are taught well to keep safe, be healthy and care for others.
- You have good attendance and behave well, although we think that one or two of you could try harder to finish your work when you are without adults to guide you.
- The school council works hard, and you enjoy mixing with people in the village, raising money for charity and learning about people from other cultures in Britain and the wider world.
- Your headteacher is a very good leader, and all the staff work well to make your school an exciting and happy place for you.

This is what we would like to see improved.

- Although pupils in Years 5 and 6 in the hall usually do well, we think you could do even better in a classroom of your own. You would not then be distracted by noise from other areas, people going through the hall and having to move out for other classes. You would also have more opportunities to work and research on your own.

You can all help the school continue to do very well by trying to do your best always. Thanks again, and good luck.

Yours sincerely

Rod Braithwaite

Lead inspector