

# St Andrew's Church of England Primary School

Coleman Street, Whitmore Reans, Wolverhampton, WV6 0RH

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils, including disabled pupils and those who have special educational needs, do not make good progress in developing their skills, knowledge and understanding in English and mathematics during their time at the school.
- Pupils leave the school with results in English and mathematics that are well below the national average. Pupils, especially higher-ability pupils, are capable of achieving more.
- Too much teaching requires improvement. Teachers do not check often enough through questioning how well pupils have understood their work and make clear in their written feedback how they could improve.
- Pupils, especially more-able pupils, are not given hard enough work, and do not have enough opportunities to apply what they have learned to new situations in lessons.
- The quality of teaching has not been monitored closely enough in the past, and leaders have not been held accountable for their areas of responsibility.
- The topics and subjects that pupils study in lessons do not allow for all of them to learn quickly and make good progress.
- Governors have not had the skills and knowledge to consistently challenge and support school leaders in order to improve pupils' achievement and teaching.

### The school has the following strengths

- Children make good progress in the Early Years Foundation Stage as a result of highly structured opportunities to develop language, numeracy and social skills.
- Pupils benefit from opportunities through the effective teaching of the sounds that letters make in Key Stage 1, and the specialised tuition within the language room for those pupils at an early stage of learning English.
- Pupils behave well around the school and in lessons. They feel safe in school, and enjoy positive relationships with staff and each other.
- Leaders and managers have produced an action plan which accurately identifies what needs to improve. Some aspects of this are beginning to lead to improvements in pupils' achievement.

## Information about this inspection

- Inspectors observed every teacher and 23 lessons or parts of lessons, including two seen jointly with the deputy headteacher. In addition, inspectors made several other short visits to lessons.
- Discussions were held with subject and key stage leaders, senior leaders, the Chair of the Governing Body, and a representative from the local authority. These discussions were about all aspects of school life.
- Inspectors shared conversations with groups of pupils both formally and informally, and looked at a range of pupils' work.
- A range of school documentation was looked at, including that relating to safeguarding, pupils' achievement and school development.
- Inspectors took into account the 32 responses to the staff questionnaire, the views of pupils, and the views of parents gathered at the start and end of the school day. There were not enough responses to the online questionnaire (Parent View) for these to be considered.

## Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Simon Griffiths

Additional Inspector

Mark Mallender

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are from minority ethnic groups, including around half of Asian or Asian British background. Most pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion who are supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium is more than twice the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care, and those who have a parent in the armed forces.
- A high proportion of pupils join and leave the school partway through their primary education.
- The headteacher has been absent from the school since October 2012 and the deputy headteacher is currently acting as headteacher.
- The school meets the government's current floor standards, which set the minimum requirement for pupils' attainment and progress.

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

- Improve the quality of teaching to consistently good or better so that pupils of all abilities make good progress in reading, writing and mathematics throughout the school by:
  - developing the questioning skills of teachers and teaching assistants so that pupils are given time to think about their answers to questions, and encouraging detailed answers from pupils
  - planning learning activities that challenge the more-able pupils
  - making sure that learning for disabled pupils and those who have special educational needs is planned in enough detail so that they learn more quickly in lessons
  - making sure pupils understand what they are meant to learn and are given opportunities to routinely apply their understanding to new situations or problems in lessons
  - ensuring pupils have time to respond to teachers' written comments in their work, so they can show they understand what they need to do in order to improve.
- Improve the effectiveness of leadership and management by:
  - increasing how subject, key stage, and senior leaders are held accountable for pupils' achievement and the quality of teaching within their areas
  - ensuring that learning in topics and subjects meets the needs of all pupils to develop their literacy and numeracy skills.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance can be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Children join the school with literacy, numeracy and social skills that are low compared with those expected for their age. Pupils have left the school in the past with results in English and mathematics that were well below the national average. School data shows that pupils' attainment is rising, and pupils are likely to leave the school this year with results that are below average.
- Pupils make the progress that they are expected to make as they move through the school. Although the rate at which pupils learn is improving, they do not yet make consistently good progress in developing their skills, knowledge and understanding in English and mathematics by the time they leave the school. This is especially true of more-able pupils. Those pupils who remain at the school for much or all of their primary education achieve better than those pupils who are at the school for only a short time.
- Disabled pupils and those who have special educational needs make progress in line with their classmates. Additional support sessions after school provide small-group tuition to develop literacy and numeracy skills for identified pupils, which include those who have special educational needs.
- The attainment of pupils for whom the school receives the pupil premium, including those known to be eligible for free schools meals, was just over a term behind that of their classmates in English and mathematics at the end of Year 6 in 2012. These pupils made progress in their learning of English and mathematics at a rate that was just behind their classmates. The school allocates its pupil premium funding to provide a range of resources, additional support in lessons from teaching assistants, and to reduce class sizes by providing extra staffing. School data shows that those pupils eligible for the pupil premium currently are beginning to catch up with other pupils in the school.
- Pupils who speak English as an additional language and who start at the school with little or no English benefit from being taught within a 'language room'. Here, they are given intensive and specialised support in developing skills in using English to enable them to learn in literacy and numeracy. School data shows that the longer they are in the school, the more progress they make in developing their skills in English and mathematics.
- Achievement has begun to improve in the Early Years Foundation Stage and at Key Stage 1. Children are now making good progress in the Nursery and Reception, where they benefit from learning activities which are carefully planned to develop their skills with language and number. Pupils currently in Year 1 joined the key stage with skills, knowledge and understanding that were below those expected for their age.
- School leaders have introduced a daily structured session for pupils in Key Stage 1 and for some in Key Stage 2 to develop their reading and writing skills. These lessons allow plenty of opportunity for pupils to be actively involved in practising their skills in learning letters and sounds (phonics) in small groups. Pupils demonstrate increasing confidence in trying out new sounds, and are making good progress in developing these skills in their learning. Year 1 pupils last year did well in their phonics check, achieving results that were above average.
- The school is committed to promoting equality of opportunity for all pupils, as shown by its work to narrow the gaps between the performances of different groups of pupils.

**The quality of teaching** requires improvement

- Teaching over time has not led to good achievement for pupils. There is some good teaching, but too many lessons require improvement.
- Where teaching is not yet good, teachers do not plan enough opportunities for pupils, especially more-able pupils, to be challenged to apply their knowledge in new situations through questioning, problem solving and written work. Too often, teachers do not have high enough expectations of how quickly more-able pupils are able to learn, and the tasks set are too easy for these pupils.
- Disabled pupils and those who have special educational needs benefit from additional support from teaching assistants but, very often, learning activities are not planned in enough detail to effectively support these pupils to learn quickly.
- Where teaching requires improvement, teachers question pupils about their understanding of what they are learning but often accept pupils' responses which are superficial and repetitive of what others have said. Not enough time is allowed for pupils to think carefully about their answers, and teachers and other adults do not encourage longer and more detailed explanations.
- Marking of pupils' work is diligent and thorough, and pupils enjoy the regular feedback they receive from teachers. The targets sheets that track which level each pupil is aiming for in English and mathematics are used consistently. However, teachers' written comments frequently focus on whether the task has been completed and what level has been achieved. They do not routinely identify what pupils need to do in order to reach the next level, or encourage pupils to respond to comments to demonstrate their understanding.
- In the best lessons, pupils take an active part in their learning and have plenty of opportunities to develop their skills. For example, in the Early Years Foundation Stage, children were carrying out role play with toy farm animals, linking to their recent farm visit, and teachers and other adults encouraged the children to describe them. In the Nursery, adults were helping children to link their phonics learning to making a list of the fruits they were eating at snack time.
- In all lessons, consistent use of praise by teachers and other adults helps pupils to develop their confidence in learning.

**The behaviour and safety of pupils** are good

- Pupils are polite and courteous around school and in lessons. They respect each other's opinions and backgrounds. They enjoy opportunities to practise their English language skills, and teachers regularly engage pupils in conversations outside the classroom to model conversational skills.
  - In lessons, pupils show a willingness to learn, and are keen to please teachers and other adults.
  - Pupils feel safe in school, and know how to keep themselves safe in a variety of situations. Bullying is rare and is dealt with swiftly by teachers on the very few occasions it arises. Pupils are confident there is always an adult they can turn to for help and advice.
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- Attendance has risen and is continuing to improve due to the decisive action taken by the school to ensure that parents are aware of the importance of regular attendance and the consequences of not attending regularly.
- There are many examples of how the school encourages the good spiritual, moral, social and cultural development of the pupils. For example, a whole-school assembly focused on the values of friendship and contributed to the inclusive nature of the school, where all pupils are valued as individuals. Pupils and adults in the school enjoy strong relationships, and the school fosters an atmosphere where everyone is included and involved and no-one is discriminated against.
- These positive views of behaviour are supported by the staff and pupils in the school, and the confirmed by the opinions of parents gathered during the inspection.
- There is very little off-task behaviour in lessons and, where this occurs, it is because the work pupils are doing is too easy or too hard.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because leaders have not been routinely held accountable for pupils' achievement and the quality of teaching within their areas. Leaders now have clear areas of responsibility and have plans to improve their areas, but this has not yet led to good achievement for pupils.
- The quality of teaching has not been monitored closely enough in the past, and performance management targets have not been focused on improving the quality of teaching or raising pupils' achievement.
- Subjects and topics provide plenty of learning opportunities, including several trips, which are enjoyed by the pupils. Learning opportunities have not allowed for all pupils to make good progress in their learning, but are developing to meet the needs of all pupils; for example, there are now more opportunities in mathematics for pupils to apply their skills to solve problems.
- Leaders, managers and governors have taken action that is beginning to bring about improvements in pupils' achievement. Teaching is also improving but it is not yet consistently good. Improvements are already evident in the structured lessons for developing reading and writing skills, and re-organised leadership responsibilities throughout the school which mean that senior leaders and those in charge of subjects have clearer roles.
- The deputy headteacher has, during the headteacher's absence, provided strong leadership to continue to improve the school. A Key Stage 2 leader, appointed this term, is beginning to identify the areas for development to improve the quality of teaching. This is providing opportunities to model good teaching and develop teachers' skills; for example, in mathematics in Key Stage 2. Consequently, pupils' achievement in mathematics lessons is improving.
- School leaders have a clear awareness of the strengths and weaknesses of teaching from accurate monitoring of lessons and close tracking of pupils' achievement that has taken place this year. This analysis is being used to support the development of teaching in the school, including using a nearby school for staff to visit and take part in training activities. It is also beginning to be used to hold subject and senior leaders to account for pupils' performance and the quality of teaching in their areas.

■ The local authority has a close working relationship with the school and knows the areas of strength and priorities for improvement. It routinely analyses school information regarding pupils' achievement and undertakes reviews of teaching in order to support the development of the school's improvement plan. The local authority has been proactive in arranging support for the deputy headteacher during the headteacher's absence. For example, it has arranged for two local schools to advise on developing leadership within the school, and arranged for teachers to visit other schools to observe good and outstanding teaching.

■ **The governance of the school:**

– The governing body makes sure that statutory requirements are met, including those for safeguarding, and that the school is financially sound. Governors are aware of how the pupil premium funding is used, although its effect on pupils' progress is not analysed in enough detail. Governors help senior leaders in developing plans for improvement, and have supported the new roles and responsibilities for leaders in the school this year. There have been some new governors this year and the governing body is aware of the need to develop members' skills and knowledge of data in order to ask key questions about pupils' achievement and the quality of teaching. Governors are aware that performance management targets have not in the past been as challenging as they could have been. They have actively developed these this academic year in order to raise the accountability of leaders throughout the school and to improve pupils' achievement.

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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

<b>Unique reference number</b>	132806
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	406496

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	373
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hughes
<b>Headteacher</b>	Wenda Pearce
<b>Date of previous school inspection</b>	1 February 2011
<b>Telephone number</b>	01902 558522
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