

St Andrew's CE (VA) Infant School

Inspection report

Unique Reference Number	107548
Local authority	Calderdale
Inspection number	377599
Inspection dates	1–2 February 2012
Lead inspector	Elaine Murray HMI

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Sue Empson
Headteacher	Naomi Wood
Date of previous school inspection	16 October 2006
School address	Lightcliffe Road Brighouse HD6 2HH
Telephone number	01484 714964
Fax number	01484 723631
Email address	admin@st-andrews-inf.calderdale.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, or email enquiries@ofsted.gov.uk

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

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Elaine Murray
Peter Allen

Her Majesty's Inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons taught by seven teachers. Meetings were held with parents, carers and pupils, representatives of the governing body, and a wide range of staff. Inspectors observed the school's work, and looked at a wide range of documentation including self-evaluation documents, strategic plans and other development plans. Inspectors also heard a small number of children from Year 1 and Year 2 read individually. There were no responses to the on-line questionnaire (Parent View) to take account of when planning the inspection. Inspectors scrutinised 92 questionnaires returned by parents and carers and those returned by staff and pupils.

Information about the school

This is a larger than the average sized infant school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those with special educational needs is below average. There are two classes for each year group. In September 2011, the school senior leadership team changed with the appointment of a new headteacher and deputy headteacher. The school has recently gained the gold level Inclusion Quality Mark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. 'My child loves going to school. As a family we all feel that we are part of the school.' This reflects the largely positive responses made by parents and carers.
- Pupils make good progress overall and achieve well. All groups of pupils make good progress from often low starting points and reach broadly average attainment in reading, writing and mathematics.
- Children make good progress in the Early Years Foundation Stage, with the exception of creative development, where progress is slower.
- The quality of teaching is good overall. Where teaching is not as effective there is an over emphasis on teacher direction of activities, which limits pupils' motivation and their ability to use their initiative to develop and extend their learning.
- Teachers assess pupils' progress in learning effectively and use this information to plan activities to meet the needs of different ages and abilities.
- At times guidance given to pupils through marking is not fully effective in ensuring that they are clear about how to take the next steps in their learning for themselves.
- Behaviour is good. The school values all pupils, who say they feel safe and enjoy being at school.
- Leadership and management are good. The headteacher and senior leadership team provide strong leadership and there is a shared commitment to further improvement.
- The school has established an effective partnership with parents and carers, which has a positive impact on pupils' good level of achievement.

What does the school need to do to improve further?

- Raise achievement further by:
 - increasing pupils levels of enthusiasm, engagement and motivation by providing more opportunities for them to use their initiative to develop and extend learning
 - developing guidance to pupils so that they know how to take the next steps in learning for themselves
 - extending children's opportunities to develop creativity in the Early Years Foundation Stage.

Main Report

Achievement of pupils

Parents and carers believe their children do well in this school and inspection findings endorse their views. Pupils are keen to learn and engage well in most lessons. They work with concentration and pay careful attention to instructions.

Pupils enter school with skill levels, which while wide ranging, are often below the level expected for their age, particularly in communication, reading, writing and calculating skills. Attainment in reading, writing and mathematics, by the end of Year 2, is broadly average which represents good progress. Children make good progress in the Early Years Foundation Stage and many reach above expected levels in some areas, such as personal, social and emotional development. Progress is slower in creative development. Different groups have also attained similar levels to those nationally. The school can demonstrate that it has made good progress in closing the gap between groups of children who joined the school in Year 2 at a low level of attainment and other pupils at the school. Current tracking information, lesson observations and samples of pupil's work confirm that in Year 1 and 2 pupils make good progress. Disabled pupils and those with special educational needs are identified at an early stage. With good quality support provided they make similar progress to their classmates.

Achievement in reading is good. Pupils show enjoyment of reading and like the variety of books they have to choose from. They use a range of strategies, including their knowledge of sounding letters to help them work out unfamiliar words. By the end of Year 2, pupils attainment in reading is broadly average. Pupils make good use of their reading, writing and mathematical skills in other subjects. For example in class observations, Year 1 pupils were seen to enjoy using their reading and writing skills to devise a caption to accompany a picture of foods which are healthy to eat.

Quality of teaching

All the parents and carers who responded to the inspection questionnaire consider that their children are well taught. Inspectors endorse their views. The quality of teaching is good overall. In the best lessons, children are questioned effectively to develop their learning. For example, in a session focusing on phonics (the sounds that letters make) in a Reception class, children were encouraged to explain the meaning of words they had been shown or had thought of themselves. Teachers give clear explanations and make sure that pupils know what they will be learning. The planned curriculum has a positive impact on teaching

and pupils' learning. Teachers assess pupils' learning effectively and plan activities which meet the needs of different abilities and provide a suitable level of challenge. Staff establish positive relationships with pupils which impacts positively on their social development and self-esteem. Where pupils are actively involved in their learning they show a high level of engagement and enthusiasm and so make good progress. For example, in a Year 1 lesson, pupils enjoyed a practical activity of balancing numbers on a scale to make 10 or 20, and using a variety of objects to make different weights. However, at times teaching focuses on adult lead activities, which means that pupils have fewer chances to use their initiative and take responsibility for their learning. As a result, pupils are not as fully engaged or motivated and their progress in these lessons is satisfactory. Pupils are familiar with their targets for developing their learning. However, guidance given through marking does not always make clear what pupils need to do to improve.

In the Reception classes, teaching ensures that children have access to a broad range of indoor and outdoor activities through which effective learning is developed. Good teaching ensures that children make good progress in most areas of learning, including early phonic knowledge and understanding of number. For example, children show an interest in and enthusiasm for number as they identify numbers on dice and then build towers using blocks. They enjoy 'feeding' box model 'sound monsters' with cards showing the matching phonic sounds. Teaching is not as effective in promoting children's learning through exploring and using their imagination in their play.

Behaviour and safety of pupils

Most parents and carers who replied to the inspection questionnaire consider behaviour in the school is good. All parents and carers who responded said that their children feel safe in school. Inspectors found that behaviour and safety are good.

The school has a welcoming and caring ethos. Relationships are positive and pupils show courtesy and respect for staff and each other. Behaviour is good in lessons and outside. Pupils are very familiar with the school's well established routines and expectations for good behaviour. They appreciate receiving certificates for positive attitudes and caring behaviour. As a result, break and lunch times are well ordered and lessons flow without disruption. This has a positive impact on their understanding of right and wrong and their moral development. Attendance has improved since the last inspection and is now above average. The school monitors this carefully and pupils respond well to the reward system which encourages regular attendance. Pupils report that behaviour is good and that there are few incidences of any types of bullying in the school. Pupils know that if there is unacceptable behaviour that staff will deal with it promptly.

Pupils show a good awareness of safety issues. They speak confidently about how they follow road safety rules as they walk to the local church with school, and how they respond to fire evaluation drills. They say that they feel safe in school and are confident that any issues or problems they have would be dealt with by staff.

Leadership and management

The recently established senior leadership team communicates high expectations and ambition. The headteacher, who was part of the previous senior leadership team, shows determination and commitment to further improvement. Since the last inspection, the school had developed an effective system for tracking pupils' progress. This has been used to

ensure that any pupils who may not be making expected progress are identified early and interventions put in place to remedy this. As a result, all groups of pupils make good progress over time, and the school can give examples of where it has worked effectively to narrow the achievement gap between lower attaining pupils and the rest. The school has also taken effective action to improve attendance. The governing body has an appropriate awareness of the strengths and weaknesses of the school. It provides a good level of support and is developing further its ability to provide challenge. Overall, the capacity to improve is good.

The school's senior leadership team has a good understanding of the strengths and weaknesses of the school. Newly appointed subject coordinators are establishing their roles and are keen to develop their subjects to improve pupils' achievement. Professional development is well managed by the headteacher and staff have clear targets to raise the quality of teaching further.

Equality of opportunity is promoted well and ensures that pupils receive a supportive curriculum and good quality teaching. Safeguarding arrangements meet requirements. The curriculum provides a broad range of cross curricular links to develop learning. Pupils have chances to learn and practise their reading, writing and mathematical skills across a range of subjects. They are developing confidence in using individual small laptop computers to develop learning. Pupils' spiritual, moral, social and cultural development is good overall. Spiritual and cultural development are areas of strength. Regular worship times encourage children to reflect and pupils show a good awareness of other faiths.

Communication with parents and carers is good. They praise the quality of communication, the openness of staff and the positive impact of the school's initiatives to encourage them to develop their children's learning at home. Family learning sessions have developed parents' and carers' understanding of the teaching of phonics and enabled them to better support their children's learning. Positive links with the nearby junior school ensure greater consistency of provision as pupils move to the next stage in their education.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

Inspection of St Andrew's CE (VA) Infant School, Brighouse HD6 2HH

Thank you very much for making the inspectors so welcome when we visited your school recently. We enjoyed talking to you and listening to your ideas. Thank you for reading to us and for talking about your work and what it is like to be a pupil at your school. This letter is to tell you what we found out.

There are many things we like about your school.

- Your school is a good one, and your headteacher and staff are working well together to make sure it keeps improving.
- You behave well in lessons and around the school.
- Teaching is good overall.
- You feel safe in school and trust adults to help you if you need it.
- Your parents and carers are happy with the school and say that it shows them how to help you with your learning.

These are the things we have asked the school to do to make it even better:

- to make your learning more interesting by providing you with more chances to use your own ideas
- to make sure you know how you can make your learning even better
- to make sure that children in the Reception class can learn more by exploring and using their imagination in their play.

You can help by doing your best and talking about your own ideas in lessons.

Yours sincerely

Elaine Murray
Her Majesty's 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 **0300 123 4234**, or email enquiries@ofsted.gov.uk.