

St Andrew's CE Primary School

Inspection report

Unique Reference Number	114556
Local Authority	Brighton and Hove
Inspection number	338398
Inspection dates	2–3 December 2009
Reporting inspector	David Marshall

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	431
Appropriate authority	The governing body
Chair	Christine Bartley
Headteacher	Trevor Cristin
Date of previous school inspection	3 September 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and held meetings with the headteacher, teaching and support staff, governors, parents and pupils. They observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as more able or having special needs or learning difficulties, minutes of governors' meetings and 159 parental questionnaires

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

- The attainment and level of achievement of the current pupils, especially in English and mathematics.
- The school's assessment and tracking procedures and what they say about pupils' progress in all classes.
- The impact of the school's provision for guidance and support on pupils' personal development.
- The effectiveness of the curriculum in enhancing learning and raising achievement.
- After the many recent changes, how effectively the leaders and managers at all levels are enabling the possible improvements.

Information about the school

St Andrew's is a popular, oversubscribed inner city school with a two-form entry. The school moved onto its present site in 2003 following a jointly funded project with a major shopping chain. The pupils come from a wide range of cultural and socio-economic backgrounds. Around a quarter are of an ethnic origin other than White British, with at least one pupil in the majority of nominated categories. The movement rate of pupils in and out of the school is high. The number of pupils identified with special educational needs and/or learning difficulties is above the national average. The majority of these pupils have early language or social or emotional difficulties.

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

St Andrew's is an outstanding school. This is due to the overall efficiency of the management, the outstanding quality of pastoral care and the excellent progress they make. The recently appointed headteacher, senior leaders and governors provide highly effective leadership. They know the school's strengths very well and what needs to be refined further. Their track record of raising standards to high levels shows that the school has an excellent capacity to continue improving. There are very rewarding partnerships with the community, the local church and with other schools and organisations. As one parent wrote, 'Great school ' my children are never unhappy and learn, learn, learn ' what more could I want?'

Throughout the school pupils are enthusiastic learners. National test results in Year 6 this year were very high and achieved the school's carefully formulated and challenging targets. Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age. Very effective organisation and careful assessments enable children to make good progress immediately in the Early Years Foundation Stage. This good start is built upon well so that standards at the end of Year 2 are above average and by the time they leave the school, standards are high because the teaching at the top end of the school is never less than good, and often outstanding. Very occasionally pupils' progress slows because some teachers keep them too long on the carpet listening when they are eager to begin the activities. In addition the use of the individual pupil targets varies as teachers do not always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next when the opportunity arises.

Pupils with special educational needs and/or disabilities make good progress. This is linked to the high priority the school gives to meeting their needs and the very effective support provided for them. By ensuring good-quality help from very well-qualified teaching assistants wherever it is needed, the least-able and most-vulnerable pupils make very good progress.

Pupils' personal development and well-being are excellent which helps their all-round achievement, both academic and personal. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. The school council is justifiably proud of the input they have made to influence changes. Their input is mature and thoughtful, and much appreciated by all staff. Attendance is well above average, as pupils enjoy all their time at school. Pupils' behaviour and their keen appetite for teamwork, together with their outstanding skills in English, mathematics and science, prepare them exceptionally well for the next stage in their learning.

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The curriculum covers all subjects well and is enhanced by a good range of additional activities, visits and visitors. The school has accurately identified the need, and has begun, to bring together the many exciting activities that link subjects in order to enhance pupils' learning and enjoyment even further. The school does much to promote their place in the local community and works effectively with the many local nurseries, playgroups and local businesses. The audit of community cohesion, undertaken by the governors and staff, is underpinned by a careful analysis of these factors in the school's context. While these links with the local community are excellent, pupils' awareness of, and preparation for, living and working in a culturally diverse Great Britain are not developed sufficiently well.

What does the school need to do to improve further?

- Ensure this year coming that all teaching is as good as the best by:
 - ensuring the pace of all lessons keeps pupils' interest in the lesson aims
 - teachers consistently using pupils' learning targets in all lessons
 - giving pupils clear guidance during lessons and through marking of their work so they know how to improve.
- Enhance pupils' understanding of their place in a culturally diverse Great Britain and extend the school's provision for community cohesion by:
 - instigating the findings of their recent careful analysis
 - implementing their plans to link with schools in other localities.

Outcomes for individuals and groups of pupils**1**

Pupils relish their learning at this school. Generally, teachers provide interesting resources that enthuse pupils and keep them engaged in their work. When pupils are asked to work together, they do so very effectively. They keep on task, challenge each other and plan their work carefully. They also enjoy working independently, and respond well to teachers' questions, particularly where these really probe their thinking and understanding. All groups of pupils achieve good outcomes at this school. By the time they leave in Year 6, pupils' standards are consistently high because the teaching in the upper school is excellent. There is a high level of achievement across a wide range of subjects. For instance, music is a strength of the school and pupils are given many opportunities to develop their musical talents. The standard of singing witnessed during the inspection when pupils practised their many Christmas productions was outstanding. The pupils' keenness to succeed at school and how well they are equipped for later life was clear in the Year 5/6 concert rehearsals. The most striking feature that the pupils displayed at all times was the caring way they took notice of each other and applauded all successes.

Given that pupils' level of well-being and personal development are outstanding, it is not surprising that throughout the school relationships between staff and pupils are excellent and contribute to the positive ethos for study. As a result, the atmosphere for

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learning created by the whole staff is supportive and caring. As one parent said, 'In our view, the enthusiasm and commitment of the staff is outstanding. There seems to be a wonderful team spirit amongst the group of teachers who are passionate about educating and caring for our children.' Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour. The pupils' very high level of enjoyment in their learning is reflected in their high rates of attendance and punctuality.

Pupils show very caring attitudes to each other and the environment. They know there is always someone they can turn to in moments of difficulty. They acquire a good understanding of healthy living and an excellent awareness of how to keep themselves and others safe. This was demonstrated admirably in an exceptional lesson in Year 6 where pupils recorded on each other's lists what they liked or found most interesting about each other. In discussions with the school council and other pupils, the older ones made sure the younger ones had their chance to speak; the way pupils treat each other and speak to adults with such kindness and respect was a pleasure to witness. Pupils were keen to show how much they enjoy the responsibility of the school council or buddies with pupils in other classes.

These are the grades for pupils' outcomes

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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

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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How effective is the provision?

Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In almost all lessons observed, pupils are well motivated by the ideas and resources presented through a well-thought-out curriculum and are keen to please their teachers and other adults. This was evident in a good French lesson in Year 3. As in most lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas. The staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. In the most effective lessons the careful planning is implemented with enthusiasm and care and these targets are used effectively. This was clear in a good science lesson in Year 4. The pupils were enthusiastic and sensible as they solved and shared their solutions to what would keep liquids warm. The teacher's good use of praise and attention to using pupils' English targets was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise.

Throughout the school very positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and social skills. The special educational needs coordinator has a very clear understanding of the individual needs of those pupils who have special educational needs and/or disabilities. With this guidance, and the support of the exceptional teaching assistants, staff work hard to provide effectively for pupils who are more vulnerable or who find behaving well more difficult.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The headteacher has settled into the school very quickly and his leadership is excellent and is complemented by the skills and outstanding teaching of the very experienced deputy headteacher; they make an impressive team. As one parent wrote, 'The senior management team seem to do an amazing job. They have adapted amazingly well to a change of headteacher and he himself has brought some great new ideas to the school. I really can't praise them highly enough.' All staff follow the lead of the senior team and

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collaboration is an aspect stressed by all in the school. One way in which everyone follows their exemplary lead is to relate extremely effectively with all pupils and parents, and develop partnerships within the local community.

Management at all levels is good and strongly committed to improving the consistency of teaching, recognising that routines related to the pupils' targets and the curriculum need to be 'fine-tuned'. Due to the excellent levels of self-evaluation, there is a very clear understanding of strengths of the school and areas that need more development. The school improvement plan provides very clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The outstanding level of support shown by the governing body is highlighted by their involvement in putting the improvement plan together. They bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

The school takes its duty to promote equal opportunities seriously. It values the opinions of parents and pupils and acts upon these to ensure all are treated fairly. Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained in child protection routines. The contribution the school makes to community cohesion is satisfactory. A plan and clear actions are in place for promoting pupils' understanding from a local perspective. Links with other schools and agencies are harnessed very well. The need to expand its links to provide a national perspective is well understood by the school.

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	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

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

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Children get off to a good start when they join the Reception class, due to the careful assessments and focused welfare provision that ensure they settle well. As one parent wrote, 'When our daughter comes home she wants to play 'being at school.' So we're happy.' It is not only the staff, but also pupils in their own class and beyond, who contribute to the children's feeling of safety and happiness when they start. The allocation of a 'buddy' from the Year 6 class is a good example of this.

The effective teaching and caring support of children's welfare show that this Early Years area is clearly near to achieving the outstanding provision in the rest of the school. Children make good progress and do particularly well in their personal, social and emotional development. The adults are skilled at helping pupils to learn when they work with them directly in the class. Excellent relationships and clear planning underpin children's learning and enjoyment. There is a good balance between such directed activities and opportunities for pupils to choose activities for themselves. Assessments of children's progress in adult-directed activities are good, and used well to plan further work. Children thoroughly enjoy learning both inside and in the small, but well-equipped outside area, but some activities could be better organised and monitored to ensure that children are able to use their individual skills and interest to make maximum progress, and the equipment is used to the best effect.

Very good partnership between all adults promotes the extremely effective welfare and good day-to-day assessment. The leadership and management are good and has facilitated improvements since the last inspection. Good systems for planning, recording and moderating children's achievement promotes learning well and ensures continuity to Year 1 across the areas of learning.

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

The overwhelming majority of parents who returned questionnaires or who spoke to the inspection team are very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make very good progress. They were particularly impressed with the pastoral support their children receive. Inspectors fully endorse these views. A small number of parental criticisms were offered constructively. There were no particular trends in the very few negative comments received by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's CE 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 159 completed questionnaires by the end of the on-site inspection. In total, there are 431 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	70	44	28	2	1	0	0
The school keeps my child safe	119	75	37	23	3	2	0	0
The school informs me about my child's progress	68	43	84	53	6	4	0	0
My child is making enough progress at this school	78	49	78	49	2	1	0	0
The teaching is good at this school	95	60	60	38	1	1	0	0
The school helps me to support my child's learning	83	52	65	41	9	6	0	0
The school helps my child to have a healthy lifestyle	88	55	63	40	7	4	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)	76	48	69	43	1	1	0	0
The school meets my child's particular needs	72	45	68	43	9	9	1	1
The school deals effectively with unacceptable behaviour	81	51	64	40	5	5	1	1
The school takes account of my suggestions and concerns	61	38	76	48	6	6	2	2
The school is led and managed effectively	103	65	51	32	1	1	0	0
Overall, I am happy with my child's experience at this school	113	71	39	25	2	2	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.



4 December 2009

Dear Pupils

Inspection of St Andrew's CE Primary School, Hove, BN3 3YT

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what you told us ' St Andrew's is an excellent school.

These are the main reasons why we thought the school was so good:

- You make outstanding progress and really try hard at all times.
- We saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council and Buddies do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers ' all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Even in outstanding schools some things can be made better. We have asked your teachers to make sure that no matter which class you are in, you make the most of time you have, you are all helped to make the best progress you can through using your targets, and you are always clear about how you can improve. We also think that there are ways in which the staff could help you to find out even more about how other people live in Great Britain. You can help by continuing to listen carefully and take note of what they say.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely,

David Marshall

Lead Inspector

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