

# St Andrew's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112854
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357207
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Marion Thompson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Jackson
<b>Headteacher</b>	Elizabeth Stanley-Wainwright
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Station Road Ilkeston DE7 6FB
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors saw eight lessons and parts of lessons, observing the work of four teachers. Informal discussions were held with a sample of parents and carers who accompanied their children to school. Meetings took place with the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work, went on a learning walk focused on the curriculum, and looked at documentation. This included the school improvement plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and an audit undertaken by the school. Inspectors analysed the results of the 79 questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

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

- Inspectors investigated the progress pupils make in writing, especially at higher levels.
- They also studied the impact of self-evaluation and planning on improving the progress of different groups of pupils, especially the most- and least-able.
- They explored the impact of teaching on the progress of pupils with special educational needs and/or disabilities.

## Information about the school

This is a small school, where the vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average, but the percentage that have a statement of special educational needs is high. An above average percentage of pupils join and leave partway through their primary school education. Over the last five years there have been five changes in the leadership of the school, including two acting headteachers. The current headteacher took up post in January 2009. There has been a relatively large turnover of teaching staff in recent years and a number of long-term absences. The school has gained the Basic Skills Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education. Over recent years, pupils have made satisfactory progress despite significant disruptions to the staffing and leadership of the school. Staffing is now more stable. In addition teaching has improved, pupils' progress is more closely monitored and the school has introduced a stimulating curriculum, which motivates pupils to learn. Attainment is broadly average. It varies from year to year because of the small number of pupils in each year group and is affected by the large proportion of pupils, many with low prior attainment, who enter the school in the older year groups. Even so, attainment is rising rapidly, progress is now good and pupils are achieving well. Pupils enjoy their learning, as demonstrated by their high attendance.

Thorough and accurate self-evaluation, well-prioritised planning and effective training have brought about these improvements to provision and achievement, and ensure that all groups of pupils make good progress. These positive changes demonstrate the school's good capacity for sustained improvement. The headteacher, supported well by enthusiastic coordinators and staff, provides a strong sense of educational direction. Expectations have been raised by setting more demanding but achievable targets for pupils. Effective partnerships have been formed with parents and carers, who hold the school in high esteem.

Pupils develop into thoughtful and well-rounded individuals. They feel safe and behave well, because they feel cared for in this small community. They are proud to contribute to the school and their local neighbourhood. For example, older pupils act as 'mini-leaders', keeping younger pupils active in the playground. They assume the role of subject coordinators, collecting other pupils' views on how different subjects are taught, to feed back to school staff. They have worked with the parish council to prevent parking outside the school. Their positive attitudes are promoted by the good care, support and guidance the school provides. Excellent care is provided for pupils and their families when they are in potentially vulnerable situations. This includes close links with external specialists to provide additional support.

Pupils' writing skills are satisfactory, but not as good as their mathematical skills. Occasionally spelling and punctuation are not completely secure, and handwriting and presentation are no better than satisfactory. Too few more-able pupils reach the higher levels, because they have limited opportunities for extended writing. While most teaching is good, some questioning is not sufficiently searching, especially when directed at pupils with special educational needs and/or disabilities. Marking does not consistently provide pupils with the guidance they need to help them to improve their work or the time to act on advice.

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## What does the school need to do to improve further?

- By June 2012, accelerate progress in writing by ensuring that:
  - spelling and punctuation are consistently secure
  - handwriting and presentation of work are consistently good
  - there are sufficient opportunities for the most able pupils to produce extended writing of high quality.
- By June 2012, ensure that all teaching staff:
  - use searching questions to extend pupils' understanding, especially for pupils with special educational needs and/or disabilities
  - provide marking that consistently helps pupils to understand what they need to do to improve their work
  - provide time for pupils to follow up advice given through marking.

## Outcomes for individuals and groups of pupils

**2**

In lessons, especially in mathematics, pupils listen attentively and take a confident part in class discussion and partner work. They particularly enjoy work which challenges them. For example, a group working on capacity developed their ideas well through practical experiments, which they designed themselves. They formulated theories about what sorts of things can and cannot be measured in litres through testing their ideas independently and discussing what they thought with others. They found it difficult, but showed persistence.

Pupils enter the Early Years Foundation Stage with skills that are broadly at the levels expected for their age. However, a relatively large proportion of pupils join the school in older year groups, often with lower prior attainment. All pupils, regardless of prior experience, make good progress in mathematics. Reading also develops well throughout school. Speaking and listening skills are good, although they are not always fully exploited in lessons. Writing is improving, because the introduction of phonics is helping pupils to spell. 'Wow weeks' motivate pupils to write. However, too few of the most able pupils reach the highest levels in writing. In well-structured work, which interests the reader, there are still too many spelling and punctuation errors. Handwriting and presentation are satisfactory.

The behaviour of pupils with social, emotional and behavioural difficulties is managed well, so that they are enabled to make good progress in their learning. Pupils with other special educational needs and/or disabilities also make good progress, because work is set at an appropriate level for them. Occasionally, however, these pupils make slightly less progress than their peers because they are provided with too much support. For example, questions are answered for them or lack challenge, limiting their opportunities to think more deeply.

Pupils have a good awareness of how to stay healthy and most take up the opportunities for extra-curricular sports provided by the school. They eat healthily whilst at school, but own up to the occasional weakness for junk food! Pupils treat each other with respect, know right from wrong and develop an awareness of spirituality. However, in this largely

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monocultural community awareness of the diversity of faiths and cultures in the United Kingdom is somewhat limited. Pupils' good social skills, high attendance and good progress in literacy, numeracy and information and communication technology prepare them well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

Relationships between staff and pupils are warm and respectful, motivating pupils to learn. Learning objectives are shared so that pupils are clear about the purpose of their learning. Progress is reviewed at the end of lessons so that pupils are aware of how much progress they have made. In classes that contain a wide range of ages and abilities, skilful deployment of teaching assistants ensures that work is generally well matched to pupils' age and stage of development.

In most lessons, especially in mathematics, questioning is skilful, encouraging pupils to extend and develop their learning. For example, in a problem-solving mathematics lesson pupils were asked to explain what they had done and justify why they had chosen particular strategies, and were prompted to extend their thinking. However, questioning of this quality is not seen consistently. Work is marked regularly, but does not always point out the next steps pupils need to take. Too often insufficient time is provided to follow up on advice, so mistakes are repeated.

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The curriculum is broad and balanced and meets the needs of pupils well. The introduction of phonics is promoting better spelling. The introduction of 'Wow Weeks', where pupils are encouraged to develop independence, for example by 'running' the school, are motivating pupils to write about their experiences. However, opportunities for extended writing remain limited. The curriculum is enhanced by a good range of visits and visitors. In addition, the school provides a good range of extra-curricular activities such as film club, which has enabled pupils to win a national award.

In this close community pupils are well known to staff, cared for and valued. This builds pupils' confidence. Provision for pupils with special educational needs and/or disabilities is good, enabling them to build their self-esteem and make good progress, despite an occasional lack of challenge. Transition arrangements are sensitive to the needs of pupils and their families, enabling them to settle well into the Reception class and transfer confidently to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Self-evaluation is accurate and planning has led to improvements in all aspects of provision. Skilful coaching and focused training have improved the quality of teaching and ongoing assessment of pupils' work, and have helped to embed shared ambition. In turn, these improvements have contributed to accelerated progress for pupils. The governing body provides good support for the school, but its involvement in monitoring is not yet as well developed. Training is planned to address this issue. It carries out its duties in relation to safeguarding well. Child protection documentation is thorough, comprehensive and detailed. Regular, high quality training provides a very secure framework for all staff. Risk and health and safety assessments are thorough.

Equal opportunities are promoted well. Pupils of all abilities make good progress and treat each other with respect. On the rare occasions when discrimination of any sort occurs, it is dealt with robustly, with involvement from families. Leaders work effectively to promote shared values, based on a strong ethos, across the school and local community. Through links with the church, international charity work is promoted well, for example with a village in India. Community cohesion is good. Building links and developing awareness of the different communities in the United Kingdom are not as well developed as other aspects, but plans to address this are in the advanced stages.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage. They make good progress in all areas of learning, particularly in relation to personal and physical development and number work. Children learn to listen carefully, play together well, share and take turns. They count confidently to 20 and read numbers well. While still good, progress is slower in relation to writing and reading. Lively teaching and an exciting curriculum, with a good balance of child-initiated and teacher-directed activities, ensure that children find learning fun. Some could barely contain their excitement at packing a suitcase to go to the 'seaside', in the well-used outside area. Occasionally opportunities are missed to question pupils' effectively and to get them to talk at greater length, in whole class work and when working independently. All areas of learning are covered well. Children settle quickly and grow in independence because staff are sensitive to their needs and form strong and productive links with families. Leadership and management are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

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## **Views of parents and carers**

A much-higher-than-average proportion of parents and carers responded to the questionnaire compared with other primary schools. On every question parents and carers were overwhelmingly supportive of the work of the school. Inspectors endorse these positive views. A small number of parents expressed concern about the way in which unacceptable behaviour is dealt with. Inspectors looked into this issue and found that behaviour was good, and the behaviour of a small number of pupils with severe emotional, social and behavioural difficulties was managed well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's CofE 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	61	26	33	3	4	0	0
The school keeps my child safe	61	77	17	22	0	0	0	0
My school informs me about my child's progress	46	58	29	37	2	3	0	0
My child is making enough progress at this school	46	58	26	33	5	6	1	1
The teaching is good at this school	49	62	23	29	3	4	0	0
The school helps me to support my child's learning	41	52	31	39	4	5	0	0
The school helps my child to have a healthy lifestyle	46	58	33	42	0	0	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)	40	51	33	42	0	0	0	0
The school meets my child's particular needs	47	59	24	30	5	6	1	1
The school deals effectively with unacceptable behaviour	48	61	22	28	6	8	0	0
The school takes account of my suggestions and concerns	42	53	32	41	1	1	0	0
The school is led and managed effectively	45	57	27	34	4	5	0	0
Overall, I am happy with my child's experience at this school	50	63	24	30	3	4	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 June 2011

Dear Pupils

**Inspection of St Andrew's CofE Primary School, Ilkeston, DE7 6FB**

Thank you for the warm and pleasant welcome you gave us when we visited your school, and for telling us your views. We are pleased to tell you that the school provides you with a good education. A lot of recent improvements have helped you to make faster progress. You get off to a good start in the Early Years Foundation Stage because staff take good care of you and teaching is skilful.

You make good progress and enjoy your learning and this is helped by your high attendance - keep it up! You take your responsibilities seriously and make a good contribution to the school and wider community. You behave considerately and well, keep safe and try to lead a healthy lifestyle, despite occasional slip-ups with junk food. You know right from wrong, treat others courteously and have good social skills.

The school keeps a close eye on your progress and provides you with good teaching and an interesting curriculum. You told us what good care staff take of you, because they know you well in this small school. When you have difficulties, they provide really good care for you. The headteacher and staff are determined to work hard to make sure the school continues to improve.

We want the school to continue to improve as well. We have asked staff to help you to improve your writing by making sure that your spelling and punctuation improves, that your work is always well presented, and that your handwriting is good. You can help by checking these things for yourself and making sure you always present your work as well as you can. We also want the school to provide more opportunities for extended writing, especially for those of you who find learning easy, so you can reach higher levels. We have also asked teaching staff to give you clear advice on how to improve your work when they mark it and to give you time to follow this advice. You can help by making sure you read advice carefully and try to apply it. We would also like teachers to ask you questions that challenge you more and develop your thinking, especially for those of you who find learning difficult.

Yours sincerely

Marion Thompson

Lead inspector

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