



St Andrew's CE VA Primary School

Inspection report

Unique Reference Number 113835
LEA Dorset

Inspection number 274816
Inspection dates 14 - 15 June 2005
Reporting inspector Mr M S Burghart

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Littlemoor Road
School category	Voluntary Aided		Weymouth
Age range of pupils	4 - 11		DT3 6AA
Gender of pupils	Mixed	Telephone number	01305 832346
Number on roll	391	Fax number	01305 834317
Appropriate authority	The governing body	Chair of governors	Rev T West
Date of previous inspection	September 1999	Headteacher	Ms V Lucas

Age group	Published	Reference no.
4 - 11	July 2005	274816

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of St Andrew's CE VA Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school serving a diverse area much wider than its immediate catchment. Children start school with average levels of attainment. An average proportion of pupils has learning difficulties and disabilities and the proportion of children eligible for free school meals is below average. No pupils come from minority ethnic heritages. Children start school with average levels of attainment. There is a high proportion of pupils who join the school other than at normal times. Unsettled staffing, due to illness and maternity leaves, have affected the school in the last year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Inspectors can confirm parents' views and the school's own evaluation that this is a good school firmly underpinned by Christian ideals. Provision is good, and as a result, pupils usually make good progress, and do exceptionally well in their personal development. Standards are above average at the end of Years 2 and 6 because teaching is good and the curriculum is well planned. Teaching is better in Year 6 than in Years 3 and 5, where assessment could be used better. The school takes outstanding care of pupils. The combination of very good relationships and a high commitment to raising and maintaining standards means the school's ethos is very good. Everyone is fully included in all activities and those with special talents are encouraged to make the most of them. Provision for children in Reception is good and results in good progress which provides the basis for future high standards. Links with parents, the church, outside agencies, and the community, are very good.

The school has made good progress since its inspection in 1999. Improvements are very effectively supported by planning and strategies, largely put in place over the last four years. The leadership and management of the school are good. Although subject co-ordinators are not as involved as much as they might be, the head is outstanding. The school's capacity to improve is good – it has accurately identified what it needs to do to improve. Spending per pupil is average. In the light of good quality provision and very good standards, the school gives good, and improved, value for money.

Grade: 2

What the school should do to improve further

In order for the school to be even better it should:

- Continue to improve the use of assessment information to plan lessons to help all pupils make as much progress as possible, especially in Years 3 and 5.
- Develop, as intended, the management roles of subject co-ordinators, and how effectively governors monitor the curriculum.

Achievement and standards

Children join Reception with skills that are broadly average. With a good curriculum and good teaching, children make good progress. This is built upon well in Years 1 and 2. Pupils grow in confidence to reach standards that are above average in mathematics, and well above in reading and writing by the end of Year 2. Standards have risen significantly since the last inspection in 1999.

By the end of Year 6, pupils reach standards that are above average in science, and well above in English and mathematics. Standards and progress are satisfactory overall in Years 3 and 5, but very few pupils make better than expected progress. However, this picks up in Year 6 where high quality teaching helps pupils to make very good progress. This is the most obvious reason for the high national test results in Year 6. There is no particular difference in the performance of boys or girls.

Pupils with special needs, and those who are especially talented, respond very positively to very good support and make good, and sometimes very good, progress.

Grade: 2

Personal development and well-being

Pupils' personal development is outstanding. Pupils behave extremely well, enjoy lessons, and have mature attitudes to work. They clearly feel very safe in school. Bullying is not a problem. Pupils are rightfully confident that they will be treated fairly. They are courteous, considerate and polite, and the quality of relationships is very good. A particular strength is the contribution pupils make to the school and local community. For instance, the school council has helped make improvements to school routines, such as staggered playtimes for younger and older pupils. Pupils are actively engaged in raising funds for several local and national charities. They are successfully introduced to the basic skills that will support their future economic well-being.

Pupils have a very good understanding of how to live healthy lives, and benefit from very good opportunities for exercise and sport. This year, the school achieved a national award for excellent work in physical education and for encouraging well-being. Pupils' spiritual, moral, social and cultural development is outstanding with major strengths in the way pupils know right from wrong, and show sensitivity. Worship is very well led and makes an extremely effective contribution to pupils' spiritual development. Cultural and multicultural development is successfully encouraged particularly through art and music. Attendance has improved considerably from unsatisfactory last year to average this year.

Grade: 1

Quality of provision

Teaching and learning

Teaching is good overall and successfully underpins good learning. Some very good and outstanding teaching was seen during the inspection: for example in Year 6 mathematics and English, and in Reception, in personal, social and emotional development.

Strengths of teaching include:

- Excellent relationships that encourage pupils to try without worrying about failure.
- Skilful questioning that enables all pupils to be involved in discussions and encourages them to explain their answers.
- Very good special educational needs provision. Teaching assistants make a very positive contribution to learning for all pupils.
- Good marking that tells pupils how they can improve.
- Teachers' class management that is very good.

Learning objectives for lessons are shared well with pupils to make them aware of where they are going. However, the school knows there is still more to do to develop assessment in order to be sure that teachers' planning is as effective as it should be. There are examples of work which have not stretched more able pupils enough and this has sometimes meant their progress has not been as rapid as it could be, most notably in Years 3 and 5.

Grade: 2

Curriculum and other activities

The curriculum is good and enables pupils to study a broad range of subjects. It also takes account of pupils' interests and experiences to help them develop their knowledge and understanding. Good links are made between subjects: for example ICT is used very effectively to support science and in Year 4 pupils' literacy skills are extended well, for example in the diaries they wrote as evacuees in World War II.

Overall, pupils are set work and challenges that help them make progress towards high standards, although this has been less effective in terms of progress for more able pupils in Years 3 and 5. Learning difficulties and disabilities are identified well and pupils are provided with interesting and appropriate activities. In Reception there is a very good balance between structured play, which requires children to make choices, and more formal activities: for example, literacy and numeracy lessons that prepare children well for their move into Year 1.

The curriculum makes a good contribution to pupils' consideration of safe and healthy lifestyles and there is good planning in place to encourage personal, social and emotional development. There is a very good range of residential opportunities and extra-curricular activities. Almost three-quarters of pupils in Years 3 to 6 regularly attend clubs.

Grade: 2

Care, guidance and support

The school's care for pupils is outstanding. Guidance and support are very good. Pupils are happy to be in such a very welcoming, secure and attractive environment. Supervision at break and lunchtimes is organised very well and staff are vigilant. The school works very hard to make sure pupils develop as responsible young citizens. It actively promotes healthy lifestyles and physical activity. Throughout the school, pupils are very effectively helped to develop ways 'to live and live splendidly', which is the school's motto.

The needs of pupils with learning difficulties and disabilities are carefully identified. Focused help is provided, and progress is tracked very carefully. Teaching assistants play a valuable part in ensuring such pupils make good progress. The school works very well with outside agencies to make sure that pupils with special needs are given the help they need to make progress. Arrangements for child protection are very good and consideration of health and safety supports all pupils very effectively.

Pupils' work is well marked and, in the best examples, pupils are given clear advice on how they can improve. Targets set in a variety of subjects help pupils to understand what they need to do to make progress.

Grade: 1

Leadership and management

Leadership and management are good. This results in pupils making good overall progress. The head's contribution to leadership and management is outstanding, as is that of the chair of governors. Both have a clear understanding of the strengths and weaknesses within the school's provision, and areas for improvement have already been identified. These include improving teaching and the use of assessment. Communications and day-to-day arrangements are managed very well.

The head and chair of governors are very well supported by the senior leadership team, and the joint governors and staff school improvement group. Together, they shape the school's excellent vision and ensure that very clear educational direction is supported by good use of finances. As a result, the learning environment and resources are very good. With six new governors,

governance is satisfactory. The governing body is well organised and has a clear understanding of its role. However, even more monitoring of teaching and learning to ensure that progress is as good as it could be in all year groups, is an area for further development.

Leadership and management of the curriculum by class teachers and those responsible for subjects are satisfactory, with strengths, for example, in mathematics and in Reception. However, the school knows that it needs to improve subject co-ordinators' involvement in systems for checking the quality of teaching and pupils' achievement.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	
How well does the provision promote the well-being of learners?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	N/A
Education for all learners aged 14-19 provides an understanding of employment and the economy.	N/A

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St Andrew's CE VA Primary School
Littlemoor Road
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20 June 2005

Dear Pupils,

My team really enjoyed being in your school. It was good to be made so welcome. Thank you for being polite and helpful.

Inspectors found lots to praise at St Andrew's. It is a good school and you are right to be proud of it. It is not surprising that you like going to school and that you are happy there. It certainly makes you feel very safe and it is an extremely caring place.

Here are some of the highlights:

- You reach high standards in work, and do extremely well in learning how to become good, healthy, responsible people.
- Teachers, and their assistants, work hard to help you do well and to make things interesting and enjoyable.
- Your headteacher is excellent. She, the staff and governors make sure the school is well run and that your views are listened to.
- You get a good start to your education.

Most things about your school are good and some are excellent, but here is a suggestion that could make it even better:

- Class teachers and those responsible for subjects could make more use of what they know about your work as they plan how to help you make even more progress.

Yours sincerely

Mike Burghart
(Lead inspector)