

St Andrew's Methodist Primary School

Inspection report

Unique Reference Number	105938
Local Authority	Salford
Inspection number	336588
Inspection dates	17–18 June 2010
Reporting inspector	Jim Kidd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Mr Brian Evitts
Headteacher	Mrs Anne Smith
Date of previous school inspection	19 April 2007
School address	Prescott Street Off Hilton Lane Worsley M28 0ZA
Telephone number	0161 7903194
Fax number	0161 7992718
Email address	a.smith@salford.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons and saw nine teachers in their classrooms. They held meetings with pupils, including members of the school council, teaching staff, support staff, governors and the School Improvement Partner. They observed the school's work and looked at school improvement plans, national assessment data, internal school progress monitoring documentation, pupils' workbooks and reports written by the School Improvement Partner. Inspectors also scrutinised 66 questionnaires returned by parents and carers, 16 completed by staff and 106 returned by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's strategies to raise standards in writing, particularly in Key Stage 2
- the impact of the school's strategies to ensure that girls attain as well as boys
- how, and with what effect, the school is attempting to improve pupils' attendance and punctuality
- the extent of pupils' understanding of cultures which are different to their own.

Information about the school

This is an average size school. Most pupils are of White British heritage and very few are at early stages of learning English. There is an above average proportion of pupils known to be eligible for free school meals. The percentage of pupils with special educational needs and or/disabilities is above that usually found. St Andrew's Methodist Primary has Extended School status, is an accredited Healthy School and also holds the Eco Green Flag award for its work in gardening and recycling.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

High academic standards and excellent achievement by all groups of pupils, including those with special educational needs and/or disabilities, are the hallmarks of this outstanding school. Accurate school self-evaluation and forward-looking leadership at all levels are central to the life of the school. Leaders are always looking for ways to make the school even better. Ongoing improvement is the order of the day and there is no room for complacency. Indeed, the school was graded outstanding at the time of the previous inspection, but has improved even further since, particularly in relation to teaching and to the progress pupils make, both of which are now excellent. Assessment, too, is of the highest calibre and there are examples of parents being actively involved in gauging the quality of their children's homework. The school has outstanding capacity to improve even further and provides outstanding value for money.

From their first years in the outstanding Early Years Foundation Stage, pupils love their school and pay testament to, in their words, 'The two-way respect shown by pupils and the adults who help us.' They are so proud of the eco work and recycling they undertake and are more than willing to show visitors their vegetable plots and the areas they have prepared to support wildlife. Their spiritual development is outstanding and they enjoy spending time in reflection in the Peace Garden, an area behind school where pupils have planted their own trees and shrubs. Pupils are proactive in adopting healthy lifestyles and members of the school council deliver fruit to classrooms and discuss a variety of health-related issues with their constituents.

The curriculum is good and meets the needs, interests and aspirations of the pupils. Strategies to develop pupils' writing skills have been very effective indeed and increasing numbers of pupils, boys and girls, are now reaching National Curriculum Level 5 and beyond in their written assignments. There is an excellent range of well-attended enrichment programmes and pupils in Years 5 and 6 speak positively of the residential activities which they are offered. The school recognises that pupils' learning would be enhanced further if they were given more opportunities to see the connections between all the subjects they study.

Pastoral care is outstanding and is a major strength of the school. No pupils are isolated and all can take full advantage of everything the school offers them. The talented and hard-working team of teaching assistants plays its full part in supporting pupils who often find the learning difficult and also those who have been identified as vulnerable.

What does the school need to do to improve further?

- Further enrich pupils' learning by giving them more opportunities to see the links

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between subjects across the curriculum.

Outcomes for individuals and groups of pupils

1

Pupils are thoroughly engaged in the classroom and say, 'Our teachers always make learning fun, but we have to work very hard too!' They enjoy their lessons and are only too keen to take responsibility for their own progress, for example, when they refer to their individual targets when completing assignments. They work willingly in pairs and in groups and are delighted to support and challenge their classmates in their learning. Pupils with special educational needs and/or disabilities enjoy their work too and are proud to show visitors their books and even teach them how to form alliterative sentences!

Although they vary from year to year, children's skills on entry to the nursery are generally below age-related expectations. Pupils make outstanding progress in each key stage and reach high levels of attainment by the end of Year 6. The school has worked hard to improve pupils' skills in writing, and the strategies have paid dividends. Pupils' current work, for example, shows that an above average proportion is reaching Level 5 and beyond and there is no difference between the standards reached by girls and boys. The school has always been justly proud of its pupils' attainment in mathematics and science, and standards in these subjects have been high over a five-year period.

Pupils display a genuine affection for their classmates and for the adults who work with them and show the utmost courtesy to visitors. Their behaviour is exemplary and they feel safe in school because, 'People are made welcome here and everyone is kind to everyone else.' They speak positively about the impact of the 'Say No to Bullying' campaign and say that the school places great emphasis on teaching them about different religions and cultures. They have a keen understanding of the value of diversity and have designed displays and posters to celebrate a variety of religious and cultural festivals and also to teach their peers about the dangers of racism. Outstanding outcomes in pupils' academic and personal development, added to their good attendance, make a huge contribution to their future economic well-being.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Realistic levels of challenge for all groups and praise for effort and achievement are major aspects of the outstanding teaching, which exists in all three key stages. Pupils know exactly what they need to do to reach their challenging targets and invariably give of their best, even when they sometimes find things difficult. In an outstanding Year 4 literacy lesson, for example, pupils often surprised themselves at what they could do. Their powerful phrases to illustrate their chosen settings belied their years. From 'I can hear baby chicks clucking at each other' to 'Slimy snake, scary snake, carry me away to the scorching savannah', pupils from all groups made excellent progress in modifying their expression. This was as a result of expert modelling of text by the teacher and outstanding support and guidance from the teaching assistants. Pupils work extensively with their 'talking partners' and also benefit from perceptive questioning from their teachers, which requires them to think more deeply and justify their answers. Marking is regular and accurate and gives pupils detailed advice on how they can improve their work.

The impressive curriculum makes a significant contribution to pupils' personal development and to raising their confidence and self-esteem. It is complemented by an outstanding range of lunchtime and after-school activities and also by the well planned personal, social and health education programme, which is popular among pupils. Pupils study Spanish and also have many opportunities to consider cultures and religions, which are different to their own. Teachers are aware that their pupils' learning would be further enriched by giving them more opportunities to see the important links between the subjects they are studying.

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There is outstanding, targeted care and guidance for all groups of pupils, who achieve exceptionally well as a result. Those with special educational needs and/or disabilities and those identified as vulnerable are exceptionally well supported by both teachers and teaching assistants. Pupils have high levels of confidence in the staff who work with them. They trust them to provide the appropriate support to ensure that they succeed both personally and academically. Pupils feel they are very much valued as part of the school community and that their concerns are responded to rapidly and sensitively. The school's strategies to promote regular attendance and punctuality are very effective indeed and attendance is above average as a result.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff at all levels of experience and responsibility are actively involved in the continuous drive to raise pupils' progress and attainment. They speak highly of the outstanding, motivational leadership of the headteacher. As they say, 'We are a team here and the leadership listens to our views.' Indeed, the exceptional senior staff group leads by example and is proactive in its continuous quest for improvement.

Governance is outstanding and members of the governing body demonstrate the ideal balance of support for the school and rigorous challenge to the leadership. Governors visit classrooms regularly, lead assemblies and join staff and pupils on educational activities outside the school.

Safeguarding and child protection procedures are exemplary and fully meet requirements. Children feel safe in school and adults monitor the effectiveness of safeguarding policies regularly. Equality of opportunity for each individual is the essence of the school's work and discrimination in all its forms is challenged relentlessly.

There are outstanding partnerships with a wide range of agencies and institutions, the British Council, for example, which supports the school with the teaching of Spanish. Similarly, engagement with parents and carers is excellent. Strong ongoing communication between home and school is there for all to see when teachers and teaching assistants meet parents and carers in the playground each morning when pupils are coming into school.

The promotion of community cohesion is good and improving, and the school has long-standing links with a school in South Africa, which works with Aids orphans. The school is currently developing community facilities within its walls.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When coming to the school grounds in the morning, older pupils talk to the children across the fence in the Nursery and are only too keen to tell visitors just how much they enjoyed the learning experiences when they were in the Early Years Foundation Stage. Indeed, this is an outstanding setting and parents, too, have nothing but praise for how the adults support and also challenge their offspring in their learning in both Nursery and Reception Years.

The highly stimulating environment fully reflects the needs of the children and the very well organised activities stimulate children's imaginations. As a consequence, all groups of children make outstanding progress in both years and display a real sense of purpose and achievement in all they do. They enjoy their learning and quickly develop a high level of enthusiasm and concentration. Their behaviour is outstanding and they are well aware of how to keep themselves safe and healthy. As a result of excellent teaching and outstanding support and guidance, children make very significant gains across the early learning goals.

Leadership and management are outstanding and there are high levels of teamwork amongst staff. Staff have high aspirations for the children and safeguarding procedures are excellent. Children have so many opportunities to enrich their learning outdoors and their progress is reinforced by exceptionally good monitoring and assessment strategies. Engagement with parents and carers is strong and there are excellent links with a range of outside agencies for the benefit of the children.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers who returned the questionnaire are entirely happy with their children's experiences at the school. Almost all are of the view that that the school meets the particular needs of their offspring and that their sons and daughters enjoy school. A typical comment is, 'The school goes to great lengths to encourage and motivate each child.' A very small minority of parents and carers believes that the school does not deal effectively with inappropriate behaviour. Inspectors found no evidence to support this view and judge behaviour management and the conduct of pupils in and around school to be outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's Methodist Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	65	21	32	1	2	0	0
The school keeps my child safe	51	77	14	21	0	0	0	0
The school informs me about my child's progress	41	62	25	38	0	0	0	0
My child is making enough progress at this school	47	71	18	27	0	0	0	0
The teaching is good at this school	48	73	18	27	0	0	0	0
The school helps me to support my child's learning	42	64	23	35	1	2	0	0
The school helps my child to have a healthy lifestyle	42	64	23	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	58	25	38	1	2	0	0
The school meets my child's particular needs	42	64	23	35	0	0	0	0
The school deals effectively with unacceptable behaviour	37	56	23	35	2	3	1	2
The school takes account of my suggestions and concerns	36	55	24	36	1	2	1	2
The school is led and managed effectively	44	67	19	29	1	2	0	0
Overall, I am happy with my child's experience at this school	46	70	18	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 June 2010

Dear Pupils

Inspection of St Andrew's Methodist Primary School, Manchester, M28 0ZA

We really enjoyed our visit to your school recently and would like to thank you all for your wonderful welcome, your courtesy and your kindness to us. We are particularly grateful to those of you who came to talk to us on Thursday and Friday lunchtimes and also to the pupils who showed us the eco work you do. We enjoyed listening to your singing in assembly and watching you in the World Cup fund-raising activities for the hospice on Friday afternoon. We would now like to tell you what we think about your school.

St Andrew's is an outstanding school and it goes from strength to strength each year. You make excellent progress in all classes and the standards you reach by the time you leave are high. Your writing skills have improved significantly since the previous inspection and your work in science and mathematics is so much better than we usually see. The teaching you receive is outstanding and you work very hard indeed in your lessons. Both your teachers and teaching assistants take excellent care of you and give you so much support to make sure you succeed in everything you do. Your behaviour is excellent too and older pupils do a lot to help younger ones. We know you are proud of the school council because it has so many ideas to make your school even better.

Your headteacher and all the other staff are always trying to improve St Andrews and so I have asked them to give you more opportunities to see the different links between the subjects you study so that you can learn even more!

Thanks again for your contribution to the inspection. We enjoyed watching you learn.

Yours sincerely

Jim Kidd

Lead Inspector

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