



# St Andrew's CofE Primary School, Steyning

Inspection Report

**Unique Reference Number** 125996  
**LEA** West Sussex  
**Inspection number** 282038  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** Anne Johns AI

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

|                                    |                      |                           |                   |
|------------------------------------|----------------------|---------------------------|-------------------|
| <b>Type of school</b>              | Primary              | <b>School address</b>     | Shooting Field    |
| <b>School category</b>             | Voluntary controlled |                           | Steyning          |
| <b>Age range of pupils</b>         | 4 to 11              |                           | W Sussex BN44 3RQ |
| <b>Gender of pupils</b>            | Mixed                | <b>Telephone number</b>   | 01903 813420      |
| <b>Number on roll</b>              | 439                  | <b>Fax number</b>         | 01903 816452      |
| <b>Appropriate authority</b>       | The governing body   | <b>Chair of governors</b> |                   |
| <b>Date of previous inspection</b> | 29 November 1999     | <b>Headteacher</b>        | Mr C J R Luckin   |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school, which is housed in attractive new premises, is much larger than most primary schools. Most pupils are White British, with a small number from minority ethnic families. The school has a special support centre (SSC) for nine pupils with communication difficulties, all of whom have a statement of special educational need, and who are fully integrated into the school. The proportion of pupils with learning difficulties is close to the national average. Many pupils are from socially advantaged homes and have above average attainment on entry to the school. The school holds Investors in People status. It places high emphasis on the importance of music in the curriculum.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

St Andrew's is a good school where each individual matters. This confirms the view shared by the school. There have been several changes of staff since the previous inspection. Following an unsettled period, the headteacher and staff have worked hard to improve the quality of education, including teaching, which is now good. Children have an effective start in Reception and settle quickly and happily into school. They achieve beyond the goals expected, although standards in writing vary. Standards in Year 2 are well above average, reflecting good progress in Years 1 and 2. In Year 6, standards have improved and are now above average overall, though still only average in writing. Pupils are now making satisfactory progress through Years 3 to 6, and the school is appropriately addressing the issue of standards in writing by improving the teaching. Provision for pupils in the special support centre and other pupils with learning difficulties, is outstanding, and they make outstanding progress. Standards are rising rapidly in information and communication technology (ICT) because of much improved resources. Music and science are strengths of the school. The school's very effective care, guidance and support procedures lead to excellent relationships and good behaviour. Attendance is consistently well above average. Pupils' personal development is good, but their knowledge and understanding of other cultures is limited. The teaching meets the needs of all pupils, although there is more work to be done in strengthening the use of assessment to track pupils' progress and plan the next steps in their learning. The leadership and management of the school are good with a determined focus on raising standards. The governors provide outstanding leadership. There is a strong foundation for further improvement.

### **What the school should do to improve further**

Continue to raise standards in writing, particularly in Years 3 to 6 • Make better use of assessment information to track pupils' progress and plan the next steps in pupils' learning • Make sure that all pupils gain a broad understanding of other cultures.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Many pupils enter school with above average levels of attainment and they make good progress in Reception, which continues in Years 1 and 2. National test results at the end of Year 2 are improving year on year and standards are well above average. Since the previous inspection standards dipped in Years 3 to 6. The school has introduced successful measures to improve achievement and standards in science, mathematics and reading. Standards are now above average in mathematics and reading and well above average in science. In writing, the impact is taking longer to have effect, but standards are improving. Standards are average overall, with more pupils in line to achieve the higher levels. The progress pupils make in lessons and over time is accelerating as a result of the improvements in the quality of teaching. However, some weaknesses in writing remain, particularly in spelling and handwriting.

Improved resources in ICT have had a positive impact on standards, which are average and improving rapidly. Standards in music are above average. Pupils in the special support centre and other pupils with learning difficulties, make outstanding progress, because of the very effective additional support they receive. Pupils from minority ethnic backgrounds achieve similar standards to their peers and there is no difference in the achievement between boys and girls. The pupils identified as gifted or talented benefit from extra activities and opportunities to challenge their skills and understanding and they progress well. The school sets challenging targets. More pupils are achieving these because of the better teaching.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They thoroughly enjoy school and have positive attitudes. Behaviour is good due to the school's high expectations and the excellent relationships. The strong emphasis on pupils' spiritual, moral and social development enables them to develop a sensitive approach to school life and everyday issues, and to appreciate the effort of others. Pupils' cultural development is satisfactory, but there is not enough emphasis on preparing pupils for the cultural diversity of today's society. Pupils consider this to be a good school where they feel safe and generally free from problems such as bullying. Pupils feel they have a strong 'voice' through the lively and highly effective school council. There are many opportunities for pupils to become involved in the life of the school and to make a positive contribution. A good example is the 'junior friends' group, which supports many events, as well as organising fund-raising for worthy appeals. The personal development of pupils with learning difficulties is very good because their needs are planned for very thoroughly. Attendance is consistently well above the national average. Pupils have a good awareness of the importance of safety, have a clear understanding of what constitutes a healthy lifestyle and have a reasonable amount of regular exercise. They are well prepared for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The standard of teaching is good. The school has introduced measures to improve teaching that are having a positive impact on the pupils' learning. Lessons are clearly planned and teachers ensure that pupils understand the purpose of the work. This helps the pupils to progress with their work. Teaching assistants are used very effectively. Teachers and teaching assistants have excellent relationships with pupils, which ensures that pupils are confident and keen to 'have a go'. The best lessons seen were lively and kept the pupils motivated by a range of activities. In a few lessons, the pace slowed, pupils' interest waned, and consequently they did not make as much progress. Activities did not always match the needs of individual pupils. Where teaching was outstanding, pupils made rapid progress because of the teachers' high expectations

and lively enthusiasm, and the way in which all pupils were fully challenged. The school has a bank of useful assessment information. The use of this information to track pupils' progress and guide the planning of work is not fully embedded in classroom practice. Classrooms are well organised with attractive displays and prompts for learning that capture the interest of pupils. Parents make a strong contribution to the pupils' learning, as shown in the excellent response to the Ofsted questionnaire, where parents made many informative comments.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad and balanced and enriched by visits and a wide variety of guests. Children in Reception make good progress, because of a very good balance between purposeful play and teacher led activities. Children participate enthusiastically in the good range of extra-curricular clubs. The success of the school's large orchestra is part of the strength in music and the school's commitment to improving provision in the creative arts. All pupils learn a modern foreign language. The provision for ICT has much improved and is now good. The new building includes excellent facilities for ICT, which are already having a significant impact on standards. The curriculum provides opportunities for all learners to progress well, including those with learning difficulties. The most able children are well provided for in master classes in the local secondary school, and local authority Saturday enrichment clubs. The programme for personal development is good. The school is aware of the weakness in writing standards and creative curriculum planning now contains clearer opportunities for writing across different subjects to stimulate further improvement in the quality of pupils' writing.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of pupils and gives good guidance and support. This contributes significantly to their enjoyment of school and their keenness to learn. The school values the views of pupils and parents. Most parents are confident that their children are safe. A striking feature is the superb manner in which older pupils care for the younger ones. The school works closely with outside agencies to provide effective support for pupils with learning difficulties. There are good procedures in place to deal with any child protection, health and safety, racial harassment or bullying issues that may arise. Pupils have a good awareness of the importance of diet and a sound understanding of the need for exercise. Although some older boys have at least two hours of physical education (PE) each week, some girls felt that opportunities for them outside PE lessons were limited. The school plans to increase provision now that the building works are complete. In class, pupils receive much ongoing support. Some written marking clearly helps the pupils know how to improve. This is not consistent in all classes. The support and guidance for pupils in the special support centre and other pupils with learning difficulties is outstanding.

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## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher provides effective leadership, ably supported by the deputy headteacher and senior management team. They are fully committed to improving standards and ensuring all pupils achieve well. Regular monitoring of teaching and learning ensures that the school knows itself well and there is a good agenda for improvement. Since the previous inspection, the school has developed more robust procedures for improvement planning, with a clearer focus on improving standards. Subject leader teams are increasingly involved and regularly evaluate progress in their action plans. The information from data analysis is not yet used effectively in all classes to track pupils' progress and plan the next stages of their work. The school seeks the views of parents and has acted upon them, for example, by returning to single age classes. The leadership has been successful in raising standards in Years 1 and 2 since the last inspection, and maintaining high standards and effective provision in Reception. Following a dip in standards in Years 3 to 6, the leadership has ensured that standards are now rising again. The inclusion of all learners is central to the school's vision, exemplified by the outstanding facility for pupils with communication difficulties. The governors are outstanding in fulfilling their role. They are keenly aware of all issues in the school, readily celebrating strengths and successes and rigorously challenging when necessary. They visit the school regularly so are fully informed, involved and supportive of its vision and aims. They have a significant impact on improvement. The school is delighting in its new building and uses resources well. The effective quality of leadership and management means that the school has a good capacity to improve further.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

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

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 1 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 3 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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 |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

### **Text from letter to pupils explaining the findings of the inspection**

Dear Children I am writing to let you know how much we enjoyed coming to visit your school. Thank you for being so polite and helping us during the school inspection. You made us feel very welcome! We were very pleased with the way you behaved and that you were keen to tell us about your work. We are pleased that you are enjoying the wonderful new building. The things we saw impressed us. Here are some of them:

- You work hard in lessons and are interested in the work
- Attendance at school for most of you is very good indeed
- The 'School Council' and 'Junior Friends' do a good job - well done!
- You have excellent relationships with the staff and each other. This helps you to feel confident and able to 'have a go' at things
- Your skills in science and music are particularly good
- Teachers and teaching assistants help you to learn well and so you make good progress in your lessons
- The headteacher, staff and governors are committed to helping you do your best

Some of the older children are not so good at writing, but they are working hard to improve. We think your teachers need to continue the way they use information from tests to help you progress even more rapidly with your work. We live in a busy and exciting world and you know a lot about that. In our country there are many people from different cultures and backgrounds and it is important for you to know more about them. I know you would find it interesting. Thank you again for being so helpful and friendly. With best wishes Mrs Anne Johns Lead Inspector