

St Andrew's Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	118051
Local authority	Kingston upon Hull
Inspection number	379530
Inspection dates	14–15 February 2012
Lead inspector	Lynne Blakelock

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair	John Porter
Headteacher	Graham Huckstep
Date of previous school inspection	13 June 2007
School address	Grandale Sutton Park Hull HU7 4BL
Telephone number	01482 825659
Fax number	01482 879540
Email address	admin@standrews.hull.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

Lynne Blakelock
John Foster
David Tingle
Tony Price

Additional inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 26 lessons taught by 23 teachers, over approximately 13 hours. They held meetings with groups of pupils, with senior and middle leaders and with members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at its information about the achievement of all groups of pupils, its development planning and examples of pupils' work. They analysed the 383 questionnaires returned by parents and carers.

Information about the school

This is a very large school compared to others of its type. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. A below-average proportion of pupils is disabled or has special educational needs, most of which relate to speech, language and communication difficulties.

The school has achieved a number of awards recently, including the Global International School of the Year, National Healthy School status, the Basic Skills Quality Mark and the Warwick Award for Enterprise projects. It belongs to a network of eight primary schools. There has been a 50% turnover in staff in the last year due to unavoidable circumstances.

The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It has several good aspects. Children in the Early Years Foundation Stage achieve well. Throughout the school, pupils' behaviour is good. Their attendance is consistently above average. Pupils' spiritual, moral, social and cultural development is good.
- The school is not better than satisfactory because achievement at the end of Key Stages 1 and 2 in reading, writing and mathematics is satisfactory. Attainment is average at the end of each key stage. The quality of teaching is not consistently good enough to secure good progress. The school's procedures for monitoring and evaluating rates of progress are not yet systematic or comprehensive enough.
- The quality of teaching is satisfactory. While it is often interesting, with a good balance of teaching and time for pupils to learn independently and in groups, the slow pace of some lessons fails to keep the pupils engaged. Sometimes, the pupils are not clear about the lessons' aims and purposes. Teachers are not consistently making the best use of assessment information to challenge pupils appropriately and in line with their attainment.
- The behaviour and safety of pupils are good over time. Pupils feel safe and demonstrate a good understanding of how to stay safe. They learn and play in a caring, respectful environment.
- The satisfactory leadership and management have responded to a period of high staff turnover by setting appropriate performance management goals to improve teaching. Strategies for teaching reading and writing are quickening pupils' progress as they move through the school. There is not yet a comprehensive and systematic monitoring and evaluation of the school's performance that is overseen by the headteacher and governing body. The roles, responsibilities and accountability of leaders and managers do not provide an accurate enough match to the school's needs.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress throughout the school by making sure that teaching is consistently good by:
 - ensuring that assessment information about the levels at which pupils are working informs planning of lessons in order to provide accurate challenge in teaching and learning
 - making sure that the purpose of lessons is clear to all pupils
 - providing a brisk pace to learning.

- Strengthen the impact of leadership and management at all levels by ensuring that:
 - the headteacher oversees rigorous and systematic monitoring and evaluation of pupils' progress throughout the school and uses the findings to help raise attainment
 - senior and middle leaders' roles, responsibilities and accountabilities match the specific needs of the school
 - leaders at all levels report to the headteacher and governing body the progress made towards their specific goals.

Main Report

Achievement of pupils

Most pupils join the Nursery with levels of knowledge and skills that are below those typical for their age in communication, language and literacy and in their personal, social and emotional development. They make good progress through the Early Years Foundation Stage in all aspects of learning and development from their different starting points. They show increasing confidence in working independently and also show an awareness of the need to share and care, and to respect each other. In Reception many children are writing simple words accurately and identify and add single and double-digit numbers.

By the end of Key Stage 1, pupils' attainment in reading, writing and mathematics are average. Although pupils make satisfactory progress through the stage, it is quickening because a greater proportion of teaching is good. In particular, the teaching of letters and sounds is embedded, resulting in many pupils showing a good understanding of how to break words down in writing and build them up to help them read. A group of gifted and talented Year 1 pupils moved forward swiftly in their understanding of how the composition of words changes depending on the tense.

Satisfactory progress continues through Key Stage 2. Pupils' composition skills are quickening and they are increasingly incorporating previously learnt skills into their writing. Older pupils, who have not had systematic teaching of reading and writing lower down the school, including those working at higher levels, show weaknesses in their spelling. Some pupils have an insecure knowledge of their times tables which impacts on their ability to apply them accurately to problem-solving activities.

There are no significant differences in the progress of different groups of pupils through the school. The rate of progress of those with special educational needs is satisfactory and

quicken as greater care is taken in planning focused support. However, several pupils in Key Stage 2 struggle to enunciate words accurately. Those pupils with disabilities and those who may be vulnerable due to their circumstances are integrated fully into school and learning and make similar progress to other pupils.

The high proportion of parents and carers who responded to the questionnaire feel that their children make good progress. In some lessons they do, but overall pupils' progress through the school is satisfactory.

Quality of teaching

The parents and carers who responded to the questionnaire are accurate in some cases when they evaluate teaching as good. However, it is not consistently good and results in pupils' satisfactory progress over time. The key issue slowing pupils' progress is inconsistency between classes as well as year groups in the quality of teaching and learning practices. For example, the pace of learning is brisk in some lessons but too slow to retain pupils' interest or to accelerate their progress in others.

In Nursery and Reception, children are curious and enquiring because learning is so interesting. They show delight in the range of opportunities, in the classroom and outdoors, for them to discover and learn. The stimulus of 'Five little men in a flying saucer' gave them a range of ways to practise and improve their counting skills and to learn independently. In Year 6, a variety of guided reading tasks, such as paired reading activities and carefully targeted support for pupils who found reading difficult, resulted in all pupils making good progress. In several lessons, planning of tasks did not consider sufficiently the levels at which pupils were working so that activities for some pupils were too hard or too easy. Sometimes pupils were unclear about the purpose of learning.

Marking of pupils' work is a developing strength. Their achievements are made clear and, in many cases, teachers point out the next steps in learning. Pupils know their targets and evaluation of each other's learning is helping them to improve their work. Careful and focused questioning of pupils, matched to the levels at which they work, extends learning in some lessons but is not a consistently strong feature.

Lessons promote pupils', spiritual, moral, social and cultural understanding well. Through such activities as creating, designing, and working together, pupils develop a good understanding of the world and their place and responsibility in it.

Behaviour and safety of pupils

The school's records and inspection evidence show that pupils' behaviour is consistently good in lessons and around the school, and this has been the case over several years. Their friendly, polite and helpful behaviour and their supportive actions, both in learning and playing, promote a good environment for them all to develop as learners and young citizens. Almost all of the parents and carers who responded to the questionnaire agree that behaviour is good. Pupils' attendance continues to be above average.

Pupils feel safe and speak confidently of how to stay safe. The overwhelming majority of parents and carers who responded to the questionnaire agree that the school keeps their children safe. From the Early Years Foundation Stage, they develop a good understanding of a range of potential dangers and how to keep themselves safe. While there are some

disagreements between pupils, most of them agree that there is very little bullying of any kind, which the school's records support. Older pupils speak confidently about different types of bullying. In particular, they can explain cyber-bullying and know how to deal with it. The very large majority of parents and carers believe that the school deals with bullying effectively. There is a culture of support within the school, with older pupils, in particular, keen to help younger pupils at lunch and during play.

Leadership and management

School improvement planning is based on an accurate evaluation of the school's performance and shows a very clear focus on raising standards in specific aspects of English and mathematics. Together with the senior leadership team, the headteacher has acted promptly to address the impact of the significant changes in staffing, particularly on the quality of teaching. Leaders' observations of teaching reflect accurately the strengths and areas for improvement, although they do not consistently focus well enough on the quality of pupils' learning. They have led to specific coaching for staff and strengthening teaching practices, aided by staff training activities between partner schools. Performance management goals reflect the school's focus on improving the quality of teaching and leadership.

The systematic and carefully organised teaching of letters and sounds, starting in the Nursery and continuing through Key Stage 1, is pivotal to pupils' quickening progress. The leader of special educational needs education is putting in place more prompt intervention so that progress of pupils with specific needs is satisfactory and improving. Monitoring of pupils' progress has become more regular and is leading to quicker identification of any underachievement.

Nevertheless, the roles, responsibilities and accountability of senior and middle leaders are not yet sharply enough focused to ensure they best match the school's needs. The headteacher understands the need to oversee rigorous and systematic monitoring of the rate of pupils' progress to enable them to reach higher standards and for leaders to report regularly to him and the governing body, the impact of their leadership and management.

The satisfactory progress of all groups of pupils, and the opportunities for them all to develop a broad range of academic and interpersonal skills for the future, demonstrates the school's satisfactory provision for equality of opportunity and freedom from discrimination.

The governing body ensures that safeguarding arrangements meet the statutory requirements, through regular reviewing of health and safety policies and procedures. The governors are very committed to the school but have not found out enough for themselves about the school's performance to have a full picture of its needs, particularly regarding pupils' progress. Together, the school's improvements and progress towards its goals confirm its satisfactory capacity for further improvement.

The satisfactory curriculum focuses appropriately on reading, writing and mathematics. There are increasing opportunities for pupils to practise their literacy and numeracy learning in other lessons, and through themes, although links are not regularly planned to enable pupils to practise new and specific skills. Enrichment of learning is good, with a wide range of popular after-school activities. The curriculum, the school's ethos and regular routines promote pupils' good spiritual, moral, social and cultural understanding. This is evident in

displays of pupils' work and the school's awards, together with pupils' participation in artistic, musical and sporting activities and their links with pupils from other countries.

Links with welfare agencies help to ensure the school's good care of pupils, particularly for those whose circumstances may make them vulnerable. Relationships between home and school are a strong aspect of the school's work. Most of the parents and carers who responded to the questionnaire feel well informed, agree that their views are taken into account and believe they have regular opportunities to find out how to support their children's learning.

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.



16 February 2012

Dear Pupils

Inspection of St Andrew's Church of England Voluntary Aided Primary School, Hull, HU7 4BL

We enjoyed the two days we spent with you recently. Thank you for sharing your thoughts about your school with us and for telling us about what you learn and do. We were impressed by your politeness and good behaviour and pleased that your attendance is above average.

Your school is a satisfactory school. That means that you make satisfactory progress through the school. You reach average standards in reading, writing and mathematics. The children in the Early Years Foundation Stage make good progress because teaching is good.

You enjoy school and learning, especially the chances to practise what you have learnt and to share your findings with other pupils. Many of you know your targets and try hard to work towards them. You take the advice that your teachers give you when they mark your work. You look forward to after-school clubs and the opportunities to learn new skills.

Your headteacher knows that the school can do better. We have asked him to make sure that teaching is consistently good, in order for you all to make good progress. The teachers will make sure that their teaching, and the tasks that they give you, match the levels at which you are working. They will also make sure that you are always clear about what you are meant to learn. We have asked your headteacher and the governors to check carefully the work of the school to help you to reach higher standards.

We hope that you will assist the headteacher and the staff in making these improvements by working as hard as you can.

Yours sincerely

Lynne Blakelock
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 **0300 123 4234**, or email enquiries@ofsted.gov.uk.