

St Andrew's Church of England Primary School

Inspection report

Unique Reference Number	132806
Local Authority	Wolverhampton
Inspection number	360440
Inspection dates	1–2 February 2011
Reporting inspector	Mary Davis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Reverend John Smith
Headteacher	Linda Murphy
Date of previous school inspection	4 December 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons and all 15 teachers. Inspectors held meetings with groups of pupils, members of the governing body, staff, and groups of parents. Inspectors observed the school's work and looked at policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the governing body; pupils' work and 105 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at current assessment data and explored the learning and progress of groups of pupils in current classes, particularly boys and pupils with special educational needs and/or disabilities.
- It explored how well teachers are using assessment information to plan lessons that meet pupils' individual needs.
- It looked at the effectiveness of leaders at all levels in monitoring and evaluating the impact of provision on raising levels of attainment.
- It looked at current levels of attendance and the effectiveness of the school's actions to improve on previously low levels of attendance.

Information about the school

St Andrews C of E Primary is a larger than average school. Eighty nine per cent of pupils are from minority ethnic backgrounds, well above the national average, and a large majority of pupils speak English as an additional language. Many of these are at an early stage of learning English. Of the pupils who joined Year 5 or 6 in 2010, 13% were new arrivals to the country, unable to speak any English. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is twice the national average. Pupil mobility is very high. The school has Healthy School status and the Activemark.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Andrew's Church of England Primary is a satisfactory school. Many of the aspects of its work are good and, as a result, pupils learn well and feel well cared for. The cohesive and caring ethos of the school community is evident. Adults lead by example and, as a result, pupils work well together and care for each other. Typical of pupils' comments were, 'We all work as a team and try really hard,' and 'The teachers care about us and give us lots of help.' Pupils value the richness of culture that the diverse school population provides and enjoy preparing welcome packs for new arrivals to the school. As one pupil said: 'It's nice to have lots of different cultures and meet new people'.

Children enter the Nursery with levels of knowledge and understanding well below those expected for their age. Most of these children are at an early stage of learning English. Although they make good progress, by the end of Key Stage 2 attainment is still low. However, the number of new arrivals at the end of this key stage has a significant impact on this overall outcome. Lesson observations during the inspection indicate that attainment by the end of Key Stage 1, which has been consistently low over the past five years, is rising strongly. Inspectors observed good progress during the large majority of lessons as a result of good teaching and the good and sometimes outstanding behaviour and attitudes to learning shown by pupils across the school. Pupils listen and concentrate well and are keen to do their best. They have a good understanding of their targets and how to reach them and in every lesson there is a strong focus on how to improve. Pupils feel safe as a result of the care they receive and enjoy the many opportunities to adopt a healthy lifestyle, for example, through 'huff and puff' and 'five a day' exercise sessions. Older pupils help younger ones, acting as junior road safety officers or peer support leaders and the school council takes a strong lead in organising charity events supporting the wider community. Pupils understand the importance of good attendance and the school places a strong focus on this in its communications with parents and works consistently to support families where poor attendance is an issue. However, the number of persistent absentees is still too high.

Most teaching observed during the inspection was good or better and teachers consistently plan tasks that meet the individual needs of pupils in their classes. New arrivals are well supported so that they are quickly included in class tasks. A small minority of teaching is only satisfactory because the pace of learning is too slow. This is because pupils do not have a clear enough understanding of what they are meant to be learning or because tasks are not explained clearly enough or modelled so that pupils can complete the task quickly. The curriculum meets the needs of individual pupils well. The strong focus on enrichment, through special days, visits or clubs, widens pupils' experience. For example, the 'Forest School' is greatly enjoyed by the Early Years Foundation Stage children, promoting their learning and physical well-being. Special lessons to support language development and to boost the basic skills of pupils who are making slow

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progress have a positive impact on raising achievement. The good care, guidance and support are at the centre of the school's work; those whose circumstances make them vulnerable, and particularly those new to the country, are well cared for and enabled to integrate quickly into school life.

The leadership team has ensured that the provision enables pupils to learn well. It has embedded consistent practice across the school in lesson planning and assessment to support learning, with a constant focus on raising achievement. There is good teamwork among the staff, who share leaders' vision for promoting pupils' well-being. As a result, each child is known and supported as an individual, however short a time they might spend at the school as a result of their circumstances. Leaders have a satisfactory understanding of the strengths and weaknesses of the school's provision. They have already identified that systems for tracking pupils' progress are not sufficiently robust. As a result, leaders do not have a clear enough picture of trends in the progress of different groups of pupils to enable them to set priorities for extra support. The Early Years Foundation Stage is an integral part of the school and its provision enables children to build a good foundation in communication and language, particularly in establishing good listening and learning skills to prepare them well for the main school. The school's leaders have been successful in maintaining the good provision following a period of staffing instability and are beginning to raise achievement despite the challenges posed by a changing intake. There is satisfactory capacity to maintain these improvements.

Up to 40% of the 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 levels of attainment by:
 - sharing existing good practice to ensure that all teaching is good or better by July 2011
 - increasing the pace of learning by consistently ensuring that pupils know what they are meant to be learning and how to complete a task.
- Extend the analysis of assessment data to include the patterns of attainment and progress made by different groups of pupils and to ensure that all are reaching their full potential.
- Reduce the number of persistent absentees.

Outcomes for individuals and groups of pupils**3**

Pupils enter Year 1 with skills that are below average in most areas of learning. Good behaviour and listening skills enable pupils to continue to learn well. Inspectors observed pupils in Year 2 who were engrossed in their lessons and able to work independently for extended periods, producing levels of writing that were close to those expected for their age. By the end of Key Stage 2, overall attainment has remained low over the past three years. However, the 2010 cohort of pupils who had been at the school since the start of the key stage reached broadly average levels in mathematics and improved on previous years' attainment in English. Pupils enjoy their lessons and are able to concentrate for long periods, focused on ways of doing better. They are able to explain their targets and what

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they need to do to improve their work. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make equally good progress as the result of the support and specially targeted work that teachers provide.

Pupils have a good understanding of how to keep themselves safe and can explain safe practices, for example, when using electrical equipment. They understand the importance of a healthy diet and value the variety of food provided in the canteen. They have high expectations of each other's behaviour and are indignant if they think someone is not behaving well. They say adults look after them, and that there is always someone to talk to if they are troubled. Older pupils take an active part in this support, ensuring that all pupils have someone to play with on the playground. They work extremely well together in lessons and have a good understanding and respect for the diverse beliefs and cultures in their school community. Pupils' basic skills in literacy, numeracy and information and communication technology and, in particular, their confident personal skills support their future steps satisfactorily.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Warm relationships between teachers and pupils are evident in lessons. Pupils respond quickly to their teachers' instructions and are keen to start work. Resources are well-prepared and adapted so that they meet the differing abilities within the classroom. Teachers have high expectations of their pupils and place a strong emphasis on the use of

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appropriate technical vocabulary. As a result, Year 1 pupils are able to explain what an adjective is and to use them in their own writing of a poem about animals. Teachers are skilful at encouraging pupils and instilling confidence. They begin lessons by enabling pupils to explain their prior learning so that this can be effectively built upon during the lesson. Teaching assistants are used well to support different groups of pupils in the classroom and generally work well to help them to be independent learners. In a very few lessons, however, adults were inclined to do too much for pupils so that, although they complete a task successfully, pupils are insufficiently challenged to have a go themselves. Teachers use assessment well to support learning and this includes pupils assessing their own and each other's work and suggesting ways of improving.

The light and spacious classrooms and the high-quality display provide a stimulating working environment. The curriculum includes a wide range of interesting activities and pupils are very clear that learning in school is fun. There is good cross-curricular provision; for example, Year 3 pupils wrote a poem about the life-cycle of a butterfly and Year 5 wrote a diary, imagining themselves to be an historical figure. Theme weeks include one focused on promoting a healthy lifestyle and provide memorable experiences for pupils. Opportunities are provided throughout the curriculum through a variety of well-focused strategies to promote pupils' basic skills, particularly in literacy. For example, opportunities to discuss, to read to each other, and to express themselves in a wide variety of writing styles are a key focus of the curriculum. The use of information and communication technology is well established across the curriculum and, as a result, standards here are in line with expectations.

Pupils appreciate the guidance and support they receive. Transition arrangements are secure and one pupil commented that 'Teachers prepare you well for your next school.' Pupils with special educational needs and/or disabilities are well supported and the care and support for newly arrived families, including helping them obtain support from other agencies, is a key feature of the school's work. The school works well with a variety of external agencies to meet pupils' individual needs. This includes the educational welfare officer who helps support the school's drive to promote good attendance. The school successfully seeks both to involve parents and carers in the school's work and to support families in challenging circumstances.

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?

The headteacher is well supported by her senior team, which shares her vision in ensuring the high quality of care needed by pupils. The roles and responsibilities of the team in

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monitoring and supporting other staff are well-embedded and all teachers are held to account for the progress of their pupils. Leaders have ensured that there is a high level of consistency in the way teachers promote good learning and, through their effective monitoring, have successfully focused on appropriate areas for improvement. As a result, teaching is good and leaders are aware of the small pockets where teaching is only satisfactory.

Although, there is evidence that standards are improving, especially in Key Stage 1, this improvement is not yet embedded throughout the school. Consistent use of target setting, using 'I can' statements, contributes well to pupils' self-esteem and understanding of how to improve. The tracking of progress is enabling the monitoring of individuals against these targets. However, the use of data on pupils' attainment and progress is limited by the lack of rigorous analysis of the performance of different groups of pupils, to check that all groups are attaining at similar rates. The school is effective in eliminating discrimination and promoting equal opportunities. Most pupils make good progress and all different groups are fully involved in all the opportunities provided.

Members of the governing body carry out their statutory responsibilities, have a good overview of the strengths and weaknesses of the school and are influential in determining its future direction. However, they are not sufficiently clear about the school's strategies or systems for tackling weakness to be able to challenge leaders fully. Safeguarding procedures are robust and pupils' safety is a priority for all staff and governors. The curriculum ensures that pupils understand aspects of safety and child protection arrangements are secure, with all staff being suitably trained. All appropriate policies are in place. The school engages parents and carers well, establishing good relationships at an early stage, seeking parents' views and making changes in response by, for example, providing better information about progress and the curriculum. A variety of systems keep parents informed, including sending text messages. Strong links with a local specialist language college support curriculum development and sports partnerships have enabled an extended range of activities to be provided.

The school promotes community cohesion well. Good links with the church and other religious groups, including visits to the mosque, promote pupils' understanding of different faiths. The school is a harmonious, multicultural community where pupils get on exceptionally well together. A well-established link with a rural school is supporting pupils' understanding of children in different contexts. Plans to promote international links through the church are at an early stage of development.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy coming to school and make good progress in lessons because they are excited by their learning. They are confident and secure, and are learning to lead a healthy lifestyle, for example, through active play, eating fruit and learning the importance of good hygiene routines. They behave well and respond quickly to their teachers and they get on well with each other. By the end of the Early Years Foundation Stage, they are beginning to show an understanding of letters and sounds. Other outcomes, particularly their physical and creative development, are also still below the expectations of children of their age. Well-planned activities are based on teachers' observations and assessments and respond to the children's interests. For example, a fire-station role play area was set up as a result of boys playing with a hose. The improved outside area is used well by the children in the Nursery although Reception children do not currently have the same freedom of access throughout the day. The Early Years Foundation Stage leader monitors standards and is focused on ensuring that all groups of children make good progress across all areas of development. Good links have been established with parents, including providing meetings to help them understand the curriculum. Good self-evaluation is helping to identify areas for improvement.

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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

Those parents and carers who responded were overwhelmingly positive, with 100% saying that the school keeps their children safe. A few parents and carers expressed concern that their children were made to rush their dinners. Inspectors investigated this and were told by pupils that they were in a hurry to finish quickly so that they could go out to play. One parent expressed concern about the way that information about pupils with special educational needs was passed to class teachers. Inspectors investigated this thoroughly and found that teachers do have sufficient information, and plan well to meet all specific needs.

Responses from parents and carers to Ofsted's questionnaire

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. The inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	55	42	40	4	4	0	0
The school keeps my child safe	51	49	54	51	0	0	0	0
My school informs me about my child's progress	37	35	61	58	3	3	0	0
My child is making enough progress at this school	37	35	57	54	9	9	0	0
The teaching is good at this school	47	45	57	54	0	0	0	0
The school helps me to support my child's learning	44	42	57	54	3	3	0	0
The school helps my child to have a healthy lifestyle	39	37	60	57	3	3	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)	35	33	59	56	4	4	0	0
The school meets my child's particular needs	34	32	67	64	0	0	2	2
The school deals effectively with unacceptable behaviour	32	30	65	62	2	2	4	4
The school takes account of my suggestions and concerns	25	24	67	64	8	8	0	0
The school is led and managed effectively	37	35	61	58	3	3	0	0
Overall, I am happy with my child's experience at this school	50	48	51	49	2	2	2	2

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



3 February 2011

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Wolverhampton, WV6 0RH

Thank you very much for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly enjoyed your beautiful singing in assembly.

Our inspection has judged that you go to a satisfactory school. The care that the school provides for you is good and, as a result, you feel safe and are developing in confidence. The standards that you reach in mathematics are rising steadily, although standards overall are currently below those typical of pupils your age. We feel that teachers can help you do even better by explaining clearly what you are meant to be learning. We were impressed by your good behaviour and the care you show for each other. You concentrate well and enjoy your lessons and all the activities that are provided for you, including all the clubs, sport and music. Your teachers provide lessons that are interesting and tasks are well matched to your individual abilities. You know your targets, and we were impressed that you have such a good understanding of how to improve your work. You make a good contribution to your school community and are welcoming and kind to pupils who are new to the school, particularly those who cannot speak English, so that they are able to be quickly involved in school life. You have a good understanding of the importance of good attendance and say that the school rewards you when you attend well. However, we are concerned about the numbers of pupils who still do not attend regularly because this affects their learning.

The leaders of the school are working hard to make sure you learn well and develop well as young people, but we have asked them to make sure that they check that all groups of pupils are making good progress and reaching standards that are high enough. You can help them by attending well and continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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