

St Andrew's Church of England Voluntary Aided Primary School

Grandale, Sutton Park, Hull, HU7 4BL

Inspection dates 10–11 October 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- As a result of good and outstanding teaching, pupils make at least good progress in both English and mathematics by the time they leave school.
- Teachers provide excellent suggestions for pupils to improve their work. As a result pupils' skills in English and mathematics have improved rapidly.
- Teachers plan interesting lessons and prepare materials that are well matched to the different needs and abilities of pupils. This motivates pupils and helps them learn well.
- Teaching assistants are skilful and used very well to support pupils' learning both in class and in small-group activities outside the classroom.
- Pupils behave well and they have positive attitudes to learning. They work diligently to improve their work.
- The leadership team has a strong focus on developing good or better teaching. They share their skilful teaching practices with others. This has improved the quality of teaching since the last inspection.
- Leaders, managers and governors have developed a strong sense of purpose amongst all staff to drive the school forward. This contributes well to ensuring good teaching and achievement. As a result pupils are well-prepared for the next stage of their education.
- The improvement in pupil achievement since the last inspection testifies to the school's strong capacity for further improvement.

It is not yet an outstanding school because

- There is not enough outstanding teaching and a small amount still requires improvement.
- Boys are not always consistently challenged to reach the highest standards in writing.
- There is not enough problem-solving in mathematics at Key Stage 1.
- Not all middle leaders use the school's rigorous evaluations sufficiently well to hold each other to account.

Information about this inspection

- Inspectors observed 30 lessons given by 26 teachers. They also observed two small-group sessions led by a teaching assistant and a teacher. One observation was undertaken jointly with the headteacher.
- Inspectors spoke to two groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with the Chair of the Governing Body and three other governors, school staff, and a representative of the local authority. In addition, inspectors looked at the school's review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings.
- The inspectors analysed 91 responses to the online questionnaire (Parent View). Inspectors spoke to some parents during the school day. They also analysed the results of a school questionnaire sent to parents in July 2013. A letter sent to the inspection team by a parent was taken into consideration.
- The views of 58 staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Carol Smith	Additional Inspector
Paul Spray	Additional Inspector
Susan Davis	Additional Inspector

Full report

Information about this school

- This is a very large primary school. It is more than twice as big as an average-sized primary school.
- The proportion of girls is below the national average.
- The proportion of pupils known to be eligible for the pupil premium is half the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The vast majority of pupils are White British.
- The proportion of pupils supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in English and mathematics.
- The school holds the Basic Skills award and the International Schools award.
- There has been a significant increase in teaching staff since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better throughout the school to accelerate progress and further raise pupils' achievement in English and mathematics by:
 - making sure teachers always 'pitch' tasks to match the abilities of all pupils
 - ensuring teachers demand the highest quality of handwriting, presentation and accuracy in spelling and grammar from boys
 - eradicating the small minority of teaching that requires improvement
 - providing more opportunities at Key Stage 1 for pupils to engage in problem-solving activities in mathematics
 - ensuring that all teachers consistently challenge boys to reach the highest standards in writing.
- Raise the quality of leadership and management to outstanding by ensuring that all middle leaders use the school's data and information systems to hold each other more rigorously to account for the quality of teaching and learning in the school.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills that are below those typical for their age. Supported by good teaching and good opportunities to choose from a wide range of interesting activities, they make good progress. The large majority of children reach a good level of development by the end of the Early Years Foundation Stage.
- Standards at the end of Year 2 in reading and mathematics were above average in 2012. However, standards in writing were below average due to weaknesses in boys' writing skills. Standards improved in reading, writing and mathematics in 2013. There was rapid improvement in boys' writing. Due to good teaching, overall standards in 2013 are well above average.
- In 2013, all pupils at the end of Year 6 made the progress expected of them in reading, writing and mathematics with many doing better than this. They started Key Stage 2 in 2009 with standards that were well below average. By the end of Key Stage 2, they reached standards in mathematics and reading that were well-above average with average standards in writing. These improvements in standards occurred due to the good guidance given to each teacher by the literacy and numeracy coordinators. The headteacher and governors supported them well by providing additional, high quality, teaching staff in Years 5 and 6 to accelerate pupils' progress.
- The most-able pupils make good progress and attain high standards. However, too few boys achieve the highest levels of writing by the end of Key Stage 2.
- Pupils with special educational needs are making similar progress to others as they move up through the school. An analysis of pupils' work confirmed that these pupils made good progress.
- By the end of Year 6, pupils known to be eligible for the pupil premium achieve above-average standards in reading and mathematics and average standards in writing. Those eligible for free school meals are making better progress than others in reading and mathematics and similar progress in writing. By the end of Year 6, they attain equally high standards in reading and are six months behind others in mathematics and writing.
- The school has purchased an excellent range of books to meet the interests of pupils. All pupils take books home to read and understand the importance of developing good reading skills. The school has promoted reading exceptionally well. Parents regularly listen to their children reading and make a good contribution to their progress. The most recent screening test at the end of Year 1 showed that pupils' skills in linking letters and sounds to read words (phonics) were well above those expected nationally. Pupils say they love reading. Inspectors observed teachers and teaching assistants giving outstanding support for pupils' reading. Inspectors listened to readers and found that pupils had very positive attitudes to reading and standards were well above average.

The quality of teaching

is good

- Parents greatly appreciate the good teaching and positive relationships between their children, teachers and support staff. In most lessons observed, teaching was good with some that was outstanding. However, a small amount of teaching requires improvement. This leads to teaching being good overall.
- Teachers' meticulous marking of pupils' work and the excellent suggestions they make for improvement are helping pupils learn well. Pupils find their teachers' comments helpful and respond enthusiastically to improve their work. This is making a significant contribution to the good progress pupils make.
- In the best lessons, teachers' planning is good and sometimes outstanding. Teachers provide a range of interesting tasks to meet the needs and abilities of all pupils. In a Year 6 religious education lesson pupils were studying work from poets, musicians, mathematicians and scientists to reflect on the 'meaning of life'. Pupils were excited by the work and made outstanding progress.

- Very occasionally, the tasks set by teachers are too challenging. Pupils are given insufficient guidance and information to support their work. When this happens pupils usually persevere but make slow progress and find it difficult to access the work.
- Teachers make it clear to pupils what they are going to learn and what has to be completed during the lesson. This helps pupils settle to their work quickly and produce large amounts of work. Teachers provide good opportunities for pupils to comment on each other's work and to suggest how the work can be improved.
- There are good opportunities for pupils to work independently or in small groups during most lessons. Pupils use a clear sets of guidance, 'non-negotiables', to produce high-quality work in English and mathematics. Pupils know the level at which they are working and use the 'non-negotiables' exceptionally well to develop their work and strive to reach the next level.
- Teachers and teaching assistants regularly check the work of all pupils and provide good advice. Sometimes they do not demand the highest quality of handwriting, presentation and accuracy in spelling and grammar from boys. This leads to boys' writing skills not being as well developed as those of girls.
- An analysis of pupils' work showed that they are given good opportunities to use their English and mathematical skills in many different subjects. As a result they are making good progress in English and mathematics. The analysis also showed that there are not enough opportunities for problem-solving in mathematics at Key Stage 1.
- A good feature of almost all lessons is the strong contribution made by highly skilled teaching assistants. They work with small groups of pupils who benefit considerably from their expertise in literacy and numeracy.

The behaviour and safety of pupils are good

- Pupils follow the instructions of their teachers very well and are keen to learn. They are enthusiastic and take part in learning sessions for English and mathematics before the start of the school day. They are conscientious in responding to teachers' marking and suggestions for improvement.
- They enjoy their work and are very industrious. Learning from each other is encouraged throughout the school. Occasionally, some pupils lose concentration in lessons and need to be prompted by their teacher to focus on their work.
- Around the school, pupils' behaviour is impeccable. They are polite and treat each other with great respect and dignity. The superb displays of pupils' work in corridors are treated with the greatest respect and make a significant contribution to an outstanding environment for learning.
- Pupils are very confident and much at ease with adults. They appreciate the many opportunities to share their thoughts in order to help the school improve. The 'Pupil Opinion Party', some pupils from Year 6, seeks the views of all pupils about safety and education. The Party reports to monthly governor meetings. Pupils are confident that their suggestions are considered and acted on.
- School rules are known exceptionally well by pupils. They know the consequences if the rules are broken. Pupils believe that behaviour is good in school and that the school's reward systems promote good behaviour. Behaviour is well-managed and the school does not use exclusion in order to manage behaviour.
- Pupils say they feel very safe at school. They speak highly about the project work they have completed on 'stranger danger', internet safety, fire safety and water safety. They know how to keep themselves safe, particularly when using the internet.
- They say that instances of bullying are rare. They are confident that when bullying is reported the school takes action.
- Overall attendance is above average with very few persistent absentees. The attendance of those pupils known to be eligible for the pupil premium is lower than others in school and below average. The school provides extra teaching for these pupils to catch up so they do not fall

behind in their learning.

- All parents and staff were overwhelmingly positive about behaviour and safety in the school.

The leadership and management are good

- The headteacher and the governing body have high aspirations for the school. These are well-known and well-supported by all staff. Strong drive and ambition has improved the overall effectiveness of the school in the short time since the last inspection.
- The leadership team and the governors have an exceptionally accurate view of the school's strengths and areas for improvement.
- There is strong capacity for further improvement. Extra teachers have been appointed to allow middle leaders more time to fulfil their roles. Middle leaders work in small teams so that aspects of the school's development are not solely reliant on one individual. This is an example of excellent leadership and management.
- Middle leaders collect a wide range of information which enables them to accurately assess the quality of teaching and learning. They model good teaching practices for others. This highly effective professional development has improved the quality of teaching and learning.
- The school's excellent systems for checking pupils' progress and measuring the quality of teaching are, occasionally, not used readily by some middle leaders to support their assertions about teaching and learning in their areas. Sometimes middle leaders do not use the information rigorously enough to challenge each other and hold each other to account.
- Performance management for teachers is robust and identifies the skills they need to improve. Teaching assistants have a performance-review system to establish their training needs and this is helping them provide good and sometimes excellent support for pupils. This is a good example of the school's commitment to equality of opportunity. The curriculum provides many exciting opportunities and promotes a strong interest in learning. It covers a wide range of subjects and contributes well to pupils' good progress in literacy and numeracy. A strong culture of music and art is experienced all around the school. The curriculum makes an excellent contribution to pupils' spiritual, moral and social and cultural development.
- Pupils' participation in a wide range of sports is high. The new primary sports funding allows more activities to take place in partnership with the local sports centre. The school is using professional sports' coaches to work in physical education lessons as part of a training programme for teachers. This is contributing well to pupils' healthy lifestyles, physical well-being and enjoyment of sport.
- The local authority has provided highly effective support for this good school with training to improve the teaching of English and mathematics. As a result standards in mathematics and English have improved rapidly.
- The governance of the school:
 - Guided exceptionally well by the Chair of the Governing Body, governors have supported the headteacher in establishing the school's priorities. They fully understand pupils' progress data and ask searching questions of the headteacher to determine the quality of teaching and learning in the school. Governors know the school well. They meet with subject leaders to discuss progress and they volunteer to work with pupils. Their 'Raising of Achievement Group' checks the progress of all of the groups of pupils each month. Governors stringently hold senior leaders to account for all aspects of the school's work. They have regular financial reports and make checks on the school's budget. They have approved the use of pupil premium funding to employ additional support staff for English and mathematics. They monitor effectively the impact of this support on pupils' progress. Governors understand fully the arrangements linking teachers' performance and pay. When teachers' targets are not met they challenge the headteacher to ensure that there is improvement. The school's arrangements for safeguarding meet statutory requirements.

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	118051
Local authority	City of Kingston upon Hull
Inspection number	425826

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	638
Appropriate authority	The governing body
Chair	John Porter
Headteacher	Graham Huckstep
Date of previous school inspection	14 February 2012
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