

# Evesham, St Andrew's CofE First School

## Inspection report

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<b>Unique Reference Number</b>	116811
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338896
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Declan McCauley

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>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	154
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Hunter
<b>Headteacher</b>	David Coache
<b>Date of previous school inspection</b>	13 December 2006
<b>School address</b>	Marymans Road Hampton Evesham
<b>Telephone number</b>	01386 41351
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<b>Email address</b>	office@st-andrews.worcs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, observed nine teachers, and held meetings with the Chair and vice-chair of the Governing Body, staff, and groups of pupils and parents. They observed the school's work closely and looked at the school's documentation relating to safeguarding, school improvement plans, reports on the school's work, governing body minutes and records of pupils' progress. They considered the responses to questionnaires from pupils and 55 parents and carers.

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

- why the attainment of pupils is lower in writing than in mathematics and reading in Key Stage 1
- how effectively more able pupils are challenged in their learning, particularly in writing
- the difference in attainment of boys and girls compared to similar pupils nationally
- the impact of the investment in information and communication technology on pupil progress and attainment
- how well assessment is used to support all pupils in their learning.

## Information about the school

The school is a smaller-than-average sized school. The percentage of pupils known to be eligible for free school meals is slightly above the national average. A small minority of pupils come from minority ethnic backgrounds. There are a few pupils attending school whose first language is not believed to be English. The percentage of pupils who have special educational needs and/or disabilities is above the national average.

The school has gained a number of awards including Healthy Schools, International Schools, Eco School Bronze, the Green Tree Woodland Trust award and the Financial Management Standard. In September 2009 a new headteacher took up post.

**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

This is a satisfactory school where all pupils are valued as individuals and have the opportunity to learn in a caring, welcoming and happy environment. Under the focused leadership of the new headteacher, the school has recently improved rapidly in many areas. Pupils are provided with many opportunities to learn in a supportive environment. The overwhelming majority of parents and carers are pleased with their children's positive experiences of school. School leaders have put in place many initiatives which are improving the progress made by pupils. However, there are still inconsistencies in teachers' use of assessment and the quality of teaching throughout school. As a result, pupils' progress is slower in writing in some year groups because teachers do not challenge pupils, particularly the more able, sufficiently in their learning. Very recent data from monitoring undertaken by the school shows that pupils make at least satisfactory progress but this is variable across the school. Boys do not make as much progress as girls in writing throughout school. The attainment of boys and girls in school does not differ significantly from boys and girls nationally. School leaders have made a start on tackling weaknesses in teaching but there remains a legacy of some underachievement. They recognise the importance of ensuring all teaching is consistently of the high quality evident in some classes and are determined to ensure that this is the case. Information and communication technology (ICT) is in the initial stages of having an impact on bringing about improvement.

When starting school, children's skills are below those expected for their age. In the Early Years Foundation Stage children make good progress because learning is carefully matched to their development needs. Targets are set for all pupils and by the time they reach the end of Year 5 the targets are broadly in line with the level expected for their age. Information collected by the school shows that more pupils are on track to reach these targets in reading and mathematics than in writing. Given their starting points, pupils make satisfactory progress from the time they start school until they leave. Those with special educational needs and/or disabilities are effectively supported in their learning by well trained teaching assistants and this enables them to make good progress. Pupils are proud of their school and enjoy having the opportunity to learn in a safe environment. Attendance is above average.

The trend of improvement apparent in the school is due to the initiatives which have recently been put in place. School leaders recognise they must now do more to further accelerate progress, thus enabling all pupils to make more consistent progress in each year group. The school is developing processes for self-evaluation which are beginning to provide senior leaders with an accurate picture of where improvements are needed. Given the recent improvements which have taken place and the focused drive to raise

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attainment and increase progress, school leaders at all levels demonstrate a satisfactory capacity for sustained improvement.

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

- Raise attainment in writing by:
  - creating opportunities, especially for boys, to practise, edit and improve their writing more extensively and independently
  - ensuring that all learning builds upon pupils' prior experiences.
- Improve the consistency and effectiveness of teaching by:
  - sharing the existing best practice between staff so that all teaching is good or better and ensuring that leaders monitor this effectively
  - ensuring that teachers make better use of questioning when assessing pupils' progress in lessons
  - making sure that teachers identify the next steps in learning for all pupils, using child-friendly language.
  - .
  - Consistently provide a greater level of challenge for more able pupils in lessons by:
    - using assessment information more effectively to inform planning
    - precisely matching work to meet their needs.
- 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**

Pupils enjoy being involved in all aspects of school life and are very positive about their school. They particularly enjoy exciting interactive lessons that help them to learn. In 2009, the attainment of pupils was slightly above the national average in mathematics and reading while in writing it was well below the national average. By the end of Year 2 in 2009, the percentage of pupils attaining the higher level in national assessments was slightly above the national averages in reading and mathematics but below in writing. School data for the current academic year shows that progress is improving. In the majority of the lessons observed, pupils made satisfactory progress and achieved what teachers expected of them.

Pupils are very caring and supportive of others; they are well behaved at all times. The school is successful in encouraging pupils to adopt healthy lifestyles. Many younger pupils spoke about selecting food which was healthy, explaining that they had learned much in this area from lessons at school. A broad range of activities are run after school and the take-up by pupils is high. The pupils say they feel safe and well cared for at

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school. They know that they can talk to adults if they have any concerns and that these will be resolved quickly. The school council meets regularly and makes a significant contribution to school life. For example, during the inspection its members were involved in a meeting for school councillors from other local schools. Pupils enjoy taking on responsibility and participate enthusiastically in fundraising activities which benefit those less fortunate than themselves. Recently, over £500 was raised by pupils for the National Society for the Prevention of Cruelty to Children through a sponsored workout. Pupils of all ages appreciate the welcoming and thought-provoking environment provided by school. As a result of this, pupils develop their spiritual, moral, social and cultural skills and values well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</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 quality of teaching varies throughout the school. In the best lessons, teachers maintain a good pace of learning, provide an appropriate level of challenge for pupils and ensure that activities are matched well to their prior attainment. In a few lessons, teachers use questioning skills well to probe pupils' understanding. In the lessons where

<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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ICT is used to good effect it inspires pupils' enthusiasm for learning. When teaching is less effective, there is an inconsistent level of challenge which does not always allow all pupils, particularly the more able, to make as much progress as they could. Some teachers direct learning for too long during lessons and do not allow enough opportunities for independent learning. Teachers use a range of techniques to assess how the pupils are learning and the progress they are making, although this is inconsistent. Targets are set for pupils enabling them to monitor the progress they are making, but younger pupils cannot always read or understand their targets. Some marking of pupils' work identifies the next steps which pupils must take to improve their work, but this is not consistent throughout school. The curriculum is enhanced appropriately by a range of visits and visitors to school. One Year 1 group recently learned, through practical activities organised by the local district council, about asparagus farming in the Vale of Evesham. The school takes opportunities to extend and tailor the curriculum to the interests of pupils. The curriculum is in the process of being developed to further meet the needs of all pupils. The school has invested heavily in ICT and is making it readily accessible to all pupils in order to extend their learning, although currently its use is underdeveloped. Staff at the school know the pupils well and take good care of them. Pupils with special educational needs and/or disabilities are well supported by tracking and monitoring so that those working with them know what they need to do next to improve. The school nurture room is used well to support pupils with a variety of behavioural needs. Transition arrangements between many year groups work smoothly because of careful liaison between school staff and other providers. Childcare provision outside the school day is well run by the school governors and provides a good range of experiences for pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leaders of the school are motivated and focused on improving the quality of education being provided and raising standards further. They have an accurate picture of the school's strengths and the areas where improvement is needed. Since the last academic year, a system for tracking pupils' progress has been put in place. The school improvement plan, which is currently under construction, is informed by a number of specifically targeted action plans setting out appropriate improvement priorities. Teachers are held to account for the progress made by their pupils through regular

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pupil-progress meetings and the impact of this initiative is beginning to become apparent. Regular monitoring of teaching and learning by middle leaders is at an early stage, but is being used appropriately to identify areas for improvement. Subject leaders have a very clear focus on raising attainment and improving pupils' progress.

The governing body has a satisfactory understanding of the workings of the school. Governors have recently introduced procedures to hold the school to account for its work and discharge their responsibilities appropriately. The governing body is now better placed to support and challenge the headteacher and staff appropriately in the drive to improve the school. School leaders have introduced robust measures to ensure the safety of all pupils, including thorough checks on adults who work in the school. The school works well with a range of partners to support the learning and well-being of all pupils. Relationships with parents and carers are good; this was very apparent from the responses to the parents and carers' questionnaire and parents who spoke with members of the inspection team. Parents take part in workshop sessions in school which help them to support their children's learning. The school is working to promote further equal opportunities for all, as boys do not yet do as well in writing as girls. The school promotes community cohesion satisfactorily. It is a cohesive community which is reaching out to groups in its immediate locality, although it has not yet fully developed wider national and international links.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<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>3</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>3</b>

**Early Years Foundation Stage**

The Early Years Foundation Stage team work well with parents and carers and are



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skilled at helping children adjust to school routines, settle quickly and feel at home. When starting in the Reception class, children's skills and experiences are below those expected. The progress made by pupils in the Early Years Foundation Stage is good given their low starting points. The learning provision is organised and planned well to provide an effective stimulating and lively learning environment in which children want to learn. Different activities are thoughtfully planned to ensure that all children benefit from a well-structured learning programme. Good use is made of the Forest School resource by teachers to stimulate learning for children. Teachers use the rich and diverse learning environment beyond the classroom well to support the development of children. All children feel safe in their learning environment. Play is an important focus for learning and the children enjoy sharing resources and developing social skills. Good attention is given to making healthy choices and children are given opportunities to exercise and become even healthier.

The leadership of the setting is working well because, with all the adults working as a team, they closely monitor and record the children's development. This ensures that they have a clear understanding of how much progress is being achieved and where further work is needed. Analysis of data is used to further identify areas for development; these are then acted upon by staff. This responsive tracking of children's development enables children to make good progress, ensuring they are well prepared for the start of Key Stage 1.

*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**

Just over one third of parents and carers returned the inspection questionnaire. A very large majority of these parents and carers were overwhelmingly positive about the school and its work. Inspectors endorse these views. A small number also wrote comments to expand upon their responses. All spoke in appreciative terms about the contribution made by the school and praised the headteacher and staff for their work. One of the comments made by parents was, 'My child feels valued at this school and has been helped immensely to develop in confidence. The school has a good community atmosphere; it is always friendly and welcoming.' This comment typified the responses made.

## 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 First 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	78	12	22	0	0	0	0
The school keeps my child safe	41	75	14	25	0	0	0	0
The school informs me about my child's progress	37	67	17	31	1	2	0	0
My child is making enough progress at this school	35	64	19	35	1	2	0	0
The teaching is good at this school	39	71	16	29	0	0	0	0
The school helps me to support my child's learning	34	62	20	36	1	2	0	0
The school helps my child to have a healthy lifestyle	37	67	18	33	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)	33	60	21	38	0	0	0	0
The school meets my child's particular needs	36	65	18	33	0	0	1	2
The school deals effectively with unacceptable behaviour	31	56	20	36	4	7	0	0
The school takes account of my suggestions and concerns	32	58	20	36	2	4	0	0
The school is led and managed effectively	31	56	23	42	0	0	1	2
Overall, I am happy with my child's experience at this school	39	71	16	29	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](http://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"> <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.**



17 June 2010

Dear Pupils

Inspection of Evesham, St Andrew's CofE First School, WR11 2QN

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed meeting you and talking with you to find out about your school. You told us a lot about the things which are important to you. Clearly, all those who work at your school put a lot of effort into looking after you and you go to a very friendly and caring school. The teachers and teaching assistants help you to improve your learning.

You go to a satisfactory school and these are the main things that we found out about it.

You behave well at all times.

You care well for each other.

You enjoy school and always want to do your best.

You know those who care for you and this makes you feel safe.

You know how to eat healthily and understand why that is important.

We have asked the headteacher and other school leaders to do three things to help make your school even better.

Help you to make more progress in your learning

Work to improve teaching in lessons to a very high standard

Provide work which is more challenging for those of you who are more able.

We have many nice memories about your school and hope that you continue to try your best in lessons and enjoy the rest of your time there.

Yours sincerely

Declan McCauley

Lead inspector

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