

St Andrew's Church of England VC Primary School

Church Lane, Cromhall, Wotton-under-Edge, GL12 8AL

Inspection dates 19–20 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved significantly since the last inspection less than two years ago and is now good. Pupils in all year groups are making good progress in reading, writing and mathematics. The key element in this improved progress is the improvement in the quality of teaching and, in particular, the targets set for pupils so that they know what they need to do to improve.
- A further major improvement since the last inspection has been in the quality of teaching. All teaching observed during the inspection was at least good. Teaching assistants are skilled and make a significant contribution to pupils' learning. Teachers mark pupils' work carefully and, more importantly, give pupils time to respond to this marking at the start of lessons. Pupils say that this helps them improve.
- Pupils are thoughtful, polite and caring. A particular strength of their behaviour is their attitudes to their work. They are enthusiastic and keen to do their best in lessons. Relationships are excellent, and as a pupil said, 'It's really easy to make friends here.' All say that they feel extremely safe in school.
- The key to the improvements since the last inspection has been the strong leadership of the headteacher, well supported by governors. Their shared drive to improve the quality of teaching has been the major factor in the improvements noted in this and pupils' achievement. There is a clear shared vision and desire to continue to improve.

It is not yet an outstanding school because

- Although the quality of teaching is consistently good, not enough is yet outstanding.
- Pupils' achievement in reading, whilst still good, is not as good as their achievement in writing or mathematics.

Information about this inspection

- The inspector visited 12 lessons. Five of the observations were carried out jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school days. There were seven responses to Parent View, the Ofsted on-line survey, and this is too few for Ofsted to provide analysis.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- St Andrew's Church of England VC Primary School is a much smaller than average-sized primary school. Pupils are grouped in two classes, one for Reception and Years 1 and 2, and one for Years 3 to 6, although in the mornings Reception children are taught separately and the class for Years 3 to 6 is taught in two separate groups.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average. All of these are eligible for free school meals.
- There is a below-average proportion of pupils from minority ethnic groups and all speak English as their first language.
- The proportion of pupils identified as disabled and those who have special educational needs supported at school action is below average. The proportions supported at school action plus or who have statements of special needs are broadly average.
- The proportion of pupils who join or leave the school at times other than the usual starting and finishing stages is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Two of the three teaching staff have joined the school since the last inspection 20 months ago.
- The school runs a breakfast club and has recently started an after-school club supported by members from the local church.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that time is always used to best advantage in lessons
 - ensuring that teachers and teaching assistants use questioning well to establish the effectiveness of pupils' learning.
- Improve pupils' achievement in reading so that it is closer to that in writing and mathematics by:
 - giving pupils more opportunities to talk and write about what they are reading so that they extend their understanding of the text
 - using guided reading sessions more effectively to include more activities to improve pupils' comprehension.

Inspection judgements

The achievement of pupils is good

- There have been significant improvements in pupils' achievement since the last inspection, particularly in writing and mathematics. The pupils currently in Year 6 are working at levels above those expected for their age, especially in mathematics, and have made good progress from their scores in the national assessments in Year 2.
- Pupils' achievement in reading, whilst still good, is not as good as that in writing or mathematics. The school has correctly analysed that this is because, although they have good technical skills and can read well, they do not always gain a sufficiently deep understanding of what they are reading.
- Pupils gained above average scores in the 2012 national screening in Year 1 for phonics (linking letters and sounds). During the inspection they were observed using this knowledge well when working out unfamiliar words. This good knowledge has led to pupils' good technical skills of reading and the pupils read widely and enthusiastically.
- Pupils identified as disabled and those who have special educational needs are supported well and make similar progress to their classmates. This is also the case for the few pupils for whom the school receives the pupil premium and those from minority ethnic groups. Comparisons between the average point scores of pupils receiving the pupil premium and those who are not are of limited value because of the very small numbers of pupils in the cohort.
- Children make a good start when they join in Reception. The opportunities made to teach them as a separate group mean that their needs are met well and they make good progress, particularly in their personal, social and emotional development.
- Pupils who join in later classes are welcomed and quickly settle and make good progress. A parent, whose child has recently joined the school in Years 3 to 6, sought the inspector out to say how well her child has progressed since he joined the school.

The quality of teaching is good

- Evidence shows that the teaching observed, all of which was at least good, is typical of the quality of teaching over time.
- A particular strength of teaching is teachers' analysis of what pupils need to learn next, and their planning for lessons includes clear objectives for this learning. This analysis is often based on their good marking of pupils' work. However, there are times during lessons when opportunities are missed, by both teachers and teaching assistants, to question pupils to establish whether their learning has been successful so that they can move them on more quickly during the lesson.
- Marking is clear and gives pupils good guidance on how they can improve. There is good practice in pupils being given time to respond to this marking, and pupils appreciate that they have these opportunities to correct mistakes and take their learning on.
- Teachers give pupils good independence in their learning and encourage pupils to think for themselves. For example, pupils were observed being told by the teacher to start with whichever question they wanted, so that they could tackle more difficult work than she had planned for them if they wished. Several tried and were successful in this.
- Teaching assistants are skilled and make a significant contribution especially, but not always, to the learning of pupils who have special educational needs.
- Pupils say that the targets set for their next steps in learning help them know how well they are doing and help them improve.
- Relationships are very strong and it was obvious during observations that pupils were therefore keen to do their best and work hard.
- A factor which prevents more lessons being outstanding is the use of time. For instance, there

are occasions when pupils have to copy information from the board, where an alternative strategy for getting the information into pupils' books would be more effective. There are also occasions during lessons when pupils carry on with a task for a bit too long, when their tasks could effectively be refocused and taken on to new learning.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. This is confirmed by the views of parents and carers, governors and staff. All also agree that they feel exceptionally safe in school.
- Pupils are very caring and show good understanding of the needs of others. For instance, they make every effort to include those who have difficulties in their learning and their play.
- A major strength in pupils' behaviour is their attitudes to their learning. Behaviour in lessons is almost always exemplary and they work keenly and enthusiastically.
- Pupils say that bullying is rare, minor and dealt with extremely effectively when it is reported. They show a very good understanding of all types of bullying, explaining thoughtfully the dangers of cyber bullying and how to avoid them for instance.
- Pupils are keenly aware of the dangers of discrimination as the school is careful to include this in pupils' understanding, being genuinely shocked when it was suggested that pupils of different ethnicities might experience problems. They understand the need for inclusion, regarding lessons in another religion, for instance, as being important for their future as they wished to understand people who they might come across in their working life.
- Attendance is variable, as is common with small schools, but is on a rising trend.

The leadership and management are good

- The headteacher has created a strong team ethos, which has effectively brought about improvements, despite recent changes of staff. All staff are fully supportive and are already involved in the process of bringing about positive change, although the headteacher has not yet been able to create a full management structure due to the changes in staffing.
 - At the root of the improvements noted in pupils' achievements is effective performance management procedures, backed up with focused professional development. For instance, all staff have recently attended worthwhile training which focused on improving good teaching to outstanding.
 - The school has fostered extremely good relationships with parents and carers, who are very supportive and positive about all aspects of the school.
 - A successful example of the careful way in which funds are managed is demonstrated in the appointment of an extra teacher for each morning to enable the pupils in Years 3 to 6 to be taught in two groups. This means that they can receive more focused teaching and is having a positive impact on their improved achievement.
 - Equality of opportunity is at the heart of the school's ethos and this is demonstrated in the way that pupils and their families are prepared for the transition to the next stage of their education, particularly when a pupil might find this difficult.
 - The funds provided for those pupils for whom the school receives the pupil premium are extremely carefully used and focused on the needs of these pupils. This is effective in improving their progress.
 - The curriculum has been developed well to enable planning for literacy and numeracy skills to be practised in other subjects. This has been a further factor in pupils' improved achievement.
 - Pupils' spiritual, moral, social and cultural development is very well catered for. Pupils are developing into thoughtful and reflective young people, who are keenly aware of their place in society and their consequent responsibilities.
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- Safeguarding procedures are thorough and pupils are kept safe.
 - The improvements since the last inspection, taken together with the shared determination of all staff and governors, show that the school is well placed to continue to improve.
 - The local authority provides light touch support for this good school and has been supportive, for example in responding to the school's desire for support in improving the quality of teaching.
 - **The governance of the school:**
 - Governors are well aware of the strengths and areas for development for the school, much of this gained from their personal knowledge as they are regular visitors. There is a good programme of planned visits, each with a focus to improve this knowledge. They support well and their knowledge and expertise enable them to provide good levels of challenge. They know how good teaching is and the effectiveness of performance management. At present there has not been an opportunity for them to use this knowledge to set salaries as too many of the staff are new, although they are planning for this in the future. They know how well pupils are doing compared to those nationally and locally and they receive and understand good information on the progress that pupils currently in the school are making.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109181
Local authority	South Gloucestershire
Inspection number	405224

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	44
Appropriate authority	The governing body
Chair	Hilary Legg
Headteacher	Esther Saunders
Date of previous school inspection	16–17 June 2011
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