

St Andrews Church of England Primary School, Blunsdon

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 126301 |
| Local Authority | Swindon |
| Inspection number | 340953 |
| Inspection dates | 12–13 May 2010 |
| Reporting inspector | Chris Kessell |

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

| | |
|--|------------------------------------|
| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 194 |
| Appropriate authority | The governing body |
| Chair | Mrs Lynne Winwood |
| Headteacher | Mrs Jane Wheatley |
| Date of previous school inspection | 13 May 2010 |
| School address | Linley Road Swindon SN26 7AP |
| Telephone number | 01793 721423 |
| Fax number | 01793 700748 |
| Email address | head@standrews.swindon.sch.uk |

| | |
|--------------------------|----------------|
| Age group | 4–11 |
| Inspection dates | 12–13 May 2010 |
| Inspection number | 340953 |

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. They visited nine lessons and observed seven different teachers. They held meetings with staff, groups of pupils and governors. Inspectors observed the school's work, looked at pupils' books and documentation related to safeguarding, pupils' progress, teachers' assessments, development planning and curriculum organisation. In total, 93 parents' and carers' questionnaires were analysed.

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

- whether current school data and pupils' work supported the school's view that attainment and learning and progress are outstanding and whether all pupils and groups achieve equally
- the proportion of outstanding teaching the effectiveness of the school's response to the views of stakeholders and their involvement in school improvement.

Information about the school

Most pupils who attend this slightly below average size school are from White British backgrounds. A few pupils come from Asian backgrounds and other ethnic groups. A very small minority speak English as an additional language or are at the early stages of learning English. A lower than average proportion of pupils has special educational needs and/or disabilities. The number of pupils who either leave or join the school, other than at the normal times, is above average.

The school's provision has been acknowledged by a number of awards, including Basic Skills and Healthy Schools status. The headteacher currently supports another local school for four days a week.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Andrew's is an outstanding school. Standards are significantly above average and pupils make good progress as a result of effective teaching. The school is popular. Parents and carers are keen for their children to attend and hold positive views about its work. Pupils are well known to all staff and with the rigorous tracking of pupils' progress, this ensures that pupils make great strides in their learning. The development of pupils' writing skills is not so strong in the Early Years Foundation Stage and Key Stage 1 as it is in Key Stage 2. Pupils make excellent progress in developing their reading. The high quality care, guidance and support pupils receive plays a significant role in ensuring that pupils are safe and well looked after.

The school is a cohesive community. There is a strong Christian ethos and pupils get on with each other and the staff extremely well. Pupils are very respectful of those from different backgrounds, cultures and religions. The school has good plans in place to ensure that pupils have opportunities to meet and communicate with others from different communities in the wider United Kingdom and abroad. Despite this, there are no formal procedures in place to evaluate the impact of this work, especially on pupils' attitudes and values.

Pupils enjoy their learning. Lessons are interesting and move along at a good pace. Pupils are keen to answer questions. They work together well and independently. Pupils are very involved in their learning and are adept at assessing their own work. They are set challenging targets in English and mathematics and have a good understanding of how these targets benefit their learning and progress. Behaviour is exemplary and reflects pupils' strong moral values. Pupils are very well prepared for the next stage of their education because of their excellent basic skills and high levels of attendance and punctuality. Year 6 pupils look forward to secondary education with confidence.

' Excellent leadership and management means that morale is extremely high and the staff work exceptionally well as a team. Pupils' progress is monitored very carefully and effective interventions are put in place if concerns are identified. Leaders have very clear understanding of how and why individuals and different groups of pupils are performing. This very clear understanding of what the school does well and issues that need to be addressed, along with the maintenance of excellence and high standards since the last inspection, indicates that the school has an outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure that pupils' learning and progress in writing are consistent across the school.

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

- Put more formal systems in place to monitor and evaluate the impact of the school's work in developing links with schools and communities in different parts of the United Kingdom and internationally.

Outcomes for individuals and groups of pupils

1

Pupils are very keen to learn and thoroughly enjoy all of their learning. They listen very carefully to instructions and work very cooperatively in pairs and groups. Year 6 pupils, for example, successfully evaluated 'The Piano', a short film. They responded maturely to their teacher's challenge that the film was like an onion in which layers needed to be removed. Pupils are hard-working and want to succeed. Year 1 pupils thoroughly enjoyed describing the properties of 3-D shapes to their partners so that their friends could guess which shapes they were talking about.

The school has high expectations of its pupils. These positive characteristics contribute very effectively to their overall outstanding achievement. It enables them to make good progress and reach high levels of attainment, especially in English, mathematics and science. The well-organised support for pupils with special educational needs and/or disabilities enables them to make the same good progress as their classmates. Equally, pupils who use English as an additional language or join the school during the middle of a key stage do well as a result of the school's rigorous monitoring of their progress.

' Pupils feel very secure and have a very clear understanding of how to manage potential unsafe situations like using the internet. They are keenly aware of the benefits of eating sensibly and taking regular exercise, although lunches do not always reflect the school's health promotion strategies. Pupils are fully involved in local community activities but have a limited influence on decision making because the school council has not met recently.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 1 |
| Taking into account: Pupils' attainment ¹ | 1 |
| 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 | 1 |

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 | |
| 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 Taking into account: Pupils' attendance ¹ | 1 |
| | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

All teaching is good and there is an increasing proportion that is outstanding. With effective assessment, this ensures that the quality of learning is consistently first-rate and that pupils make good progress. Typically, lessons move at a good pace because they are well planned. Good attention is paid to the needs of all pupils so that all abilities are provided with interesting and appropriate tasks. This focus is especially effective in English and mathematics. Teachers work well with other adults to support and challenge pupils, although occasionally, teaching assistants do not always contribute enough at the start of lessons. Oral and written feedback is of good quality and pupils have a clear understanding of how to improve their work. Teachers are confident in the use of information and communication technology (ICT) to promote learning and pupils' interest.

Pupils enjoy the adequate range of extra-curricular activities they are offered and many clubs are oversubscribed. They have good opportunities to learn a musical instrument as they move through the school. The 'creative hour' provides pupils from all year groups an opportunity to mix together to undertake a range of different activities from ICT to book-making. These activities make a good contribution to developing the pupils' personal qualities as the older pupils work with, and support, the younger ones. Cross-curricular links are developed effectively and pupils are given a number of opportunities to apply their excellent basic skills in other subjects. The school is effectively developing its links beyond the school and immediate community.

The school is a welcoming environment where pupils receive high quality care, support and guidance. Pupils are confident that there is someone they can turn to if they have a problem. As one parent noted, 'There is an excellent school atmosphere and a very caring attitude.' All staff know the pupils exceptionally well and work hard to ensure that they are provided with every opportunity to do their best. Consequently, pupils are mature and confident.

These are the grades for the quality of provision

| | |
|---|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 2 |
| | 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 | |
| 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?

The headteacher's ongoing involvement with another local school is testimony to her very effective leadership. Despite her absence, the school runs very smoothly and high performance is being sustained. All other staff share her high expectations, ambition and determination. Leadership and management are strong at all levels. Very effective systems are in place to ensure that pupils are helped to overcome all difficulties and challenges so that they consistently make good progress. Senior staff have a very good understanding of the quality of teaching and are well placed to have a positive impact on improving classroom practice if it is required. Providing equality of opportunity and tackling discrimination is at the heart of the school's work. The rigorous monitoring of pupils' achievement and the encouragement they are offered ensures that this is a reality.

' The governing body offers a range of expertise that provides good support for the school and a challenge to its performance. The school's promotion of community cohesion is very strong within the school and local community but links with other areas of the United Kingdom and abroad are being re-established or at the planning stage. The school recognises that it has yet to formalise the monitoring and evaluation of this aspect of its work. The school's partnerships with parents and carers are good, although it is recognised that they could be more involved in the strategic development of the school. Good safeguarding procedures follow recommended best practice and it is evident that the school emphasises safety to pupils. The outstanding outcomes for pupils ensure that there is excellent value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| 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 | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |

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

Early Years Foundation Stage

Children generally enter the Reception class with broadly average skills for their age, although it is slightly lower for the current year group. They enjoy their learning and the different opportunities to learn indoors and outdoors. Most children are making good progress overall, although it is slower in writing than other areas of learning. Children respond very well to classroom routines and are prepared to take responsibility for resources and equipment and use them sensibly. They play and work together well. All adults are supportive and encourage positive attitudes to learning. Lessons are varied so that there is a good balance of adult-led and child- initiated activities. Regular observations are made of the pupils and this knowledge of the children underpins all of the planning. Children are recognised as being unique and are supported as such. Relationships are good and behaviour is very well managed. Adults work well together and have successfully identified areas for development such as the outdoor area. Resources are well organised and there are good procedures in place for children's care and safety. Strong links are in place with parents and carers, who are successfully encouraged to become involved and support their children's learning.

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 | 2 |

Views of parents and carers

The response rate to the questionnaire parents and carers were asked to complete prior to the inspection was higher than average. 'St Andrew's is an excellent school' and 'Our children always look forward to going to school' typifies the sentiments of most parents and carers. A hundred per cent of respondents said their children enjoyed school, kept their child safe and teaching is good. Where concerns were expressed, inspectors were assured that they were known to the school. A small minority of parents and carers offered concerns about levels of communication. Inspectors were satisfied that there are sufficient opportunities for parents and carers to offer concerns to the school and that the school communicates with parents and carers regularly enough.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 194 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 | 59 | 63 | 34 | 37 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 62 | 67 | 31 | 33 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 31 | 33 | 53 | 57 | 8 | 9 | 0 | 0 |
| My child is making enough progress at this school | 43 | 46 | 42 | 45 | 6 | 7 | 0 | 0 |
| The teaching is good at this school | 48 | 52 | 42 | 45 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 45 | 48 | 45 | 48 | 0 | 0 | 2 | 1 |
| The school helps my child to have a healthy lifestyle | 42 | 45 | 46 | 50 | 4 | 4 | 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) | 34 | 37 | 48 | 52 | 4 | 4 | 0 | 0 |
| The school meets my child's particular needs | 40 | 43 | 47 | 51 | 6 | 7 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 35 | 38 | 47 | 51 | 6 | 7 | 0 | 0 |
| The school takes account of my suggestions and concerns | 27 | 29 | 45 | 48 | 16 | 17 | 0 | 0 |
| The school is led and managed effectively | 35 | 38 | 43 | 46 | 6 | 7 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 45 | 48 | 44 | 47 | 3 | 3 | 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). 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.



14 May 2010

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Blunsdon SN26 7AP

On behalf of my colleagues, I would like to thank you for the warm welcome you gave us when we inspected your school recently. I am sure you will be pleased to know that we judge your school to be outstanding.

You reach high standards in English, mathematics and science by the time you leave in Year 6. Teaching is always good so that you make good progress. The younger pupils do not always make the same good progress in writing as they do in other subjects. We have asked the headteacher, staff and governors to look at this issue. The way in which you all get on so well together, behave sensibly and attend so often is very impressive.

The school has good plans in place for you to link up with people who live in different parts of the United Kingdom and in other parts of the world. We have asked the school to keep a close eye on this process and to monitor how helpful and interesting it is for you. You are very well looked after and supported in all that you do. Consequently, you all enjoy school immensely. The school is outstanding because it is run in an excellent way.

Thank you again for helping with the inspection. Keep enjoying school and working hard.

Yours sincerely

Chris Kessell

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.