

St Andrew's Church of England Primary School

School Lane, Chedworth, Cheltenham, GL54 4AJ

Inspection dates 17–18 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- This is an extremely caring school where pupils and staff all demonstrate the school's core values of respect, trust and forgiveness.
- Pupils achieve well in all year groups. They leave the school in Year 6 with standards above average, particularly in mathematics and reading.
- Good early years provision ensures that Reception children make good progress and enjoy learning.
- Teaching is good throughout the school. All teachers have high expectations for pupils. They ensure lessons engage pupils' interest and help them to make good progress.
- Governors have a very good understanding of the school's strengths and areas for development. They work well with the staff, offering good support and challenge to leaders. This has ensured that teaching and achievement have remained good.
- The behaviour and safety of pupils are outstanding. They take responsibility for managing their own behaviour and demonstrate great enthusiasm for their learning.
- The strong emphasis that the school places on pupils' spiritual, moral, social and cultural development is reflected in their clear sense of what is right and wrong. The care that pupils show towards each other and others in the wider world ensures that they feel safe.
- Parents have a great deal of confidence in the school and appreciate the work it does with their children.
- The school makes very good use of a strong partnership with five other local schools to share expertise.

It is not yet an outstanding school because

- More-able pupils could sometimes achieve even more than they do as the work set in some lessons is not sufficiently challenging.
- Teachers do not always ensure that the tasks pupils are set in phonics (the sounds letters make in words) are always hard enough for them. This slows their learning.
- Standards in writing are not as high as in other subjects. Teachers do not have high enough expectations for developing pupils' writing.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, two of them jointly with the headteacher.
- The inspector looked at work in pupils' books and listened to some pupils in Years 1 read. He met with a group of pupils to gain their views of the school.
- The inspector looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, minutes of the governing body meetings, records of how teaching is managed and the school improvement and plans on how well the school is doing.
- Meetings were held with the headteacher, other staff, a governor and a representative of the local authority. The inspector attended an assembly led by the local vicar.
- The inspector took account of the 26 responses to the online questionnaire (Parent View) and the three responses to the staff questionnaire. He also spoke to several parents at the end of the school day.

Inspection team

Adam Hewett, Lead inspector

Additional inspector

Full report

Information about this school

- This school is much smaller than most other primary schools.
- The proportion of pupils supported through the pupil premium is below the national average. This is additional government funding for pupils who are known to be eligible for free school meals or those who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below that in most schools. The very large majority are of White British heritage.
- Pupils are taught in three mixed-age classes and one single-age class for Reception children.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A before- and after-school club run by the school operates every day.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching and achievement further by making sure that all teachers:
 - have higher expectations for pupils to develop their writing skills
 - set sufficiently challenging tasks for the most able pupils to enable them to reach the highest standards in all lessons
 - give younger pupils work in the teaching of phonics which is hard enough for them.

Inspection judgements

The leadership and management are good

- The headteacher provides strong and caring leadership that has helped to improve the rates of progress for all pupils. She has focused on ensuring that the assessment information that the school gathers is used effectively to set clear targets for what each pupil is expected to achieve.
- Every member of the small teaching staff is involved in leadership. Leaders have developed their skills in monitoring and evaluating within their areas of responsibility. They use the information they have gathered to produce well-thought-out plans that have resulted in clear improvements in teaching in different subject areas.
- The school's strong involvement in a partnership with five other local small schools is effective. This has resulted in the sharing of expertise across all the schools and the development of common policies and practice in areas such as assessment and appraisal of teacher performance.
- The local authority provides good support to the school and the school has made use of its specialist advice to improve teaching in areas including maths.
- The school has adapted its teaching of all subjects to ensure that all aspects of the recently revised National Curriculum are fully addressed. Opportunities for pupils to apply skills they have learnt in mathematics and English are planned in subjects such as science and geography. The curriculum supports pupils in their development as citizens of modern Britain and provides them with opportunities to reflect on current issues both within their own country and abroad. Subjects are planned well to ensure they meet the different ages and abilities of the pupils. Learning is enhanced through visits to places such as Warwick Castle and older pupils take part in two residential trips.
- The primary school sports funding has been used effectively to employ a specialist sports coach who works with all pupils weekly. This has widened the range of opportunities available to pupils and has developed their skills and interest in more sports. It has also improved staff confidence and skills in teaching games or physical activities.
- The school is very much at the heart of the local community and is valued by parents who almost all responded positively through the Parent View survey about all aspects of the work that is done with their children.
- Pupils' spiritual, moral, social and cultural development is extremely well developed. Pupils are taught to respect and value everyone and show a deep interest in the world around them and wider society. Pupils are provided with meaningful opportunities to reflect on the beliefs of other people and the difference between right and wrong.
- The school places a strong emphasis on safeguarding and ensures that all statutory requirements are met.
- Teachers' performance is managed extremely well, with strong links in place between performance and pay progression.
- **The governance of the school:**
 - The governing body, led by a knowledgeable and well-informed Chair of Governors, is highly effective in its work. It has a detailed knowledge of the strengths of the school and the areas for development when compared to all schools nationally. This is gained through analysis of a wide range of data, as well as regular monitoring of teaching and learning and through asking searching and relevant questions of school leaders. Governors carry out their statutory duties well and ensure that the resources available to the school, including that the pupil premium funding is being used appropriately to bring about improvements in learning for pupils. They ensure that teachers are suitably rewarded for the quality of their teaching and its impact on pupil achievement.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Staff have a common approach to behaviour management and this results in a calm and hard-working atmosphere throughout the school. Pupils take clear responsibility for making sure their behaviour meets these high standards. They expect everyone to show care and consideration for others.
- Pupils are polite, courteous and proud of their school. One pupil told the inspector that St Andrew's is a warm and friendly school where everyone knows everyone. They appreciate the opportunities that the school offers them. All pupils display extremely positive attitudes to learning that help them make good progress. Older pupils are paired with the youngest pupils to support them when they start, and they take this responsibility very seriously.

- Pupils say that there is virtually no bullying and if it were to occur it would be dealt with effectively and quickly. Pupils commented that they know not to use other people's weaknesses against them. They have a very good understanding of different types of bullying, including cyber-bullying. The school's very strong commitment to developing their spiritual, moral, social and cultural development means they are keen to learn about different people's beliefs and have a good understanding and appreciation of British values.
- The school's work to keep pupils safe and secure is outstanding. Local police officers have worked within school to provide guidance to pupils on how to keep themselves safe in a variety of situations, including road safety and when using the internet. Pupils say that the school is a safe and harmonious place.
- Attendance at the school is above average. The school works hard to ensure that parents and pupils understand the importance of regular attendance. The well-run before- and after-school club provides a positive start and end to the day for the pupils who attend.
- Virtually all parents have a very positive view of the school and appreciate the work that it does in developing their children both academically and socially.

The quality of teaching is good

- In all four classes there are very positive relationships between pupils and adults. Teachers set high expectations for pupils to work hard and, as a result, time is not wasted. Pupils settle quickly to tasks and are keen to complete them to a high standard.
- Teachers usually set work that is hard enough for the different ages, abilities and needs within the classes successfully. They make good use of skilled teaching assistants to support groups and individuals. However, there are occasions when expectations are not high enough and the work set for the most able pupils is not sufficiently hard, which slows their pace of learning.
- Teaching is always good. Teachers provide pupils with with good opportunities to apply skills that they have learnt in other lessons. For example, Year 5 and 6 pupils are taught how to use their communication and re-drafting skills using laptop computers to write a television script about the ancient Greeks.
- A whole-school approach to the marking of pupils' work is in place and used by all teachers. This provides pupils with a clear indication of how they have achieved and what they need to do next. This helps them to understand how to improve their work and enables them to make good progress.
- Teaching of disabled pupils, those with special educational needs and those supported by the pupil premium is good, with additional support provided when needed. Tasks are accurately adapted to ensure pupils can fully access their learning and make good progress.

The achievement of pupils is good

- Most children start in Reception with skills and knowledge broadly in line with those found for their age. This varies from year to year because of the small numbers of pupils in different year groups. Pupils make good progress during their first year in school and by the time they move into Year 1, standards are above average.
- Pupils continue to make good progress across Key Stage 1. In both 2012 and 2013, pupils' attainment at the end of Year 2 was significantly above that found nationally and was particularly strong in reading. School data for 2014 indicates that this level of attainment has been sustained. However, the proportion of pupils reaching the higher levels of attainment is below that found nationally as work for the most able pupils is not always sufficiently challenging.
- In 2013, by the time they left the school, every pupil in Year 6 had made the progress expected of them, with a high proportion exceeding this in mathematics. The standards that pupils attained in reading, writing, grammar, punctuation and spelling and mathematics by the end of Year 6 were also well above average. School data indicates that the pupils who left the school at the end of Year 6 in 2014 had also made good progress and had attained high standards.
- The most able pupils in school usually attain high standards and make at least the expected progress in reading and mathematics. However, their progress in writing is not as strong and fewer pupils attain the higher standards in this subject.
- The school has worked hard and has been successful in improving pupils' skills in punctuation, spelling and grammar and in providing more opportunities for pupils to use their writing skills across other subjects. However, expectations are not always high enough for pupils' writing and this contributes to pupils' slightly slower progress in this aspect of their learning.
- The small number of pupils in school who receive additional funding through the pupil premium make

progress in line with that of their peers in school in reading, writing and mathematics. In 2013 there were too few pupils in the cohort to compare their attainment without risk of identifying the individuals. Additional funding has been used to provide small group or one-to-one tuition which is matched to pupils' individual needs and is effective.

- In the 2013 Year 1 screening check on phonics the proportion of pupils attaining the expected standards was below that found nationally. In 2014 the gap against the national average had narrowed but was still slightly below. While teachers use appropriate methods and skills in teaching the sounds that make up words, they do not always ensure that the work is always hard enough for some pupils. However, by the time they reach Year 2, pupils are increasingly secure in their ability to read unfamiliar words.
- Disabled pupils and those with special educational needs make good progress at least in line with that of others in school. This indicates the school's commitment to ensuring there is equality of opportunity for all pupils.

The early years provision

is good

- During the inspection children in Reception had only been in school on a full-time basis for just over a week. However, they had all settled very quickly and happily and were cooperating well with each other and adults. This was due to the calm and well-planned learning environment that had been established by the teacher within the classroom and the opportunity to participate in a range of exciting activities that helped to develop independence.
- School data from 2013/14 indicates that all children, including those with disabilities or special educational needs and the most able, had made good progress and that attainment was above average.
- Children's physical well-being, health and emotional development are very well provided for through careful and detailed assessment of each child's abilities and needs. This helps children to develop good social and communication skills.
- Parents are encouraged to be actively involved in their children's learning through contributions to the initial assessments when the children start at the school. A detailed record of what each child has learnt at school is shared regularly with the parents.
- The leadership of the early years provision is good. During the past year the leader worked with and took advice from early years experts and teachers in other schools. This has led to children being provided with a greater range of planned activities that have helped them develop their skills across all areas of learning.

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	115686
Local authority	Gloucestershire
Inspection number	448468

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Matt Fulford
Headteacher	Tina Buck
Date of previous school inspection	10–11 March 2010
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