

# St Andrew's C of E Primary and Nursery School

Inspection report

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<b>Unique Reference Number</b>	122742
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340206
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Derek Watts

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Summerfield
<b>Headteacher</b>	Mrs Karen Brookes
<b>Date of previous school inspection</b>	8 May 2007
<b>School address</b>	Mansfield Road Sutton-in-Ashfield Nottingham
<b>Telephone number</b>	01623 484522
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons or part lessons and held discussions with governors, pupils and staff. They observed the school's work, its policies, teachers' plans and school improvement planning. The inspection team analysed 67 questionnaires from parents and carers, and others from pupils and staff.

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

- improvements to the Early Years Foundation Stage provision
- the effectiveness of the action taken to improve pupils' writing
- factors contributing to pupils' consistently good performance in science

## Information about the school

This is a much larger than average primary school. It attracts pupils from beyond its normal catchment area. Most pupils are from a White British background. Very few pupils speak English as an additional language and none of these are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is just below average. There is Early Years Foundation Stage provision for children in Nursery and Reception. A before- and after-school club on site is managed by the school and was observed as part of the inspection.

**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 has made considerable improvements since the last inspection. It is now a good school with outstanding features. Outstanding care, guidance and support and the school's very positive atmosphere lead to outstanding personal outcomes for pupils. Pupils achieve well and thoroughly enjoy their learning. Good teaching and an interesting curriculum contribute to pupils' good progress and to their above average standards by the end of Year 6. Parents and carers are very pleased with the care and education provided for their children. A parent wrote, 'Any child would be extremely lucky to attend this school'. All pupils are equally valued and community cohesion is promoted extremely well.

Children enter the Nursery with knowledge and skills broadly expected for their age. The good improvements to the Early Years Foundation Stage mean that children make good progress in all areas of learning. Good progress continues as pupils move through the school. Effective steps have been taken to improve pupils' performance, particularly in writing. The teaching of writing is now sharper, more consistent and the range of writing opportunities offered has increased. Pupils write in a range of styles and apply and develop their writing skills well in different subjects. More pupils are now attaining the higher levels. A clear emphasis on investigative and problem solving approaches in mathematics and science contributes to high attainment in these subjects. Pupils' personal and social skills are exceptionally well developed. They are friendly, courteous and supportive of each other. A parent commented, 'Pupils are extremely polite and a credit to the school'. In lessons, they work very well in pairs or small groups. Behaviour in lessons and around the school is outstanding. Pupils adopt healthy lifestyles extremely well and very feel safe. They make valuable contributions to the school and to the wider community. Attendance levels are above average.

Teachers' enthusiasm and good subject knowledge inspire and motivate the pupils. The pupils respond very well to teachers' high expectations and effective explanations and questioning. There are examples of excellent teaching. In the main, assessment is used well to match tasks to pupils' abilities. When this happens, pupils are challenged well and make good progress. In a few lessons, tasks are not sufficiently suited to pupils' needs and learning falls to satisfactory levels. A well-planned curriculum is enriched by a wide range of additional activities.

Good leadership and management are at the heart of the school's success and its recent improvements. A well-respected headteacher provides clear educational direction. A parent commented, 'The headteacher is a strong leader and has school improvement as a priority'. She is well supported by senior staff. Performance is systematically reviewed and successful action is taken to bring about improvements. Since the last inspection,

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standards have improved from average to above average. Teaching and pupils' progress have improved from satisfactory to good. The school demonstrates a good capacity for further improvement.

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

- Improve teaching in the few satisfactory lessons to good by ensuring that:
  - activities and tasks are well matched to pupils' abilities and needs and they make good progress

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

At the time of the last inspection, standards by the end of Year 6 had dipped to average in English and mathematics and pupils' progress was satisfactory. Highly effective action has been taken to bring about improvements. National test results, pupils' work and the lessons seen indicate that standards by the end of Year 6 are now significantly above average in English, mathematics and science. More able pupils are extended and above average proportions attain the higher than expected level 5 in all key subjects of the national assessment tests. Pupils with special educational needs and/or disabilities make good progress because of the well targeted support they receive. The school takes effective steps to ensure that both boys and girls make good progress. The differences in their attainment are not significantly different from the national picture.

The changes made in writing have been a real success story. Pupils in Year 2 wrote imaginative animal riddles after good quality discussions and clear demonstrations by the teacher. They had good opportunities to express their ideas and plan their work. Other Year 2 pupils applied their writing skills well in history and wrote clear accounts of how the Great Fire of London started. Some wrote gripping diary extracts like those of Samuel Pepys. By Year 6, pupils write for a wide range of purposes and produce high quality extended pieces. They wrote powerful descriptions of a setting as they imagined that they were the guest at a feast in Macbeth's castle. A visit to the plague village at Eyam provided inspiration to write informative 'plague diaries'. Pupils wrote persuasively and convincingly as they argued the benefits of school trips. Information and communication technology (ICT) is used well to draft and edit writing and to enhance presentation. Pupils perform well in mathematics and science because of good teaching and interesting activities which enable them to acquire, practise and apply a range of skills to solve problems.

Pupils' moral and social development is outstanding, and they show a very good understanding of different cultures and faiths. Pupils feel extremely safe and very well cared for at school. They are secure in the knowledge that there is always a trusted grown-up they can turn to if they have a problem or if they are upset. Pupils show an excellent knowledge and understanding of healthy diets and the importance of taking regular exercise. Pupils respond enthusiastically to the school's strategies to promote good health. They readily take on additional responsibilities and support those less fortunate than themselves by raising funds for a range of national and international

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charities. Pupils are well prepared for the future economic well-being. Their personal and social skills are extremely well developed. They make good progress in acquiring and applying literacy, numeracy and ICT skills.

*These are the grades for pupils' outcomes*

<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>1</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>1</b>

### How effective is the provision?

Teaching is good with examples of outstanding practice, particularly in Years 3 to 6. Explanations, demonstrations and instructions are clear and informative. Interactive whiteboards are used well to illustrate key teaching and learning points. Pupils are attentive and show great interest in their learning. Questioning is used well to challenge the pupils' thinking and to check understanding. Pupils have good opportunities to discuss their work and express their ideas. In most lessons, activities successfully develop pupils' knowledge understanding and provide good opportunities for them to learn and practise skills. Pupils' very positive attitudes and enthusiasm further enhances their learning. They take great care and pride in their presentation and produce high-quality work, particularly in writing. Occasionally, learning is less effective when tasks are not sufficiently suited to pupils' needs. Teaching assistants are well deployed

<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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and make a valuable contribution to pupils' learning, particularly those with special educational needs and/or disabilities. The marking of pupils' work is effective. Encouragement and praise are given for good work and there are clear comments to guide improvement.

The curriculum promotes good progress for pupils and makes an outstanding contribution their personal outcomes. Strong emphasis is given to basic skills and provision for English, mathematics and science is very good. Good links between subjects add relevance and enjoyment to pupils' learning. Pupils' high quality artwork in incorporated well into topics. Health education is given very good attention and this, combined with sports opportunities, makes a valuable contribution to pupils' healthy lifestyles. A good range of additional activities are much enjoyed by the pupils and appreciated by parents and carers. Pupils have good opportunities to learn to play a musical instrument and there is a good take up for this. Popular clubs include football, netball, science, and tag rugby. A successful residential visit for Year 5 and 6 provides exciting outdoor activities and promotes problem-solving and team-building skills well. The hall is too small for a school of this size. It is limited for indoor physical education and cannot accommodate the whole school for assembly. The headteacher and governors have ambitions for a well-designed new hall.

Care, support and guidance contribute extremely well to pupils' personal development. The very welcoming atmosphere and the outstanding relationships underpin the school's work. As a parent wrote, 'Teachers are very approachable, open and cheerful'. The school provides good support to pupils needing extra help and guidance and to their families. Pupils who have special educational needs/and or disabilities are carefully assessed and their support programmes ensure that they make good progress. The before- and after-school club is an outstanding facility. It is well attended and much appreciated by parents.

*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	2
<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>1</b>

**How effective are leadership and management?**

The school's experienced and enthusiastic headteacher is well regarded by pupils, parents and staff. One parent summed up the views of many, 'The headteacher is fantastic with children and shows great skills when dealing with parents and teachers'. A very positive ethos and good partnerships with parents, carers and the community have been established. These and a commitment to high standards are at the heart of the

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school's ambitions and aims. All staff and governors are focused on doing the best for all pupils. Continuous improvement is a key element of the school's professional culture. The leadership of English, mathematics and the Early Years Foundation Stage has successfully brought about improvements in provision and to the outcomes for pupils. Good systems to monitor each pupil's attainment have been devised. Improving teaching has been a clear focus and this has been brought about by monitoring, support and training. In particular, high-quality training has led to a more consistent approach to the teaching of writing. Leaders and managers are not complacent. They know that there are elements of teaching still to be improved and are determined that the improvements to pupils' attainment and progress are sustained in order to move the school to outstanding status.

Governors are enthusiastic and a number devote considerable time to support the school's work. They have a tighter overview of pupils' performance than at the time of the last inspection. Governors show a good understanding of the school's strengths and hold the school to account by providing constructive challenge. Statutory requirements are met and there are first class procedures to protect and safeguard pupils.

Equality is promoted well and discrimination is tackled effectively. Community cohesion is promoted exceptionally well. The school has a very good understanding of the community it serves because of careful auditing. Different cultures and faiths are promoted very well through the school's curriculum. Partnerships with local schools are strong and expertise is shared. Productive links have been developed with schools and communities abroad and this contributes to pupils' knowledge and understanding of the wider world.

*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>
<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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Good leadership and management have led to recent improvements to provision for the Early Years Foundation Stage. Children are now making good progress in all areas and, by the end of Reception, standards are above average in most areas of learning except in calculation and early writing skills. These areas are current priorities and effective action is being taken to bridge the gap between boys' and girls' attainment. There are good partnerships with parents. Children new to the Nursery and those who join in Reception settle quickly. Adults establish very good relationships with the children. The children thoroughly enjoy their learning and relate very well to adults and their peers. Children's behaviour is outstanding. They feel safe, secure and well cared for at school because of the very good attention given to care and welfare. A good range of learning activities is provided although outdoor activities are not always sufficiently linked to the main theme. Assessment is used well to plan teaching. Children are well taught and there is an effective blend of adult-led activities and those allowing children to explore and learn independently. Some children moving into Year 1 require Early Years Foundation Stage approaches to learning and the school is taking positive steps to facilitate this.

*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

The vast majority of parents and carers who returned questionnaires are very happy with their child's experience at the school. They are particularly pleased with safety in school, the sense of enjoyment, leadership and management and the quality of teaching. The inspection team agrees with the parents' positive views. A very small minority of parents who responded to the questionnaire do not believe that the school takes sufficient account of their suggestions and concerns. Inspectors found that the headteacher, staff and governors are keen to build on their good partnerships with parents and carers and to ensure that concerns and suggestions are tackled as well as possible.

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

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's C of E Primary and Nursery 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	70	20	30	0	0	0	0
The school keeps my child safe	52	78	15	22	0	0	0	0
The school informs me about my child's progress	40	60	23	34	3	4	0	0
My child is making enough progress at this school	39	58	24	36	3	4	1	1
The teaching is good at this school	45	67	18	27	1	1	1	1
The school helps me to support my child's learning	40	60	23	34	3	4	0	0
The school helps my child to have a healthy lifestyle	39	58	27	40	1	1	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)	41	61	23	34	2	3	0	0
The school meets my child's particular needs	40	60	21	31	2	3	1	1
The school deals effectively with unacceptable behaviour	41	61	25	37	1	1	0	0
The school takes account of my suggestions and concerns	39	58	22	33	5	7	1	1
The school is led and managed effectively	47	70	18	27	2	3	0	0
Overall, I am happy with my child's experience at this school	49	73	17	25	0	0	1	1

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 pupils' 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.**



26 November 2009

Dear Pupils

Inspection of St Andrew's C of E Primary and Nursery, Skegby, NG17 3DW

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. There have been good improvements since the last inspection. Yours is a good school

■ and it has some outstanding features. This is a school you can be very proud of. These are the school's main strengths.

You really enjoy school and have positive attitudes to learning.

The school is a very positive and pleasant place to learn in.

Children in Nursery and Reception get off to a good start.

Good teaching helps to you to make good progress.

You take care and pride in your work and some of your writing is super.

You get on really well with each other and your behaviour is often excellent.

A good range of learning activities, including clubs and visits are provided.

You have a first-rate understanding of how to keep healthy and fit.

You feel very safe at school because the teachers and other adults take exceptionally good care of you and provide outstanding support and guidance.

You make good contributions to the school and to the wider community.

The school is well led by your headteacher and she receives good support from other senior staff.

We have asked the headteacher and other teachers to do one thing to make the school even better.

In a few lessons, you could make more progress if teachers give you work which challenges you all but it is not too easy or too difficult for you.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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