

St Andrew's C of E Primary School

Inspection report

Unique Reference Number	126047
Local Authority	West Sussex
Inspection number	340903
Inspection dates	19–20 May 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Derek Lawrence
Headteacher	Elizabeth Dickinson
Date of previous school inspection	20 May 2010
School address	Weald Drive Crawley RH10 6NU
Telephone number	01293 529006
Fax number	01293 538325
Email address	head@st-andrews-crawley.w-sussex.sch.uk

Age group	4–11
Inspection dates	19–20 May 2010
Inspection number	340903

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons and 10 different teachers were observed. Discussions were held with the headteacher, deputy headteacher, teaching and support staff, governors, parents and carers and pupils. Inspectors observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as more able, or as having special needs or learning difficulties, and minutes of governors' meetings. In addition, 134 questionnaires from parents and carers, 20 staff questionnaires and 111 pupil questionnaires were analysed.□

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

- the level of achievement of the current pupils, the impact modifications have had on raising standards, especially in mathematics, and the school's strategies for assessment and analysis of progress
- the impact of the school's provision for pupils' personal development and its safeguarding procedures□
- how well the □active' curriculum and extra-curricular activities enable the school to meet individual pupils' needs and contribute to their higher achievement how effectively leaders and managers at all levels, including the governors, are enabling continuity and improvement.

Information about the school

St Andrew's is an average size, one-form entry school. Pupils are drawn from a wider catchment area than that close to the school. Currently, around 20% of pupils are from outside the immediate area.

A slightly above average number of pupils are from minority ethnic groups. The percentage of pupils who speak English as an additional language is above average. The percentage of pupils identified as having special educational needs and/or disabilities, including those who have a statement of special educational needs, is also above average. The proportion of pupils claiming free school meals is below the national average.

□ Children in the Early Years Foundation Stage are taught in a Reception class. Due to long-term staff absence, this class is currently being taken by a supply teacher.

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

Pupils enjoy coming to this good school, because they trust the staff who they say are always 'friendly and helpful'. St Andrew's Church of England Primary School also has a number of considerable strengths. The headteacher, with the deputy headteacher and senior leaders' very effective support, provides caring leadership. All know the school's strengths well and what needs to be refined further, and since the last inspection, they have steered the school forward well. The school's view of itself is accurate and its track record of constantly seeking to improve, such as the development of personalised monitoring systems, shows that it has a good capacity to continue improving. One parent summed up the views of many by writing, 'It's a lovely school, with kind and caring teachers.'

Pupils' attainment is generally in line with expected levels by the time they leave at the end of Year 6. Although the school's 2009 national assessment results were slightly lower than the year before, the percentage of pupils attaining expected levels in English was above the national average, and in mathematics was in line with the national average. From starting points that vary, but are often slightly below expectations for pupils' age when they join the Reception class, this reflects the good level of achievement and progress observed during the inspection. Provision in the Reception class has been affected by the long-term absence of the class teacher and coordinator. However, through the work of the current, temporary, teacher and management of the headteacher and deputy headteacher, the children are making satisfactory progress and are on course to achieve their carefully assessed targets.

The quality of teaching varies throughout the school, but overall it is good. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and, at its best, is based on the use of careful assessments. This ensures that tasks are generally pitched at the right level for all pupils. Although there is some outstanding teaching and learning, this quality is not found consistently throughout the school. In the best lessons, pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics, and there are exciting and relevant activities that are linked across subject areas. However, these features are not always present in the teaching. The school accepts that there is more still to do to ensure that all teachers implement the planning consistently so that pupils in all classes understand the next steps to improve their work and are provided with activities that always challenge them.

The pastoral support, guidance and care provided for all pupils are very good. As a result, by the time pupils leave the school, they are mature and thoughtful young adults, who make an effective contribution to the school and the local community. Pupils

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

behave excellently in lessons and around the school, reflecting the staff's high expectations and their very effective level of care and moral guidance. These features, combined with the fact that pupils feel very safe, play a strong part in the success of the school. One particularly notable aspect of the school's care for individual pupils is the work of the special educational needs team. The effective learning support assistants ensure that those pupils with specific learning needs are very well cared for through identifying their needs early and providing support so they make consistently good progress and keep up with classmates.

□ The school does much to promote its place in the local community. The contribution of the friends' association is greatly appreciated by all involved. The many displays in the school show that while there are good links with the local community, and with schools in Africa, pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are not developed sufficiently well.

What does the school need to do to improve further?

- Use the school's good monitoring systems to improve the percentage of good teaching by:
 - ensuring the use of day-to-day assessment and marking is consistent in all classes
 - making sure the needs of all pupils are appropriately planned for in all lessons
 - extending opportunities for staff to observe the best practice in the school.
- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the provision for community cohesion by:
 - building on the findings of the recent analysis of community cohesion
 - implementing the plans for twinning with schools in other localities.

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

In all lessons observed pupils made at least satisfactory progress, and in many they made good progress. Pupils are generally well motivated by the ideas and resources presented and are keen to please their teachers and other adults. This is a reflection of the strong moral code of the school that encourages good behaviour, attentiveness and hard work. For example, in a Year 4 literacy lesson, it was good to see how well pupils listened to the teacher's effective opening, and the great deal of freedom they were given to respond in their own way and at their own pace. This led to some stunning, and above average, examples of the creation story. In a Year 6 lesson on coordinates, the pupils were organised very effectively into different groups so that they were all well challenged at their own level. As a result, they all made good progress. Pupils generally respond well to opportunities like this, although there are occasional lapses, such as when the pupils are not given clear instructions or guidance at the beginning of the lesson.

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

Targets set for pupils' progress are used very well in some classes, especially so in Key Stage 2, and they are well monitored. School leaders are aware they must now ensure that this level of care is consistent in all classes. The progress of different groups of pupils, such as those learning English as an additional language and pupils with specific learning needs, is good. Their specific targets are used well to focus the work of the very effective additional staff in lessons.

□ Pupils generally develop into mature young people. They appreciate the good opportunities they have to participate in sporting activities that encourage their positive attitudes to keeping fit and healthy. By the end of Year 6, they are polite and helpful, and are keen to promote the work of the school and to support younger pupils. Taking on roles as school councillors or organising playground games for younger children are some of the ways that they develop and hone their social and personal skills. This, together with their good awareness of other cultures and faith groups, exemplary behaviour, good understanding of how to stay safe and average standards in basic skills, means they are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

In the large majority of cases, lessons are enjoyable and stimulate pupils' interest well through the imaginative use of resources. Teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This, along with effective strategies to manage pupils' behaviour, means that pupils are generally attentive and display good attitudes to learning. Occasionally, the pace of the lesson slows, pupils are unclear about how to improve their work and as a result, their rate of progress slows.

The curriculum has been very carefully developed since the last inspection to improve pupils' learning by adding extra relevance and enjoyment. There are now many aspects that are effective and outstanding. As one teacher observed, the school's aim is to make learning 'come off the paper and into real life'. There has been a very well planned investment in new approaches to learning. These are best represented by the work in Year 6 where pupils have been enabled to determine for themselves how they learn best. This enables them to choose from a variety of activities to maximise the opportunities offered. These activities, and pupils' enthusiasm and interest when learning about Romans, were outstanding. Those pupils with special gifts or talents are given opportunities in extra-curricular activities, and in some classes, but not all, they are given individual challenges in class or through homework. The wide range of clubs and activities organised after school is enjoyed and adds significantly to pupils' development and appreciation of school.

□ Teachers' assessment of pupils' learning and progress over time in reading, writing and mathematics is thorough. Staff use this information well to identify pupils who need additional support programmes. Day-to-day assessment has also improved since the last inspection, but it is not totally consistent. Where assessment and pupils' knowledge and understanding of their own progress are well established, group work in lessons is much more closely matched to pupils' individual needs and therefore more effective.

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	2

How effective are leadership and management?

In the large majority of cases, lessons are enjoyable and stimulate pupils' interest well through the imaginative use of resources. Teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This, along with

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

effective strategies to manage pupils' behaviour, means that pupils are generally attentive and display good attitudes to learning. Occasionally, the pace of the lesson slows, pupils are unclear about how to improve their work and as a result, their rate of progress slows.

The curriculum has been very carefully developed since the last inspection to improve pupils' learning by adding extra relevance and enjoyment. There are now many aspects that are effective and outstanding. As one teacher observed, the school's aim is to make learning 'come off the paper and into real life'. There has been a very well planned investment in new approaches to learning. These are best represented by the work in Year 6 where pupils have been enabled to determine for themselves how they learn best. This enables them to choose from a variety of activities to maximise the opportunities offered. These activities, and pupils' enthusiasm and interest when learning about Romans, were outstanding. Those pupils with special gifts or talents are given opportunities in extra-curricular activities, and in some classes, but not all, they are given individual challenges in class or through homework. The wide range of clubs and activities organised after school is enjoyed and adds significantly to pupils' development and appreciation of school.

□ Teachers' assessment of pupils' learning and progress over time in reading, writing and mathematics is thorough. Staff use this information well to identify pupils who need additional support programmes. Day-to-day assessment has also improved since the last inspection, but it is not totally consistent. Where assessment and pupils' knowledge and understanding of their own progress are well established, group work in lessons is much more closely matched to pupils' individual needs and therefore more effective.

These are the grades for leadership and management

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

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

Early Years Foundation Stage

Provision for children in the Early Years Foundation Stage is satisfactory. In the absence of the teacher and coordinator, the area is led and managed soundly by the senior staff, and the school has identified and begun to implement clear priorities for improvement. All staff are now involved in planning and in the assessment of children's learning.

Children settle happily into school because of good links with parents and carers, and good liaison with local playgroups. Children play together well and are very well behaved. They enjoy their learning. Data show that children's attainment when they enter the Early Years Foundation Stage is slightly below expectations for their age. Overall, children make satisfactory progress and at the end of Reception many reach the levels expected for their age in aspects of their learning, with good progress in their social development. The focus on letters and sounds (phonics) is appropriate as children often start with low levels of understanding in this area.

Staff provide well for children's welfare. The small outdoor area is well laid out to promote children's physical development and children respond well to the opportunities it affords. Both inside and outside, children can access a varied and stimulating range of activities that support their personal development as well as their communication and language skills, creative development and knowledge and understanding of the world. Construction toys are used sensibly.

☐ Although adults generally support children well, there are occasional missed opportunities in lessons and children are not always encouraged to move from one activity to another at the most appropriate and effective times.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers who returned questionnaires, or who spoke to the inspection team, are happy with the school. They consider that the school has a dedicated team of staff and that the school has a very warm, supportive and friendly atmosphere. The majority, but not all, believe their children make good progress. Inspectors fully endorse these views. Some parents and carers expressed dissatisfaction over their ability to be involved in their own children's learning and how their suggestions and concerns are considered by the senior staff. These, and a relatively

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

small number of other concerns expressed, were shared and discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	49	66	49	1	1	0	0
The school keeps my child safe	68	51	64	48	0	0	0	0
The school informs me about my child's progress	40	30	73	54	18	13	0	0
My child is making enough progress at this school	35	26	72	54	21	16	0	0
The teaching is good at this school	37	28	84	63	6	4	0	0
The school helps me to support my child's learning	33	25	83	62	11	8	0	0
The school helps my child to have a healthy lifestyle	43	32	82	61	6	4	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)	40	30	73	54	6	4	2	1
The school meets my child's particular needs	29	22	82	61	13	10	3	2
The school deals effectively with unacceptable behaviour	34	25	71	53	17	13	4	3
The school takes account of my suggestions and concerns	26	19	82	61	21	16	0	0
The school is led and managed effectively	25	19	78	58	19	14	8	6
Overall, I am happy with my child's experience at this school	47	35	69	51	13	10	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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"> ■ 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.



21 May 2010

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Crawley RH10 6NU

I am writing to thank you for your help when we inspected your school and to let you know what we found out. We spent time in some lessons and talked to some of you and enjoyed listening to what you had to say. We also looked at the work of the school, talked to many of the staff and some of the governors. We were interested in what your parents and carers think of your school.

The staff at the school work hard and the headteacher is doing a good job. The work of the school is good. These are some of the things it does particularly well.

- The school looks after you very well and most of you are making good progress in your learning.
- The way the school works with parents and carers is good.
- The way you behave is excellent and you work and play well together.
- You feel very safe at school and you know how to be healthy.
- You help your school to be a happy and better place to play and learn.
- You have a good understanding of right and wrong and look after each other.
- The school provides you with lots of different, and exciting, things to do.

Even in a good school, there are some things that could be better. We have asked your teachers to make sure that no matter which class you are in all your lessons are as good as most of them are. The long-term absence of the class teacher and coordinator has affected provision in the Reception. However, children are making satisfactory progress. We also want your headteacher and staff to make sure you are given the chance to find out more about people in other parts of the country. In turn, you must all carry on listening carefully and take note of what your teachers say. Then you will all continue to make good progress in your learning.

Yours sincerely

David Marshall Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.