

# St Andrew's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115680
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338637
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	Tony Shield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Nashe
<b>Headteacher</b>	Mrs Tina Buck
<b>Date of previous school inspection</b>	14 March 2007
<b>School address</b>	School Lane Chedworth Cheltenham GL54 4AJ
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## Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons or parts of lessons, and all teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work, and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 61 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- evidence to support the school's view that progress is good as a result of consistently challenging teaching
- the impact of measures to tackle weaknesses in writing
- the extent to which ambition and high expectations are rooted at all levels in the school's leadership and management
- the extent to which improvements are significant and embedded, supporting the school's view that its capacity for sustained improvement is good.

## Information about the school

This is smaller than most primary schools. Most pupils are of White British origin and very few are from other ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is below average; they have a range of needs, including specific learning difficulties, speech and language problems, and physical disability. The school provides for children in the Early Years Foundation Stage in its Reception class.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

St Andrew's is a good school. At the heart of its community and led with a clear purpose by the headteacher, the school provides a secure and happy environment in which pupils do well. Parents and carers are delighted with what the school provides. Almost all who replied to the questionnaire say that they are happy with their children's experience at school. As one commented, 'The school is a very happy place where each child is treated as an individual.' Pupils are similarly enthusiastic. As one pupil put it to inspectors: 'The teachers are doing a great job and I feel confident about everything.'

There are a number of key strengths and areas for further improvement:

- Pupils feel exceptionally safe in an environment which encourages everyone to look out for each other. Good relationships between adults and pupils and among the pupils themselves create a family ethos.
- Behaviour is outstanding. Many examples of kind and considerate behaviour were witnessed. Pupils' good attitudes and enthusiasm for learning make a strong contribution to their good progress.
- The school's promotion of its 'Golden Values' is at the heart of its work and nurtures pupils' personal development carefully. As a result, many are confident and articulate young people.
- The well-planned curriculum interests and motivates pupils to work hard.
- Children get off to a good start in the Early Years Foundation Stage, and activities in the Reception class are both lively and stimulating.
- Pupils make good progress through the school although it is more rapid in Key Stage 1. In writing, pupils make only satisfactory progress through Key Stage 2.
- Good teaching encourages pupils to try hard. Not all lessons, however, use information about how well pupils are doing to adapt tasks and set work at the right level for all pupils. Pupils say that they are not always aware of how well they are doing or how to improve their work.

The school has sustained good outcomes since the last inspection and successfully tackled areas of weakness identified in the last report. New systems for tracking pupils' progress are in place, enabling the school to intervene more rapidly if potential underachievement is identified. Currently performance data are not used to set challenging enough targets at whole school level. Nevertheless, accurate and realistic self-evaluation is the springboard for further development and lends confidence to the view that the school has a good capacity to sustain its improvements.

### What does the school need to do to improve further?

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- Improve progress through Key Stage 2 by:
  - using assessment data at whole-school level to set challenging targets
  - building the capacity of teachers to use performance data to set work tailored more precisely to individual pupils' needs
  - keeping pupils informed about how well they are doing and what they need to do to improve.
- Improve pupils' writing skills by:
  - providing more opportunities for extended writing in different subjects
  - ensuring pupils are aware of how they can improve their spelling, punctuation and sentence structure.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress from their broadly average starting points and reach standards that are above average. Progress is particularly marked during Years 1 and 2, and in mathematics through the school. For example, in a Years 3 and 4 class, pupils showed a confident understanding of coordinates as they looked for clues in a playground treasure hunt. Pupils particularly enjoy this practical and active approach to learning. This lesson was noteworthy for the high degree of teamwork and collaboration shown by pupils. They showed high levels of concentration and motivation throughout. Pupils are much less confident in using and applying their writing skills in different subjects. A few pupils are held back from making more rapid progress by inaccurate spelling, punctuation and grammatical skills. There is no significant difference between the achievement of boys and girls, and pupils with special educational needs and/or disabilities also make good progress.

Pupils' positive attitudes and sheer enjoyment of learning are reflected in their above average attendance. They contribute well to the school and local communities, for example as eco-school council members and through strong links with the church. Assemblies are respectful occasions and teachers take care to record pupils' spiritual journeys in class. Christian values of tolerance and charity towards others, for example through charity fund raising, are clearly important to the pupils. These features reflect the good quality of pupils' spiritual, moral, social and cultural development. However, their awareness of cultural diversity within the United Kingdom is less well developed. Pupils say how much happy relationships and the school's sense of community contribute to their feeling of well-being. They have a good awareness of what constitutes a healthy lifestyle and participate enthusiastically in the daily 'Wake and Shake' sessions.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

The curriculum is well planned and offers a wide range of opportunities for pupils to develop their basic skills, often in imaginative and practical ways. The emphasis on active learning is particularly effective, helping to ensure activities in class are relevant and meaningful. In addition, links are being effectively drawn between subjects, for example, a Years 5 and 6 lesson in which pupils solved mathematical problems related to the class topic on food rationing during the Second World War. However, there is more to be done before the curriculum ensures that basic literacy and numeracy skills are consistently reinforced in all subjects. Visits and visitors enhance learning and there is a good range of clubs and activities, including competitive sport.

Lessons are typically well planned and organised, with tasks that encourage pupils' curiosity. Introductions are designed to capture pupils' interest and teachers confidently use new technology and other resources to spark a lively response. This results in a hard-working learning climate in which pupils are keen to do their best. Teachers are refining their use of assessment data in the classroom to ensure tasks set match pupils' needs, but currently do not consistently set work tailored to individual needs. Teachers, with the good support of teaching assistants, ensure that pupils with special educational needs and/or disabilities are encouraged and included in all activities.

The care and welfare of each child are paramount. Every pupil is well known to all the adults in the school, creating a family ethos which is much appreciated by parents. This is underpinned by detailed policies and procedures which are reviewed annually. The school takes considerable care to ensure potentially vulnerable pupils are well supported and, alongside close partnerships with outside agencies, ensures that the needs of these

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pupils and those with special educational needs and/or disabilities are well met.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

'Celebrating children' is how the school sums itself up, and this aptly captures the headteacher's vision. In this, she is supported well by the whole staff who work together well in their determination to get the best out of all pupils. The skills and enthusiasm of all staff are harnessed effectively to create a culture of improvement. All teachers are involved in monitoring. The school knows its strengths and weaknesses well and has a well-conceived plan to move the school forward. Pupils' progress is tracked carefully and interventions planned for those at risk of not meeting their targets. However, targets have not always been used to ensure pupils aim for the highest standards. The school has recently improved its systems for tracking the progress of pupils, enabling it to have a sharper and more frequent update on each pupil's progress. Nevertheless, the school's ambition is clear and reflected in its commitment to equal opportunities and removing barriers to achievement.

Governors are knowledgeable and dedicated. They provide a good foil to the headteacher, and carry out their responsibilities meticulously, especially with regard to pupils' welfare and safeguarding. There are good arrangements to keep pupils safe, and policies and procedures are detailed and comprehensive. Governors have made less progress in meeting their responsibilities to promote community cohesion. Although the school does much, particularly within the local community, there are gaps in provision such as pupils' opportunities to develop an understanding of cultural diversity within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, by the end of which almost all attain the expected levels, with many exceeding these. Provision for their welfare is good and their learning and development are well managed. Good relationships are at the heart of the provision, ensuring children feel safe and content. Parents and carers are kept well informed and the strong partnership with them effectively enhances children's progress. Children share and cooperate well with each other. Organised, but child-initiated activities develop their skills well. These are balanced well with adult-led activities in which, for example, modelling of language sounds effectively reinforce pupils' learning.

The classroom is well resourced, and displays of children's emerging writing and celebration of their successes on the 'Wow Wall' encourage them to develop a sense of self-worth. However, access to the outdoor space is currently limited, although there are sensible plans to develop this space. This will allow children to move more freely from indoor to outdoor resources, and give them more opportunities to explore their environment with imagination and excitement. Children's progress is carefully assessed and activities subsequently adapted to match their developmental needs. The Early Years Foundation Stage is well led. The leader has a clear understanding of the provision's strengths and vision of how to develop it further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Responses were received from 61 parents and carers, which represents a majority of



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families with children in the school. Those responding were very supportive of the school. Most believe that their children are happy, safe and confident at school. Almost all comments were in support of the school and commended the sense of enjoyment which their children experience. There were relatively few negative comments, although some parents and carers felt that teaching could sometimes be more challenging. Inspectors agree with this view although most teaching is good.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's Church of England 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	56	23	38	4	7	0	0
The school keeps my child safe	40	66	21	34	0	0	0	0
The school informs me about my child's progress	21	35	33	54	7	11	0	0
My child is making enough progress at this school	19	31	33	54	8	13	0	0
The teaching is good at this school	28	46	28	46	4	7	0	0
The school helps me to support my child's learning	23	38	29	48	9	15	0	0
The school helps my child to have a healthy lifestyle	26	43	33	54	2	3	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)	25	41	33	54	1	2	0	0
The school meets my child's particular needs	19	31	30	49	6	10	0	0
The school deals effectively with unacceptable behaviour	30	49	25	41	2	3	0	0
The school takes account of my suggestions and concerns	21	34	37	61	1	2	1	2
The school is led and managed effectively	30	49	26	43	1	2	1	2
Overall, I am happy with my child's experience at this school	30	49	30	49	1	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 March 2010

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Chedworth, GL54 4AJ

I am writing to thank you all for being so friendly and welcoming when inspectors visited your school recently. I am very grateful for all the help you gave us and for talking to us with such confidence about your school. Yours is a good school, and you are right to be proud to attend it. Here are some of the main findings from the report:

- You clearly enjoy coming to school. We were delighted to see how hard you work in lessons; your outstanding attitudes and behaviour make a great contribution to the progress you make.
- The teachers are working successfully to improve things even further. They make learning interesting and fun for you. As a result, you make good progress, although progress slows a little in Years 3 to 6, particularly in writing.
- You have a good understanding of what it means to keep healthy, and make a good contribution to the school and village communities.
- The school takes good care of you, and you told us that you feel very safe in school. The school is like one big family and everyone gets on well together.
- The headteacher and all the teachers are working successfully to make your school even better.

We have asked the school to do the following things to help move it forward:

- Ensure you do even better by making sure you know how well you are doing, and what you need to do to improve. You can help by asking if you don't know!
- Use the information about how well you are doing to set you challenging targets and plan work which suits your ability.
- Make sure you practise your spelling, punctuation and writing in all subjects.

Thank you once again for your help during our visit, and good luck with your work in the future!

Yours sincerely

Tony Shield

Lead Inspector

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