

St Andrew's Church of England Primary School

Inspection report

Unique Reference Number	109181
Local Authority	South Gloucestershire
Inspection number	356496
Inspection dates	16–17 June 2011
Reporting inspector	Stephen Lake

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Hilary Legg
Headteacher	Esther Saunders
Date of previous school inspection	13 February 2008
School address	Church Lane Wotton-under-Edge GL12 8AL
Telephone number	01454 294498
Fax number	01454 294498
Email address	standrewsprimary.school@southglos.gov.uk

Age group	4–11
Inspection dates	16–17 June 2011
Inspection number	356496

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 educational purposes, as long as you give details of the source and date of publication and do not alter the documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one additional inspector. The inspector observed nine lessons or parts of lessons, seeing three teachers. Meetings were held with a representative of the governing body, members of staff and pupils. The inspector observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; the governing body minutes; the school's assessments of pupils' attainment and progress; the records held on potentially vulnerable pupils and those with special educational needs and/or disabilities; school policies; and reports from the School Improvement Partner. Questionnaires received from pupils, staff and 30 parents and carers were analysed.

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

- The extent of achievement in writing at both key stages to determine whether teaching is sufficiently challenging.
- The impact upon overall attainment and progress of the high numbers leaving or joining the school other than at the usual time.
- The provision within the curriculum to support improvement in writing.
- The effectiveness of assessment procedures in the Early Years Foundation Stage. The effectiveness of assessment procedures in the Early Years Foundation Stage.

Information about the school

St Andrew's is much smaller than most primary schools. Pupils are taught in three mixed-age classes in the morning and in two classes in the afternoon. Children in the Early Years Foundation Stage are taught alongside Years 1 and 2. The school serves a wide area, with about half the pupils coming from the area around the school and the remainder coming from more distant villages and nearby small towns. Many more pupils than usual leave or join the school other than at the normal time of admission. The proportion of pupils known to be eligible for free school meals is average. The large majority of pupils are White British, with a smaller-than-average percentage from other ethnic groups. No pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is low. An on-site breakfast club is managed by the governing body.

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 School provides a satisfactory standard of education for its pupils. All pupils are known well to staff and the school provides a secure welcoming environment in which pupils feel very safe. Safeguarding arrangements are excellent. Children get a good start to school in the good-quality Early Years Foundation Stage. Pupils behave well and have an excellent understanding of how to stay safe and keep fit and healthy due to the outstanding care, guidance and support they receive. Community cohesion is good and pupils make a good contribution to the school and local community. Pupils' spiritual, moral, social and cultural development is outstanding. Good partnerships with external agencies provide valuable additional support for pupils whose circumstances may make them vulnerable. Links with parents and carers are excellent.

Pupils achieve satisfactorily. Progress overall is satisfactory. Children make good progress in the Early Years Foundation Stage. This continues in Years 1 and 2, but this slows in Years 3 to 6 due to slower progress in writing in these years. The great variations caused by the small size of the school together with the very large number of pupils who join late in their primary school career have resulted in a significant dip in attainment this year. Together with the lower attainment in writing, that means attainment is average overall. Attainment in mathematics has risen strongly for several years and is above average, with pupils making good progress. A recent change to the way information on how well pupils are doing is used to plan lessons is already making an impact. Most lessons provide at least satisfactory and often good challenge to pupils. Nevertheless, in a significant minority of lessons in Years 3 to 6, the work planned does not always challenge pupils of all abilities well enough, especially in writing. For some pupils, work is too easy and for others it is too hard.

School self-evaluation is accurate and the information is used satisfactorily to plan school improvement. Better systems for recording and analysing data on school performance are being introduced, but the analysis of data is not yet sophisticated enough to give all leaders and managers good-quality information on how well the school is doing compared to other schools. Improvement is evident in a number of areas. Care, guidance and support are more effective than at the time of the last inspection. Strengths in personal development noted in the previous inspection have been maintained. The quality of the Early Years Foundation Stage has improved and action is already in place to target the areas for improvement noted in this report. That indicates a satisfactory capacity for sustained improvement.

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.

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

What does the school need to do to improve further?

- Raise attainment and progress in writing in Years 3 to 6 so achievement in English matches that in mathematics by July 2012 by:
 - embedding the changes to the way assessment information is used to plan lessons that are matched more closely to the needs of the pupils
 - ensuring that marking of writing makes it clear to pupils how to improve
 - raising teachers' expectations of the quality of writing that can be achieved in a lesson
 - embedding the strategies in place to improve writing into a clearer whole-school strategy which develops writing through all areas of the curriculum.
- Complete the introduction of a new system for recording and analysing data so that data are analysed in a more sophisticated manner which allows easy comparison of school performance with other schools nationally.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and appreciate the individual attention that they receive in the small classes in the mornings. Children start school with skills levels that are broadly in line with those normally found at four years of age, although the very small year groups causes variations from year to year. The focus on writing this year is starting to improve progress in writing, but this is not yet making enough impact in Years 3 to 6. Many lessons start well, making use of the school's strategies to encourage pupils to talk through what it is they are going to write about first. For example, in a good lesson observed with Years 5 and 6 pupils, they were encouraged to reflect on the feelings of the character Rose in the film *The Titanic*. Good use of 'talking partners' and sharing with the whole class enabled pupils to develop their vocabulary well when describing how the character might be feeling in one scene. That made an excellent contribution also to pupils' spiritual, moral and social development.

Occasionally, introductions to lessons are over-long and pupils spend too much time in this type of discussion and too little time actually writing. Too often, the writing is done in draft-books and the expectations of the quality of written work are too low and tasks are not extended soon enough into high-quality writing. In contrast, mathematics lessons are often brisker, with pupils moving quickly to their learning tasks. For example, in a good lesson observed in Years 1 and 2, pupils were challenged continually by the brisk pace and well-planned activities to improve their estimation skills. The small proportion of pupils who have special educational needs and/or disabilities is included well in lessons by the teachers. That enables those pupils to make the same progress as others.

Pupils say there is little bullying in the school and they trust teachers to deal effectively with any that might occur, which is one of the reasons they feel so safe. Their understanding of internet safety is excellent. Pupils undertake a wide range of responsibilities, such as school council representatives and monitors. They make an extremely strong contribution to the local village community, participating in village events, such as the flower show and concerts for senior citizens. Pupils raised money for

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

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

the new village play area and helped in its design. The valuable personal skills gained through these activities, together with pupils' sound basic skills, including information and communication technology (ICT) skills, help prepare them satisfactorily for their future lives. Pupils' very strong understanding of how to stay healthy and keep fit is evident in the extremely high take-up of opportunities for sport after school including more unusual activities, such as cross-country running, and their excellent understanding of healthy eating. Pupils have curiosity about the world about them and show great empathy for others. They support those less fortunate than themselves, such as sponsoring a school in Chongwi, Zambia. They know right from wrong clearly and show respect for themselves and others. Pupils have a strong understanding of cultures in other parts of the world through their many international links. Their impressive social skills contribute very well to the harmonious atmosphere in the school.

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	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teachers use ICT effectively to motivate and stimulate pupils' learning. In many lessons, especially in Years 1 and 2, good questioning from teachers extends pupils' learning well. Nevertheless, sometimes, especially in Years 3 to 6, the questions are too focused on individual pupils, slowing the pace of lessons and limiting learning a little. In addition, the level of questioning from teaching assistants is not as good in Years 3 to 6 as it is in the Reception Year to Year 2. Teachers are focusing more clearly on developing pupils' writing

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

skills, but the use of these skills across all subjects, although improving, is not yet embedded. Good oral feedback helps pupils to improve their learning, but marking in English is not as effective as in mathematics because not enough opportunities are taken to show pupils how they can improve their work. Assessment information is used well to set suitable group and class targets, but is not always used as effectively in writing to set clear individual short-term targets.

The school's actions to improve provision in writing are seen in the many motivating and stimulating lessons across the school, although this is not yet consistent, especially in Years 3 to 6. Strategies to improve writing across the curriculum have been introduced in each class, but are not yet coordinated into a coherent whole-school approach that develops writing skills across all subjects. Visits and visitors are used effectively to provide memorable learning experiences, which support pupils' personal development well. Pupils remember particularly the visits to the Tortworth Chestnuts, some of the oldest trees in Britain. Visiting specialists such as gymnastics coaches help provide opportunities that the school alone could not provide. Visits to inner-city areas, such as Bristol and Gloucester, plus a partnership link with a school in a larger town, make a very strong contribution to pupils' personal development and to their understanding of community cohesion. Pupils' cultural development is enhanced well by visitors from Zambia and African drummers.

The very strong pastoral care is a significant strength of the school. Those pupils moving into the school are supported extremely well to ensure that they settle quickly. High-quality child protection procedures are detailed and known well by all staff. The school works very closely with parents and carers to support their children's learning. High-quality advice on internet safety is available for pupils and parents and carers. Pupils' progress is tracked and recorded suitably to enable easy identification of where additional support is needed. The additional needs of those pupils deemed potentially vulnerable are met well. Valuable support for parents and carers is provided through high-quality guidance to pupils on healthy food, including popular competitions for healthy lunch boxes. The support provided through the breakfast club, where pupils help prepare their own breakfast, is highly regarded by parents and carers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

In this very small school, staff work as a close team. They share with the governing body an ambition to improve the school and raise standards. The school takes suitable steps to prevent discrimination and detailed records on the progress of individual pupils are used effectively by the headteacher, in discussion with staff, to monitor the provision for

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

equality of opportunity. Nevertheless, other information gained from data is not accessible easily to other leaders and managers.

The governing body supports the school well. It is particularly effective in ensuring the safety and well-being of pupils and ensures that safeguarding is particularly robust. The governing body and staff undertake regular training to ensure that best practice is adopted. Risk assessments are very thorough and the views of parents and carers are taken into account. Parents and carers are consulted regularly about a wide range of other matters and are very involved in supporting the school. Effective use is made of partnerships with other local schools to obtain advice and support and provide activities the school alone could not provide. Community cohesion strategies are effective, especially at a local level. The links with other countries such as Zambia are strengthening. The school is now extending these across a range of countries through an internet project due to start in September.

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	3
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
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

Clear routines and strong links with pre-schools and with parents and carers help children new to the school to feel secure and cared for when they start their education. The strong teamwork between teacher and teaching assistant ensures that the welfare needs of the children are met very well. Children are challenged well by good questioning that extends their learning, for example, in a lesson on counting numbers the more-able were extended onto simple addition of numbers above 30 by gentle questioning that continually extended their learning. Opportunities for children to learn through purposeful play have improved since the last inspection and adults ensure a good balance between this feature and direct teaching. In one lesson observed, children's language skills were developed well when searching the water tray for name tags of different mini-beasts and then matching these

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

to the pictures. Children were engrossed in the activity and their vocabulary was enhanced by the good-quality questioning from the teaching assistant. Many opportunities are provided to use the much improved outdoor area. The rich environment enables all children to grow in confidence and build securely on their previous experience, but occasionally adults provide too much direction to children. That limits opportunities sometimes for children to make independent choices in their learning activities.

The Early Years Foundation Stage is led and managed well. The well-organised and attractive environment is used effectively to support a stimulating curriculum which provides a good degree of challenge to children. Whole-class activities are planned well to enable Reception Year children to work on similar areas to children in Year 1. The expertise and skill of the adults and effective systems for checking on children's progress ensure that all individuals are challenged to achieve well. Children start Year 1 well prepared for their future learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above-average percentage of parents and carers completed questionnaires about the school. The vast majority are extremely supportive of the school. Many chose to add written comments. Typical of these is 'St Andrew's provides a caring and supportive environment for the children, encouraging and inspiring them to learn.'

There were no areas in which a significant proportion of parents and carers expressed concern.

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 inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	77	5	17	2	7	0	0
The school keeps my child safe	30	100	0	0	0	0	0	0
My school informs me about my child's progress	21	70	8	27	1	3	0	0
My child is making enough progress at this school	23	77	5	17	0	0	0	0
The teaching is good at this school	23	77	7	23	0	0	0	0
The school helps me to support my child's learning	19	63	9	30	1	3	1	3
The school helps my child to have a healthy lifestyle	21	70	9	30	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)	18	60	9	30	0	0	0	0
The school meets my child's particular needs	22	73	8	27	0	0	0	0
The school deals effectively with unacceptable behaviour	14	47	15	50	0	0	0	0
The school takes account of my suggestions and concerns	17	57	11	37	2	7	0	0
The school is led and managed effectively	23	77	5	17	0	0	0	0
Overall, I am happy with my child's experience at this school	27	90	2	7	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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).

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">■ 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.



20 June 2011

Dear Pupils

Inspection of St Andrew's Church of England Primary School, Wotton-under-Edge GL12 8AL

Thank you for making me welcome when we came to visit you. I enjoyed talking with you about your school.

Yours is a satisfactory school that is improving due to the hard work of your teachers. You reach standards similar to those attained in most schools. Here are some of things that I liked about your school.

- You told us you feel extremely safe in school and your understanding of how to stay safe, especially on the internet, is excellent.
- Those of you in the Reception Year learn well.
- You learn well in mathematics and attainment is above average in this subject in Year 6.
- You have an excellent understanding of how to keep healthy and stay fit and the school looks after you extremely well.
- You make a good contribution to school life through taking on responsibilities such as membership of the school council and your understanding of how to get on with people from different faiths and backgrounds is good.
- You behave well and this creates a friendly family atmosphere in your school.

In order to help your school improve further we have asked the headteacher and governing body to:

- improve the progress you make in writing by looking at the way writing is taught in Years 3 to 6 and you can help by always trying your best when writing
- improve the way the information they have on your attainment and progress is recorded and analysed so that they can check on how well the school is doing more easily.

Yours sincerely

Stephen Lake

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.