

# St Andrew's Catholic Primary School

Windrush Close, Solihull, B92 8QL

**Inspection dates** 27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		Requires improvement	3
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

- Teaching is not yet good enough across the school to ensure that all pupils achieve well.
- Teachers do not all show high enough expectations of what pupils can do. The work they set is not always sufficiently challenging, especially for the more-able pupils in Key Stage 2.
- Pupils' behaviour requires improvement because they do not always try their best in lessons or concentrate well.
- Subject leaders do not check frequently enough on how teachers and pupils are doing in the subjects they lead and manage.
- The advice pupils receive on how to improve their work is not consistently helpful, and is not always followed up.
- Pupils do not have the opportunity to use and develop their literacy and numeracy skills in subjects other than English and mathematics.

### The school has the following strengths

- The new headteacher, supported by the governors, is rigorous in holding staff to account where teaching is not good enough and has a good awareness of what to improve.
- Children in the Early Years Foundation Stage make good progress because of consistently good-quality teaching and good leadership.
- Pupils feel safe and well cared for.
- Pupils make good progress in phonics (letters and the sounds they represent). As a result, they learn to read quickly and their spelling is good.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are polite and considerate. They treat everyone with respect and courtesy.

## Information about this inspection

- Inspectors observed substantial parts of 14 lessons. These included an observation of the teaching of phonics (knowledge of letters and the sounds they represent). Of these lessons, 11 were observed jointly with the headteacher.
- Additional shorter visits were made to lessons to observe how pupils are supported when working in small groups.
- A number of pupils in Year 2 read to inspectors.
- Meetings were held with the headteacher, teachers with special responsibilities, pupils, the Chair and Vice-Chair of the Governing Body and a representative from the local authority.
- One of the inspectors attended part of a special school mass. Both inspectors spoke to pupils informally during break times, at lunch time and as they moved around the school at various times of the day.
- A range of documentation provided by the school was examined, including its self-evaluation and improvement plans, policies and procedures relating to safeguarding, attendance and behaviour, information about how well pupils are doing, minutes from governing body meetings, and records of visits made by the local authority.
- Inspectors took account of the views of the 44 parents who responded to the online questionnaire (Parent View), the school's most recent parental survey, and the views of parents who spoke to inspectors informally as they visited the school. The six submitted staff questionnaires were also considered.

## Inspection team

Judith O'Hare, Lead inspector

Additional Inspector

Michael Appleby

Additional Inspector

# Full report

## Information about this school

- This is an average-sized primary school.
- There are eight classes in total; one class in each year from Nursery through to Year 6.
- Most pupils are White British.
- The proportion of pupils eligible for pupil premium funding is lower than average. This funding is extra money that the school receives to support pupils who are known to be eligible for free school meals, have a parent in the armed services, or are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher was appointed in September 2013.

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

- Make teaching, pupils' achievement and attitudes to learning consistently good or better by:
  - ensuring that pupils, especially the most able in Key Stage 2, are always clear about what is expected of them in lessons and how well they should be achieving
  - setting pupils tasks to do which are at the right level for their ability; neither too easy nor too hard
  - marking all pupils' work regularly and ensuring that pupils make the appropriate corrections
  - developing better attitudes to learning so pupils always try hard to do their very best.
- Strengthen leadership and management by ensuring that:
  - all subject leaders monitor closely the quality of teaching in their subjects, and particularly the teaching of reading, writing and mathematics
  - leaders adapt the curriculum so that pupils have the opportunity to develop their literacy and numeracy skills as part of their work in subjects other than English and mathematics.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Some pupils are not making fast enough progress in reading, writing and mathematics. This is particularly the case for more-able pupils in Key Stage 2.
- In 2013, at the end of Year 6, pupils' attainment in reading, writing and mathematics was average. Relatively few pupils exceeded nationally expected levels of attainment for their age.
- There are differences in the quality of teaching across the school, which are most evident in Years 3 to 6. This is why not all pupils in Key Stage 2 make good progress in reading, writing and mathematics.
- School data show that pupils eligible for the pupil premium funding in Key Stage 2 have not made as much progress as their peers. In the national tests in Year 6 in 2013, these pupils were the equivalent of a year behind their classmates in reading, writing and mathematics.
- The school has recognised that support for these pupils, as well as for disabled pupils and those who have special educational needs, has not been good enough in the past to make a significant difference to their achievement. Changes have now been made to way in which extra help is provided. Better progress was evident in work seen during the inspection in pupils' books and in the well-targeted additional support these pupils now receive.
- Children join the Early Years Foundation Stage with skills and knowledge which are broadly typical for their age. Thanks to good teaching, particularly in reading, writing and mathematics, they make good progress and so, by the end of the Reception Year, children have acquired knowledge and skills which are above average.
- Pupils continue to make good progress in Key Stage 1 in all subjects. Their attainment in reading, writing and mathematics has been consistently well above average for the last two years.
- Teachers have a good understanding of how children learn to read and are experts in the teaching of phonics (letters and the sounds they represent). Pupils' results in the phonics screening check at the end of Year 1 were above those found nationally in both 2012 and 2013. Pupils across the school pay careful attention to spelling when completing their written work.
- Staff are receiving specialist training from a qualified sports coach and pupils' achievement in physical education is good. The school's early analysis of the impact of the new primary sports funding shows that more pupils now regularly participate in competitive sport and engage in out-of-school sporting activities such as dance, rugby, tennis and cricket. The school has plans to extend further the range of sports on offer and to give pupils access to professional training in some more unusual sports activities, such as Tri-golf, racket ball and ice-skating.

### The quality of teaching **requires improvement**

- The teaching of English and mathematics across the school is not consistently good. Sometimes the tasks pupils, most particularly the more able, are asked to complete are too easy and do not challenge them to succeed at a high enough level. Less-able pupils sometimes struggle to complete their work because activities are not matched well enough to what they know,

understand and can do without additional support.

- Teachers' marking does not give pupils enough guidance to make the necessary corrections to their work. Pupils do not routinely check their work for errors and their written work is often quite untidy.
- Teachers have good subject knowledge and know their pupils well. However, not all lessons inspire pupils to learn or to produce their best work, so pupils sometimes lose interest or move slowly to work. In a Key Stage 2 mathematics lesson on calculating the area of shapes, for example, pupils made slow progress because they spent too long drawing the shapes and did not complete the calculations.
- Pupils' attitudes to learning are quite different when teaching captures their interest. In an English lesson, for example, following a very lively discussion about the story of *Little Red Riding Hood*, pupils in Year 2 went on to write creative descriptions of a walk through the forest. All work was completed to an excellent standard and pupils were proud of what they achieved. One pupil shared his work with the inspector and said, 'This is my very best work. I'm really pleased with my writing.'
- Teaching in the Early Years Foundation Stage is good. Indoor and outdoor activities are planned carefully and this is helping children to develop their early reading, writing and mathematics skills in a fun way. In the Reception class, children were busy in their roles as postmen sorting the mail. They were observed correctly identifying which parcels were missing by checking the sequence of numbers in the pile. 'I know which one is missing,' said one child, 'I need house number 56. I know that's the house next to number 55.'
- Leaders have changed the way teaching assistants work to support pupils' learning, both inside and outside the classroom. Good partnership work with teachers now ensures the right support is given to meet the needs of all pupils at risk of falling behind in their work, including disabled pupils and those who have special educational needs.
- Evidence of pupils' better progress can be seen in their increased confidence in lessons. Year 6 pupils in one small group summarised their learning very well. They were able to recount the history of the telephone and to link this to an experiment they had previously done in science.
- Teachers have had good training in the teaching of phonics. Pupils understand the links between sounds and spelling. Even where written work completed is untidy, pupils' spelling in all year groups across the school is good.
- Classrooms are well-organised and tidy learning spaces. A high emphasis is placed on celebrating success. Bright and attractive examples of pupils' work are visible in all classrooms and on public display. Pupils frequently pause to look at and comment on each other's good work.

### The behaviour and safety of pupils

### requires improvement

- The behaviour of pupils requires improvement. Pupils sometimes lose their concentration in class, most typically when they are asked to complete work which is too easy or which fails to engage their interest sufficiently. They sometimes rush their work, not taking care to check it or to ensure that it is as neat as it should be.

- Pupils' attitudes to learning are much more positive when teaching is lively. In these lessons, they listen attentively and demonstrate a commitment to working hard and achieving their best.
- Pupils have impeccable manners; they are friendly and polite at all times. Visitors are made to feel very welcome. Inspectors noticed this immediately on arrival and fully appreciated the kind way in which they were received at the school.
- Conduct in and around the school is typically good. Pupils dress smartly, and move around the school in a quiet and orderly fashion. Lunchtimes are relaxed, happy social events. Pupils play well together during their breaks.
- Pupils have positive attitudes to life at school. They enjoy good relationships with each other and with the staff who teach them. They readily take on roles and responsibilities; for example, in active participation in assemblies and in organising and running charity events.
- The school's work to keep pupils safe and secure is good. Procedures to ensure pupils are at all times safe and secure fully meet national requirements.
- Pupils say they feel safe in school and are confident there is always an adult on hand to listen and respond to any concerns they have. Pupils understand the consequences of any unacceptable behaviour but say this hardly ever happens. They have a clear understanding of the different forms of bullying; for example, physical, emotional and cyber-bullying. They are adamant that this kind of behaviour would not be tolerated at the school.
- Pupils understand how to keep themselves safe, for example when using the internet and when travelling to and from school.
- The school's work to ensure pupils attend school regularly is effective. Rates of absence are very low and punctuality is good. Pupils and parents understand fully the importance of good attendance and the links between this and good progress in school. There have been no exclusions for a number of years.

### **The leadership and management**

### **requires improvement**

- The actions taken since the previous inspection have not been effective in bringing about lasting improvements to pupils' achievement and progress across the school, particularly in Key Stage 2.
- The headteacher is clear about the improvements needed. Following his appointment in September 2013, he quickly commissioned an external review of teaching and the impact this is having on pupils' performance. This enabled the school to take appropriate action.
- The systems now used for monitoring the performance of staff are rigorous. Clear targets are set, support is provided to help teachers to improve their practice, and challenge is provided where teaching requires improvement. Teachers are positive about the training they receive to support their development.
- Not all leaders are effective in their roles. While they have a clear and accurate understanding of how well pupils are learning, they do not track pupils' progress in English and mathematics regularly enough. Marking in these subjects remains variable and the advice pupils receive about how to improve their work is not explained sufficiently to enable them to make the necessary improvements.

- Changes have been made to the leadership of special educational needs and the way in which additional adults work to assist pupils in need of support. Teachers now ensure that prompt and appropriate action is taken whenever pupils are at risk of falling behind. This initiative is relatively new, however, and it is too soon to say if this is effective.
- Leadership of the Early Years Foundation Stage is strong. Consistently good teaching as a result of good teamwork ensures that all children in the Nursery and Reception classes get off to a good start. Teaching is rightly focused on developing children's skills in reading, writing and mathematics, which helps them to make good progress in Key Stage 1.
- Pupils study a wide range of subjects and this encourages them to enjoy learning. Pupils particularly like history. They talked enthusiastically to inspectors about their recent project on the Romans and the trip they made to the Lunt Fort Roman History Museum. Pupils also enjoy music. All pupils at the school learn to play a musical instrument.
- The school supports pupils' spiritual, moral, social and cultural development well. Important values such as respect for all, caring and sharing are central to the work of the school. There are good links with parents and the local community, and pupils have frequent opportunities to engage in fundraising and charity events.
- Pupils are not given enough opportunities to use and apply their literacy and numeracy skills in subjects other than English and mathematics. As a result, pupils continue to achieve less well in reading, writing and mathematics.
- The local authority has provided little support in the past, although it is now more regular. The school is very positive about the benefits of this closer partnership working. The recently commissioned school review, for example, was conducted by a team from the local authority.
- Every parent who responded to the online Parent View questionnaire said they would recommend this school to others.
- **The governance of the school:**
  - Governors recognise that in the past they did not challenge the school sufficiently. All have now undertaken additional specialised training and this has enabled them to become more effective in their role. Governors understand data that shows them how the school is performing. They know how the school's results compare to similar schools and to schools nationally. They check carefully that all proposals for change are agreed only if they are likely to result in a positive impact on pupils' learning and achievement. Governors manage finances appropriately, including the way they monitor the use of the pupil premium and the new primary school sports funding. Governors have set rigorous performance targets for the headteacher. They ensure that payment and promotion for teachers are linked appropriately to good teaching and the standards pupils achieve. Governors are frequently in school. They regularly undertake joint activities with senior leaders, which include 'learning walks' to check on teaching.

## 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>	104099
<b>Local authority</b>	Solihull
<b>Inspection number</b>	431507

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Galligan
<b>Headteacher</b>	David Naughton
<b>Date of previous school inspection</b>	23 June 2009
<b>Telephone number</b>	0121 743 5675
<b>Fax number</b>	0121 742 6645
<b>Email address</b>	office@st-andrews.solihull.sch.uk

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