

St Andrew's C of E Primary School

Inspection report

Unique Reference Number	125158
Local Authority	Surrey
Inspection number	340731
Inspection dates	24–25 February 2010
Reporting inspector	Wendy Simmons

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	341
Appropriate authority	The governing body
Chair	Mr David Greenwood
Headteacher	Mrs Angela Ewing
Date of previous school inspection	19 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors looked at a wide range of evidence. Close to three quarters of inspectors' time focused on pupils' learning. In total, 15 teachers were observed as part of the 17 lessons/part lessons observed. Inspectors looked at examples of pupils' work and evaluated their progress using the school's assessment information. Meetings were held with pupils, staff and two governors. Inspectors evaluated a range of documentation, including the school's improvement planning and safeguarding information. In total, 165 parents' and carers' questionnaires were analysed, together with pupil and staff questionnaires.

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

- attainment and provision in the Early Years Foundation Stage, especially in speaking, reading and writing
- why English has improved overall and how well leaders and teachers are working to improve reading and writing in Key Stage 1
- progress and attainment of pupils who are relatively new to the school compared with those who have been at the school since Key Stage 1
- the accuracy of leaders' self-evaluation, especially the evaluation of teaching and learning
- how well provision is improving for the most able pupils, especially in mathematics and science.

Information about the school

St Andrew's is a large school. The proportion of pupils with special educational needs and/or disabilities is higher than average. Their needs most often relate to moderate learning, behavioural and emotional difficulties. A few have been identified with dyslexia or speech and communication difficulties. Most children join the school in the Early Years Foundation Stage Reception classes. However, a higher than average proportion of pupils join throughout the school year, especially between Years 3 and 6. Most pupils come from White British backgrounds. The next largest groups are from Asian and Eastern European heritages. Since the last inspection, there have been significant changes to staffing.

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 that is very well led by a dedicated and highly professional headteacher. As a result of good teaching and an interesting curriculum, most pupils do well in gaining basic skills. They are suitably prepared for their future lives, thoroughly enjoy school and are proud of all that they do. Pupils' achievement, learning and progress are good. The school has gained a deserved reputation for helping pupils with complex special educational needs and/or disabilities. Pupils' attainment is currently broadly average but fluctuates from year to year due to the high numbers of pupils joining the school and the high proportion of pupils with special educational needs and/or disabilities.

The school's outstanding features include:

- the care, guidance, support and safeguarding procedures provided for pupils
- pupils' awareness of how to adopt healthy lifestyles
- spiritual, moral, social and cultural education
- pupils' contribution to the community
- the fact that pupils feel extremely safe at school and parents agree
- links with others, including the very strong partnership with parents and carers
- outstanding leadership in the Early Years Foundation Stage
- the work of the Chair of the Governing Body.

The headteacher is supported by a relatively newly formed senior management team, all of whom play a significant part in the school's good self-evaluation process. The capacity to improve is good. Leaders' evaluations of the quality of teaching and learning are perceptive and are used well to plan improvements. In mathematics, leaders have evaluated the curriculum and learning. As a result, they are helping staff to ask more searching questions to extend pupils' thinking skills, although this has not yet developed into consistent practice. Attainment is rising but the most able pupils are not always sufficiently challenged in extending their mathematical investigations and problem-solving skills. Leaders are keen to share more good and outstanding teaching to enhance pupils' mathematical learning.

Effective self-evaluation also underpins the good developments in promoting speaking and reading skills. Leaders are now focused on writing, especially so that the most able pupils edit and improve their work in a more consistent way. This is important in enabling them to move more quickly from one level of attainment to the next. Leaders appreciate that the monitoring of writing is not yet sufficiently frequent.

What does the school need to do to improve further?

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- Raise attainment by July 2010 in mathematics, especially for the most able, by:
 - building on the growing good practice to increase the challenges given to pupils
 - sharing good and outstanding practice in teaching as fully as possible
 - increasing investigation, practical work and problem-solving activities so that pupils develop their thinking skills to very best effect
 - asking pupils more searching questions so that they deepen their understanding and explanations of their problem-solving strategies.
- Raise attainment by July 2010 for the most able pupils in writing by:
 - creating more opportunities for pupils to edit and extend writing so that they move quickly from one level of attainment to the next
 - making sure that leaders more frequently monitor pupils' writing in order to check how well provision is improving.

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

All groups of pupils learn well in lessons. In some year groups, close to 50% of pupils have special educational needs and/or disabilities. This explains why attainment in Year 6 dropped to a low level in 2008, although it rose well in 2009 and work seen in lessons and pupils' books during the inspection shows that it is securely on track to be at the expected level in 2010.

Teachers help pupils to acquire self-belief and an enthusiasm for learning. In return, pupils behave well and work hard. Pupils who are at the school for a long time often attain above average levels in English and they do slightly better than others in mathematics. Pupils with special educational needs and/or disabilities achieve well due to effective support, as seen in a Year 5 mathematics lesson when pupils talked about the value of different digits very well.

The most able pupils show improving achievement in mathematics as was evident in an outstanding Year 6 lesson. In this lesson, pupils made excellent progress when learning about the properties of cubes because the tasks were challenging and learning was accelerated by teachers asking probing questions to help pupils to explain their thinking. The most able pupils are also doing better in writing than in the past. For example, in Years 1 and 2, they wrote detailed 'Wombat Dairies'. In Year 2, pupils confidently learn how to use commas when writing more complex sentences.

Pupils greatly enjoy school and develop a wide range of hobbies and skills, including high quality skills in music. Pupils show immense respect for the lives and faiths of others. They acted out how Jesus felt in the wilderness and talked about temptation in a meaningful way. They eagerly take part in many sports, such as daily aerobics, cross-country running and swimming. They are helped to eat very healthily and develop emotional well-being. Pupils act as mentors for other pupils, sing in the choir and produce very high quality artwork for local events, such as the Mayor's Ball.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers know the pupils very well and new pupils are given very good help to settle in. Those new to speaking English are well supported and, like others, make good progress in developing vocabulary and discussion skills. Teachers have good knowledge of the subjects that they teach. They organise their resources well to make activities meaningful to pupils, often by making effective use of interactive whiteboards to enliven lessons. In their keenness to share their knowledge, teachers occasionally keep pupils sitting on the carpet for too long, and this leaves less time for individual learning, especially for the most able. Teachers are enjoying doing more drama to help pupils with their writing. The curriculum has been restructured to give pupils more time to do longer pieces of extended writing and this is coming along well. Pupils have clear targets for improvement and teachers often give clear guidance about how pupils might improve. Pupils are beginning to edit their work more. In a good Year 6 lesson, pupils edited and extended written work related to Harry Potter well. Specialist teaching of music and sports, together with the very good range of visits and visitors and the broad range of enrichment activities, contributes much to pupils' enjoyment and good achievement.

Pupils who have made slower progress in the past, often at other schools, receive very well targeted support and this is helping them to make good progress, as evident in the support for mathematics. The outstanding work of the pastoral care assistant plays a

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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significant role in making links with parents, carers and other professionals for the benefit of the pupils. As a result, pupils overcome their worries and attend regularly. There is excellent help for vulnerable pupils and high quality guidance for bereaved pupils and those with behavioural and emotional difficulties.

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?

Leaders at all levels show drive and determination to improve teaching, learning and achievement. The headteacher is highly respected and has many outstanding qualities. Leaders promote exceptionally high quality safeguarding procedures and have the care of the pupils at the core of their work. Teamwork is very strong. The impact of their good monitoring and self-evaluation is evident in the improvement in the teaching of reading, through such things as guided reading and work on letters and sounds; these features are boosting the rise in standards in English.

Leaders tackle discrimination and promote equal opportunities well. For example, they are successfully focused on helping the most able to do as well as other groups in the school. In particular, they identified that pupils were doing too many worksheets, which hampered their creative learning and individual writing. Leaders and teachers have increased writing opportunities, so that pupils do more extended and free writing across the curriculum and for special projects, such as 'Everybody Writes'. Leaders identified that in the past there has been too much reliance on a commercial scheme of work for mathematics. As a result, there has sometimes been a heavy focus on calculation work and not enough investigation and problem-solving work; this is beginning to improve as a result of leaders' actions.

The good governing body plays an important part in steering the work of the school and contributing to school improvement planning. In particular, the Chair of Governing Body knows the school very well and helps other governors to understand data about pupils' attainment and progress. As a result, governors ask challenging questions about the outcomes for pupils. They promote community cohesion well, as is evident in the good outreach work and inclusion of different faiths, cultures and social groups. They recognise that governance is not yet outstanding because they have yet to fully audit this aspect of provision so they can put together plans for its further development.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Relationships and the care given to children are outstanding and as a result, children are very happy at school. Teaching and learning are good. This leads to good progress from children's wide-ranging starting points. In the last two years, progress and children's skills have been improving very well as a direct result of outstanding leadership.

Children concentrate, persevere, work cooperatively with others and eagerly talk about what they are learning. For example, children explained why a tyrannosaurus rex's upper arms were too short to enable it to heave itself up if it fell over. High-quality interventions by teachers and assistants help children to develop their speaking skills very well, so that attainment is high. Children enjoy reading, and standards are higher than expected but the class book areas are not sufficiently cosy and inviting to make full use of this enjoyment. Good progress in reading is enhanced by children's successful learning and use of phonics and very frequent reading. Children's writing skills are as expected for their age. They enjoy writing and they are using their phonic skills well to write simple words and sentences, but opportunities to use writing within their play, and to make writing as exciting as possible, are underdeveloped. Children's knowledge of numbers, shapes and measurement is higher than expected, as seen when a teacher helped them to measure out 25 metres of rope to visualise the length of a diplodocus dinosaur. Children have good opportunities to learn both in and outside the classroom suite, but role play areas are not as excitingly resourced to promote outstanding creativity.

Assessment procedures are good and meticulously organised. Leaders know children's individual skills well but they do not have a precise summary about the proportion of children who are working below, within, or above what is expected for their age when

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they join the Reception classes. The partnership with parents and carers has many outstanding features. The school has made a helpful DVD to share the way it works with parents with other schools in Surrey.

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	1

Views of parents and carers

Parents and carers are very pleased with the school overall and speak highly of the care given to their children. They feel that they learn well and make the progress expected to enable them to be ready for their next schools. Almost all parents and carers feel that the school is well run and all say that their children enjoy attending. As one parent put it, 'My daughter really enjoys coming here and has totally grown in confidence,' whilst others wrote about the 'terrific sense of community'. Parents and carers have great confidence in the headteacher and note that she shows a 'joined- up approach to every aspect of our children's education'. The small number of individual concerns raised followed no particular pattern.

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 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 165 completed questionnaires by the end of the on-site inspection. In total, there are 341 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	65	55	33	2	1	0	0
The school keeps my child safe	110	67	54	33	1	1	0	0
The school informs me about my child's progress	86	52	75	45	3	2	0	0
My child is making enough progress at this school	90	55	71	43	4	2	0	0
The teaching is good at this school	117	71	47	28	1	1	0	0
The school helps me to support my child's learning	87	53	74	45	2	1	1	1
The school helps my child to have a healthy lifestyle	87	53	75	45	0	0	1	1
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)	74	45	66	40	3	2	0	0
The school meets my child's particular needs	89	54	62	38	7	4	0	0
The school deals effectively with unacceptable behaviour	86	52	71	43	2	1	3	2
The school takes account of my suggestions and concerns	77	47	77	47	2	1	2	1
The school is led and managed effectively	118	72	43	26	1	1	1	1
Overall, I am happy with my child's experience at this school	119	72	42	25	2	1	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.



26 February 2010

Dear Pupils

Inspection of St Andrew's C of E Primary School, Cobham KT11 2AX

You may remember that three school inspectors visited your school recently. Thank you for being so friendly and helpful when we spoke to you. Your school is a good school where you learn new things quickly. This is because your teachers provide interesting and good activities for you to do. We were delighted to see you enjoying your lessons and we are pleased to tell you that you make good progress and you do especially well in your reading and in the way that you are speaking and developing scientific skills.

These things are not just good, but outstanding:

- the care, guidance and support given to you so that you feel very safe and happy at school
- your understanding of how to be fit and healthy; well done and keep it up!
- the way that you show respect for others, whatever their faith or culture, and the way that you think about things sensitively
- your contribution to the community, for example by singing, acting as peer mentors and charitable fundraisers, and by sharing your superb art and music
- the very good links that teachers make with others, including the very strong partnership with your parents and carers
- the way that things are improving so well in the Reception classes
- and finally, the super work of you headteacher, the chair of governors and your pastoral support worker.

We have asked the adults to make the school even better for you by helping you to do even better in mathematics and writing, especially those of you who find learning easy. This will mean that you will have more opportunities to do investigation and problem-solving work in mathematics and, when writing, you will be able to look at ways to improve and extend your work.

Good luck in the future and please continue to work hard and behave well.

Yours sincerely

Wendy Simmons

Lead inspector

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