

# St Andrew's Church of England Voluntary Aided School

Littlemoor Road, Weymouth, Dorset DT3 6AA

## Inspection dates

30 September – 1 October 2015

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Governors and senior leaders have not ensured that teaching is always good, especially in Years 3 to 6.
- Teachers' expectations of what pupils can achieve are not always high enough. Teachers do not ensure that pupils consistently organise and present their written work well, particularly in mathematics.
- Teachers' marking and feedback do not always help pupils to improve their work. At times, basic errors in grammar, spelling and punctuation are uncorrected and this slows pupils' progress.
- In some year groups, disadvantaged pupils do not make as much progress as their classmates, especially in writing and mathematics.
- Strategies to improve pupils' attendance have not been effective enough. As a result, attendance remains below the national average.
- Children in the early years are not challenged to do as well as they should from their starting points.
- The most-able pupils do not always make gains in their knowledge or deepen their understanding in mathematics because tasks do not challenge them fully.
- Middle leaders, such as those in charge of subjects, do not play a big enough part in accelerating improvement. Planned actions are not always checked to see that they are making a difference.
- Governors do not hold senior leaders to account as rigorously as they should. They have not done enough to improve the quality of teaching and pupils' achievement.

### The school has the following strengths

- Disabled pupils and those with special educational needs are making good progress.
- Pupils' attitudes to learning are good. Pupils behave well and say that they feel safe and are well looked after.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Leaders' actions to improve reading standards have worked well. The teaching of phonics (the sounds that letters make) and reading is good.
- The sports premium funding is used well to provide a wide range of sporting activities that enhance pupils' health and well-being.

## Full report

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

- Improve teaching and accelerate the progress of all pupils, especially disadvantaged pupils and those in Years 3 to 6, by ensuring that:
  - teachers use the information they hold about what pupils know and can do to set work that stretches them and ensure that they progress at a rapid pace
  - teachers insist on accurate grammar, spelling and improved presentation in pupils' written work
  - the most-able pupils are given tasks that challenge them
  - teachers' marking and guidance consistently help pupils to improve, especially in English grammar, spelling and punctuation
  - planned activities in mathematics develop pupils' reasoning skills to help them solve more complex problems
  - all staff in the early years provide children with activities that develop their writing and number skills.
  
- Improve the effectiveness of leadership and management, by:
  - making sure that leaders hold teachers accountable for the progress their pupils make
  - ensuring that middle leaders have greater impact in improving teaching and learning
  - improving the skills of governors in holding senior leaders more rigorously to account for the quality of teaching and pupils' progress
  - establishing more robust systems for assessing the impact of the pupil premium funding on the progress of disadvantaged pupils across the school, so that gaps in achievement close more rapidly
  - strengthening existing strategies to improve pupils' attendance.

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

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

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders' actions to improve teaching have not all been effective during a period of change at the school. Recently appointed staff are enthusiastic and have good ideas but have not had enough time to show sufficient impact in ensuring that pupils make better progress.
  - Leaders' checks on the quality of teaching have not been robust enough. Although middle and senior leaders regularly check the work in pupils' books and visit lessons, they are not always rigorous enough in ensuring that actions taken have produced the desired improvement. Because actions are not followed through, some weaknesses persist in the quality of pupils' writing and mathematical skills.
  - The headteacher inspires a committed team of staff, and teachers are trusted to develop their own practice. There are some emerging strengths that are evident in the school's approach. This includes the work taking place to support disabled pupils and those who have special educational needs and the improvements in pupils' reading skills.
  - Procedures to manage the performance of teachers have been strengthened. Staff are now much clearer on what is expected of them and this is beginning to have a positive impact on improving teaching, as evident in pupils' good progress in reading.
  - The school has introduced a new system to check the progress that pupils make. School leaders use a range of methods to compare pupils' work to ensure that judgements made about its quality are accurate. This information is also used to identify support for pupils if they are falling behind. This work is beginning to make a positive difference, but is too recent for the full impact to be gauged.
  - Arrangements to support disabled pupils and those with special educational needs are well structured and ensure their needs are met in and out of the classroom. As a result, this group of pupils make good progress.
  - The school works hard to promote equality of opportunity to ensure that discrimination of any kind is not tolerated. However, the use of the school's pupil premium funding has not been fully effective in helping disadvantaged pupils to attain as well as other pupils at the school and nationally. For example, the school's strategies to accelerate the progress that disadvantaged pupils are making in some aspects of mathematics have not worked.
  - The primary sports funding is being used well to increase opportunities for pupils to engage in competitive sport with other schools and broadened the range of sporting activities available. Qualified sports coaches teach good quality physical education lessons. They also provide high-quality training for teachers, which is improving the quality of physical education teaching by school staff.
  - The school makes sure that the curriculum gives pupils interesting topics to study and that they practise their skills across a range of tasks. Teachers cover all the required subjects in the National Curriculum, but planned activities for the most-able pupils do not ensure that their skills are developed well enough.
  - The school promotes pupils' spiritual, moral, social and cultural development well. For example, the school's strong links with Kenya are used well to enhance pupils' understanding of life in a modern African country. Tolerance, respect and the skills of cooperation and collaboration are embedded throughout the curriculum and seen in pupils' daily interactions with each other and adults. The school's approach is preparing pupils for life in modern Britain well.
  - Pupils have many opportunities to take part in extra-curricular activities. Staff offer an extensive range of clubs, including sporting, musical and dance activities, in which an increasing number of pupils partake.
  - A very large majority of parents who responded to Parent View would recommend the school to other parents. Leaders work hard to maintain the confidence of parents. However, a minority of parents feel that leadership and management are not as good as they should be. Inspectors agree that not all leaders are playing a strong enough role in driving improvements at the school.
  - The support for the school provided by the local authority has been ineffective. Local authority officers have had limited success in helping school leaders to improve teaching. In addition, senior leaders have not been held to account with sufficient rigour over the pace of improvement required in order for the school to become good.
- **The governance of the school**
- Governors do not hold senior leaders strongly enough to account for the school's performance. They do not check the work of the school rigorously enough and they do not challenge leaders about why

teaching and pupils' progress are not better.

- The governing body has been restructured in order to better support improvements. However, its routines are not yet fully effective in bringing about the changes necessary to ensure all pupils are receiving a good quality of education.
- Governors know how the additional funds are spent to help disadvantaged pupils, but governors are not fully aware of the impact the funding is having on pupils' achievement. Governors ensure that all statutory duties are met. The arrangements for safeguarding are effective.
- The governing body is committed to promoting equality of opportunity, and successfully encouraging tolerance and good relationships. Governors ensure that pupils respect and value diversity. The ethos that permeates the school ensures that pupils are well prepared for life in a modern Britain.

- The arrangements for safeguarding are effective.

### **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching is not yet consistently good. Not all teachers take sufficient account of what pupils already know and can do. As a result, teachers' expectations of what pupils can achieve in lessons are not always accurate enough to ensure that the activities they plan will enable pupils to make the progress they are capable of.
- The school's marking policy is not consistently applied by all teachers. Teachers do not always help pupils to understand what they have done well and what they need to do to improve. Too often, next steps for improvement are identified but they lack appropriate detail and do not help to move pupils' learning on quickly. This hampers their learning.
- The written work of pupils in Key Stage 2 often contains grammatical and spelling errors. Teachers sometimes do not correct these mistakes and, as a result, these errors persist in pupils' work.
- Teachers are not rigorous enough in demanding that pupils present their work neatly and that their handwriting is legible. Consequently, pupils' handwriting and presentational skills are not developed well enough.
- In mathematics, teachers do not ensure that pupils consistently organise their work in a systematic way that helps their learning. Pupils' mathematical reasoning and problem-solving skills remain underdeveloped. An analysis of work in pupils' books shows that too often, work lacks challenge and is too easy, particularly for the most able. Consequently, this restricts pupils' mathematical progress because they are unable to extend and develop their reasoning skills in line with their capability.
- Pupils make good progress in reading because the teachers use their good knowledge of texts and books to stimulate and enthuse pupils. The school's chosen approach of sharing a class book, linking reading tightly to the class topic and providing good quality one-to-one support are all helping pupils to progress well in this aspect of their learning.
- In classes there is a positive climate for learning and pupils respond readily to tasks set for them. Relationships are good and teachers manage behaviour well.
- Teaching assistants are skilled and deployed effectively. They are briefed well when providing in-class or additional targeted support for individuals and small groups. They confidently and effectively help pupils who need extra help to progress in, for example, their understanding of different texts.
- The teaching of phonics is effective. The school's consistent approach is enabling pupils to successfully break up words to spell them (segmenting) and build sounds together to improve their reading skills (blending).
- Some teachers display good subject knowledge. They use effective questioning to check on pupils' understanding and build on what pupils already know. However, this good practice is not embedded throughout the school.

### **Personal development, behaviour and welfare** is good

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are welcoming and courteous. They feel listened to by adults. They are proud of their school and are proud of the contribution they are making to their community.

- Pupils take on many responsibilities, for example as school ambassadors. Pupils are encouraged to feel part of the wider community through visits to places of interest and by raising funds for local charities. Pupils understand that beyond their own locality there is much more diversity in cultures and religions than they usually encounter.
- Pupils' spiritual, moral, social and cultural development is good. There are good relationships between staff and pupils. Staff model tolerance and respect for difference.
- The school's work to keep pupils safe and secure is good.
- Pupils understand that bullying can take place in different forms and show that they have been well taught about other potential dangers, including those posed when using the internet. The few bullying incidents in the school are quickly resolved.
- Pupils' attendance levels are below average. The school has put in place suitable strategies to improve attendance but these have not been in place long enough to have made any significant impact.

## Behaviour

- The behaviour of pupils is good.
- Pupils enjoy their lessons and demonstrate positive attitudes to learning. Most sustain their concentration, listen carefully to adults, offer ideas and answer questions confidently and work hard. Occasionally, a few pupils lose interest in their work and cause some low-level disruption in lessons. However, teachers generally manage this well so that there is little impact on other pupils' learning.
- Pupils enjoy each other's company and work and play together harmoniously. They have a well-developed sense of right and wrong and, through their day-to-day interactions, demonstrate an appreciation of the British values of tolerance, respect and democracy.
- Pupils move around the school sensibly and are well supervised throughout the day.

## Outcomes for pupils

## require improvement

- Pupils' progress is too variable across subjects, especially in writing and mathematics. Inspection evidence including an examination of pupils' workbooks indicate that pupils in most year groups, but especially in Years 3 to 6, are not making the progress of which they are capable.
- At the end of Key Stage 1, pupils' attainment in reading, writing and mathematics is in line with the national average. Pupils' attainment at the end of Key Stage 2 remains uneven. Despite improving slightly in 2014, standards declined in the national tests for writing and mathematics in 2015.
- Teachers in Key Stage 2 do not insist that pupils pay enough attention to their handwriting and the presentation of their work. They do not always ensure that pupils make accurate use of spelling, grammar and punctuation in their written work. This slows their progress.
- Older pupils have an adequate knowledge of basic number facts and can complete simple calculation tasks competently. Pupils' books show that they do not always organise their mathematical thinking or present their work in mathematics well enough in order to solve more complicated problems.
- The achievement of the most-able pupils requires improvement because their teachers do not always give them sufficiently challenging work. As a result, very few pupils attain the higher levels in writing and mathematics. Too often they are given the same work as other pupils, which limits the development of their skills, knowledge and understanding. Consequently, they do not progress as quickly as they should.
- The progress made by disabled pupils and those with special educational needs is good. Pupils' progress information shows that effective support helps these pupils to do well in relation to their starting points. However, the improvements that this group of pupils are benefitting from are not yet embedded throughout the school so that all pupils make good progress and achieve well.
- Results in 2014 show that disadvantaged pupils had not made enough progress by the end of Year 6. Inspection evidence indicates that the majority of disadvantaged pupils are now making better progress than previously. However, their skills are still not as good as other pupils in the school and are not improving quickly enough.
- The investment in new teaching resources and training means that the majority of pupils are beginning to make better progress in reading. Older pupils show a keen interest in reading for different purposes. They use a range of skills increasingly effectively to retrieve information from non-fiction texts and, by Year 6, they generally have a sound knowledge of authors' different styles and how they communicate their ideas.
- Pupils' enthusiasm for reading is helped by the good start they receive in developing their understanding of

phonics. In 2014, the proportion of Year 1 pupils that met the standard in the phonics check was above the national figure and this performance has been sustained in 2015. A higher proportion of pupils than that found nationally go on to make more than expected progress in reading during their time in Key Stage 2.

## Early years provision

## requires improvement

- Teaching is not yet consistently good. Children are not challenged sufficiently to make good progress from their starting points. As in older year groups further up the school, this results in variable performance in learning by different groups of children.
- In 2014, the proportion of Reception children achieving a good level of development at the end of the early years was above the national average. However, this performance fell significantly in 2015.
- The most-able children do not make the progress they are capable of in writing and numbers. Activities for children both indoors and outdoors are not closely matched to their needs nor do they require them to extend their thinking.
- Current children are entering the early years with skills which are low in personal, social, communication, language and writing skills. Staff engage them in activities and develop children's language well through purposeful conversation. However, in 2015 they largely started Year 1 with skills which were below the expected levels.
- The teaching of phonics is a strength in the early years. A variety of activities for all groups enables children to read and spell sounds or words, sing songs and develop their speaking and listening skills. However, children's early phonic knowledge when reading is not being used well enough to develop their writing skills.
- Children with special educational needs are supported well and make good progress from their starting points. Adults use their good knowledge of early childhood development to quickly pin point any additional support that is required. Those for whom the school receives additional funding do not progress as well as others.
- Routines are established quickly and children feel safe in the warm and caring environment. Adults know the children well. The acting early years leader is supporting staff well in ensuring that children are happy and enjoy coming to school.
- Staff are enthusiastic and manage children's behaviour well. Children are encouraged to share equipment and play cooperatively. They are given a positive introduction to the good learning behaviour expected in the school, ensuring their social and personal skills are ready to move them into the routines of Year 1.
- The role of the acting early years leader is developing appropriately, following a period of staff changes. However, aspects of this role are new and actions to strengthen the quality of teaching and leadership have not yet secured a sustained and consistent impact.
- All safeguarding policies and procedures are implemented effectively so that children are safe and secure.

## School details

<b>Unique reference number</b>	113835
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10002436

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susanne Orchard
<b>Headteacher</b>	Vanessa Lucas
<b>Telephone number</b>	01305 832346
<b>Website</b>	<a href="http://www.standrewswey.co.uk">www.standrewswey.co.uk</a>
<b>Email address</b>	<a href="mailto:office@standrews.dorset.sch.uk">office@standrews.dorset.sch.uk</a>
<b>Date of previous inspection</b>	10–11 September 2013

## Information about this school

- The school is larger than the average-sized primary school.
- The majority of the pupils are White British.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional government funding for pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A pre-school, run by a private provider, shares the site and was not inspected.
- Children attend the Reception class on a full-time basis.
- A significant number of pupils join the school part way through the year.
- There have been significant changes in staffing and leadership in recent times.



## Information about this inspection

- Inspectors observed 23 parts of lessons. A number of these were observed jointly with the headteacher. Some intervention and support groups for disabled pupils and those who have special educational needs were also observed by inspectors.
- In addition to lesson observations, inspectors reviewed pupils' work, met with groups of pupils to discuss their work, heard them read and asked them their views about school. Inspectors observed pupils' behaviour in the playground and at other times during the two days of inspection.
- Meetings were held with senior and middle leaders, six governors, including the Chair of the Governing Body, and staff responsible for managing subjects or aspects of the curriculum. A meeting was also held with one of the local authority's advisers.
- Inspectors spoke informally to a number of parents and carers and took account of the 29 questionnaires completed by staff and the 66 responses made by parents to Ofsted's online questionnaire, Parent View.
- Inspectors looked at a range of documentation including: the school's improvement plans; information about pupils' achievement, progress and performance; governing body minutes; and information related to teaching, behaviour, attendance and safeguarding.
- The school has received one monitoring inspection since its previous full inspection in September 2013 when it was judged to require improvement.

## Inspection team

David Evans, lead inspector	Ofsted Inspector
Stewart Gale	Ofsted Inspector
Matthew Shanks	Ofsted Inspector



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