

St Andrew's CofE Primary School

Inspection report

Unique Reference Number	111301
Local Authority	Warrington
Inspection number	337659
Inspection dates	9–10 February 2010
Reporting inspector	Nigel Cromey-Hawke

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Fr Michael Raynor
Headteacher	Mr Kevin Dyson
Date of previous school inspection	0 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited every class; eight teachers were seen teaching, with nine lessons being observed in total. They spent 70% of the time looking at learning, including studying pupils' work. They held meetings with governors, staff, groups of pupils and parents. They looked at a wide range of documentation, including development planning, self-evaluation records, policies, performance data, surveys completed by pupils and 42 questionnaires returned by parents and carers.

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

- what the school is doing to improve attainment across key areas
- whether the curriculum helps promote pupils' understanding of cultural diversity and the effectiveness of the school's promotion of community cohesion
- how effectively staff at all levels, including governors, challenge pupils' expectations and strive to raise standards.

Information about the school

This is an average-sized primary school. The proportion of pupils eligible for free school meals is well above the national average. Almost all pupils are of White British heritage and there are none whose first language is not English. The proportion with special educational needs and/or disabilities is well above average. The number of pupils who join or leave the school at various times of the year is high, especially in Key Stage 2. Provision for the Early Years Foundation Stage is within one Reception class. There have been significant changes in staffing over the last two years. The school holds many awards, including national recognition for its work in information and communication technology (ICT).

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?

3

The school's capacity for sustained improvement

3

Main findings

St Andrews Church of England Primary is a satisfactory school. It is improving and has some good features. One parent, reflecting a typical view, commented, 'I am very impressed with the caring and helpful attitude of the headteacher and staff.'

Recent challenges facing the school have been overcome and it is moving forward under the leadership of its headteacher, staff and governors. Attainment has been low but pupils' progress is rising securely and rapidly and standards are now below average. Children gain a good start to their learning in the Early Years Foundation Stage as a result of the good teaching, curriculum and leadership and management there. Progress has been slow in the main school but, as a result of the local authority Intensive Support Programme and more stable staffing, this has improved significantly. Achievement is now satisfactory, including that of pupils with special educational needs and/or disabilities. Better use of assessment and target-setting, more frequent and accurate tracking of progress and higher expectations and accountability of staff have resulted in improved learning for all groups across the school. Teaching is satisfactory but improving strongly. The curriculum has strengths in the use of ICT and the arts and in the good range of extra-curricular activities. Teaching and planning in science remain areas of weakness, however, because planning is not always matched effectively to the learning needs of pupils.

Pupils clearly enjoy their time in school and say they feel safe and valued. There is a strong focus upon pupils' health and welfare and they willingly take up many forms of responsibility, including the effective school council. Attendance is satisfactory overall and improving strongly but there is a core of persistent absentees. Pupils' spiritual, moral and social development is satisfactory with their understanding of cultural difference underdeveloped. The school also recognises that while its promotion of community cohesion is good at a local level, it is underdeveloped in a national or global sense.

The leadership and management of teaching and learning are satisfactory. Safeguarding arrangements are satisfactory and the governors provide satisfactory support and challenge. The school knows its strengths and weaknesses through its accurate self-evaluation strategies and leaders have devised appropriate development plans for the future. Its capacity for sustained improvement is therefore satisfactory, with the reshaped staffing showing the ability to help drive the school further forward.

What does the school need to do to improve further?

- Improve learning and progress in science by:

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- adopting the good assessment, target-setting and marking practices used in the teaching of English and mathematics
- ensuring a better match of lesson activities to the learning needs of pupils through more effective planning.
- Improve attendance further, especially that of persistent absentees.
- Broaden pupils' understanding of the richness of the wider world and their contact with it.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Test and teacher assessment data for the last three years show that pupils reached low levels across their subjects by the time they left school, but there has been a rapid improvement in these outcomes over the last year and standards are now below average. Pupils are acquiring knowledge, developing understanding and learning and practising skills satisfactorily. They are keen to succeed, apply themselves well in lessons and often work at a good pace. School data show that standards in English and mathematics have risen to broadly average and the attainment of pupils at the higher levels has improved. Standards in science, however, remain low in many cases. Current pupils, including those with special educational needs and/or disabilities, are on track to meet and in some cases to exceed the challenging targets the school has set for them. Given their starting points on entry to the school, this constitutes satisfactory progress and achievement overall. Pupils entering partway through any year are accurately assessed and their starting points determined. They are integrated into lessons well, enjoying the good relationships and calm atmosphere and helped by the extensive support from the teaching assistants. They also make satisfactory progress.

Pupils across the school clearly enjoy the majority of their learning and behaviour is good. The school is a harmonious and happy community that pupils say they feel safe in and benefit from enormously. They respond by taking on many responsibilities, as members of the active school council, as eco wardens, playground buddies and monitors. Their involvement in the local community is also good, especially through links with the parish church. Given their levels of literacy and numeracy, pupils' development of skills that will contribute to their future economic well-being is satisfactory. Pupils' skills in ICT are, however, highly developed. Pupils' understanding of what it means to lead a healthy lifestyle is good, reflecting the Healthy Schools award. Pupils' spiritual, moral, social and cultural development is satisfactory, but is held back somewhat by their underdeveloped awareness of the diversity of the modern world.

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory across the school and improving rapidly. Much current teaching is good and some is outstanding. This is a result of the recent programme of support and challenge the school has entered into with the local authority. This has introduced more effective assessment and tracking systems that enable teachers to target their lessons more effectively to meet the often complex needs of pupils. As a result, standards have improved dramatically across most areas of the school, although science remains a weakness. In the better lessons, good planning ensures that appropriate and varied activities are provided and challenge from the teacher stimulates pupils' interests. Teaching assistants are used well to provide focused support. Pupils are given challenging individual as well as class targets in English and mathematics and marking is helpful in showing them what level they are working at and what they need to do to progress further. Some teaching remains no better than satisfactory, however, with too much teacher direction and little encouragement for pupils to work independently. In these lessons, assessment is not as well used to plan what goes on in the classroom and progress slows as a result.

The curriculum is satisfactory. It has a strong focus upon literacy and numeracy and makes extensive use of ICT and the arts to support pupils in their learning. There is a good Social and Emotional Aspects of Learning programme that supports pupils' personal development well. Whole-school curriculum planning is good but there are inconsistencies in planning at teacher level, especially in science, that lead to lack of coverage and poor adaptation of the lesson content to meet the needs of pupils. There is a wide range of enrichment activities, including much sport, in which pupils engage

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enthusiastically. There is a good programme of visits and visitors to the school, as well as residential experiences that do much to promote pupils' self-confidence. An annual enrichment focus upon international cultures is enjoyed by pupils but their understanding of the wider world is otherwise limited.

The levels of care, guidance and support provided by the school are good. Pupils are known as individuals and feel highly valued and well cared for. Parents are full of praise for the ethos of the school and the quality of the personal support their children receive. This results in significant improvements in attitudes, behaviour and relationships of many of its pupils. Transition arrangements for pupils joining and leaving the school are good and good quality advice and guidance enable pupils to make confident and well-informed choices about their future. The school works well with a range of agencies to support vulnerable pupils in their learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school and is driving forward improvement satisfactorily. The school has gone through a period of major staffing change over the last three years. Standards on leaving the school fell considerably but are now being restored. With local authority support, teaching, assessment and some aspects of the curriculum have been strengthened. Self-evaluation processes have been improved and subject coordinators have become more effective. The good relations with parents have been built upon and expectations of both pupils and staff have been raised. The impact of these actions is evident in the improved provision but it is too early to see the full impact. As a result, the promotion of equality of opportunity is, at present, satisfactory. Safeguarding arrangements are satisfactory as the school recognises that it is still waiting for some issues concerning safe access to the school to be resolved. Partnership working is satisfactory, being largely limited to an ICT network and more able pupils' programme. The school's promotion of community cohesion is good at the local level but is satisfactory overall. The school has not carried out an audit of this but knows its context well. It recognises that its links with the wider community are limited, however, and, as such, pupils' understanding of the diversity of the world, and their contacts with it, are underdeveloped. Governors know the strengths and areas for development in the school and support and challenge its leadership satisfactorily.

These are the grades for leadership and management

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

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Comprehensive induction arrangements ensure that children and their parents and carers receive a warm welcome in the school. Children settle happily into the safe and secure environment of the Reception class. This is also true for those who enter at times other than normal. The majority have entered the school in previous years with knowledge, understanding and skills well below those typical for their age, although more recently this has improved slightly. Speech and language skills are particularly underdeveloped. Throughout their time in Reception, children make good progress in their learning, helped by the good levels of care and support they receive. By the time they enter Year 1, the majority have reached broadly expected levels, although language acquisition is still below average. This is because of the good teaching they receive in an environment which caters well for their needs. Support for vulnerable children is good. Teachers communicate regularly with parents and carers and are well aware of children's interests. They plan a good range of activities that children enjoy, with a good balance between activities they direct and activities children choose for themselves. Children make especially good progress from low levels in their personal development. They leave being able to play and work together well. Leadership and management in the Early Years Foundation Stage are good. The teacher and her helpers regularly assess day-to-day learning and use this information well to plan the next steps in learning. The outdoor area is satisfactorily resourced but well used and the school has plans to develop it further. Staff training is up to date and all safeguarding requirements are met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned the questionnaires are very happy with most aspects of the school. A small number expressed concerns over the management of behaviour but this was judged by inspectors to be unfounded. The vast majority consider that the school provides a safe and caring environment for their children and that it is well led and managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's CofE 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	69	13	31	0	0	0	0
The school keeps my child safe	31	74	9	21	2	5	0	0
The school informs me about my child's progress	23	55	15	36	2	5	0	0
My child is making enough progress at this school	25	60	14	33	1	2	0	0
The teaching is good at this school	29	69	13	31	0	0	0	0
The school helps me to support my child's learning	19	45	19	45	1	2	0	0
The school helps my child to have a healthy lifestyle	17	40	22	52	2	5	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)	21	50	18	43	1	2	0	0
The school meets my child's particular needs	19	45	20	48	1	2	0	0
The school deals effectively with unacceptable behaviour	19	45	16	38	7	17	0	0
The school takes account of my suggestions and concerns	20	48	17	40	3	7	0	0
The school is led and managed effectively	21	50	20	48	0	0	0	0
Overall, I am happy with my child's experience at this school	29	69	13	31	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



11 February 2010

Dear Pupils

Inspection of St Andrew's CofE Primary School, Warrington, WA2 9HF

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. St Andrews Church of England Primary is a satisfactory school with some good features. You get a good start to your learning in the Early Years Foundation Stage and make good progress there as a result of the good teaching and care you receive. In the past, progress has been slower in the main school and standards reached by the time pupils leave have been low. This has improved recently, as a result of changes in teaching and your progress is now at least satisfactory and for some of you it is good. Those of you who find learning difficult also make satisfactory, and in some cases, good progress. Much teaching is now good and some is outstanding. The range of subjects you take is satisfactory. There is a good focus upon the important areas of English and mathematics and your ICT skills are well developed. The levels of care, guidance and support you receive are good and, as a result, the vast majority of you say you enjoy school and find it a safe and welcoming place. You know what it means to lead a healthy lifestyle and take part enthusiastically in the many sporting opportunities provided by the school. Well done!

The school is led and managed satisfactorily. I have asked the school to consider the following things that will help make it a better place in which to learn:

- raise standards in science by improving assessment and planning a better range of activities to meet your learning needs
- further improve attendance, especially those of you who are frequently absent
- broaden your understanding of the richness of the wider world and your contact with it.

You can help by telling your teachers how best you learn and attending regularly. I wish you well for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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