

# St Andrew's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112854
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	311029
<b>Inspection date</b>	18 June 2008
<b>Reporting inspector</b>	Krishan Sharma

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Melanie Harrison
<b>Headteacher</b>	Mrs Melanie Lawson
<b>Date of previous school inspection</b>	8 December 2003
<b>School address</b>	Station Road Stanley Ilkeston Derbyshire DE7 6FB
<b>Telephone number</b>	0115 9324252
<b>Fax number</b>	0115 9324252

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized primary school. Almost all pupils are of White British origin and there are none whose first language is not English. The proportion of pupils with additional learning needs is below average and there are two pupils who have a statement of special educational need. Few pupils are entitled to free school meals. Most pupils enter the Reception class with knowledge and skills at the levels expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well. Parents are justifiably satisfied with their children's progress. Children enter the Reception class with attainments that broadly match the levels expected for their age. By the end of Year 6, pupils reach generally above average standards in English, mathematics and science. Overall, pupils make good progress, although the rate of progress varies as they move through the school, particularly between Years 4 and 6. Pupils with additional literacy and numeracy needs make good progress because they are well supported. Slightly fewer higher attaining pupils than expected achieve the higher National Curriculum levels at the end of Years 2 and 6, especially in English and mathematics, mainly due to inconsistencies in the demands made on them across the school. Achievement in reading and in speaking and listening is particularly good.

Pupils' personal development is good. They enjoy being at school and their attendance is good. Pupils behave well and are keen to learn. As a result, they engage with their work well. They feel safe and know that adults in the school care about them. The pastoral care is good and helps pupils to form trusting relationships and grow in self-confidence. Academic guidance is generally effective, particularly for those with additional learning needs. However, the quality of guidance and support given through marking is inconsistent in some classes. Occasionally, pupils are unclear about their targets for learning and how to improve their work.

Teaching is good overall. It ranges from satisfactory to outstanding. In the best lessons, teachers manage to excite pupils about their learning and give them the tools to assess their own work. The curriculum is good and supports pupils' personal development well. It is enriched through a wide range of extra-curricular activities.

The headteacher and the governors are fully committed to improving pupils' achievement as well as their personal development. All leaders, including the governors, have a good overview of the school's strengths and weaknesses. Monitoring in the school has improved since the last inspection, but sometimes, the criteria used for evaluating the success of plans are insufficiently rigorous. When this happens, it makes it difficult to evaluate the impact of actions taken. Governors are supportive and are confident enough to act as critical friends of the school. The school has forged good links with its community and secured necessary improvements since the last inspection. Given what pupils achieve by the time they leave from their starting points on entry to the Reception class, the school demonstrates a good capacity to improve. Parents think very highly of the school, as one of them writes, it is 'an excellent place to be for children and parents'.

## Effectiveness of the Foundation Stage

### Grade: 2

Most children make good progress and, by the end of the Reception year, achieve the levels expected for their age in most areas of early learning goals. Some of them are making considerable gains to reach the higher levels. High quality planning ensures that the needs of all children are met well. Activities offered show a good balance of those led by adults and those chosen by children themselves. As a result, children have sufficient opportunities to learn to be independent. Adults maintain detailed assessments to keep track of children's progress and use the information to plan the next steps in their learning. Links with parents are effective and ensure that they are kept well informed about their children's overall performance. The

leadership of the Foundation Stage is resolutely focused on promoting children's all-round development.

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

- Raise the standards and achievement of higher attaining pupils, especially in English and mathematics.
- Strengthen monitoring through establishing clearer success criteria to evaluate the impact of plans on pupils' learning.
- Improve the consistency of marking and the setting of targets for learning throughout the school.

## **Achievement and standards**

### **Grade: 2**

Standards in Years 2 and 6 are generally above average in English and mathematics. By the end of Year 6, standards in science are also above average. Given the children's starting points, this represents good achievement. However, progress is uneven across the school. Gains made in the Reception are successfully maintained through to Year 3. Due to some inconsistencies in teaching, pupils make variable progress in Key Stage 2 but make much better progress in Year 6. Achievement in reading is particularly good due to the school's conscious focus on the teaching of reading. A few more able pupils do not achieve the higher levels at the end of Years 2 and 6 respectively, especially in English and mathematics.

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

### **Grade: 2**

The pupils' spiritual, moral, social and cultural development is good and is reflected in their good overall behaviour and positive attitudes to learning. As a result of the school's continuing focus on strengthening speaking and listening skills, most pupils express their views and feelings well. Pupils enjoy lessons and their attendance remains good. They relate well to their peers and to adults in the school. Consequently, they are aware of the need to ensure their own and others' safety. Most pupils make healthy choices when eating in school and are eager to take part in a range of physical activities offered to them. Pupils proudly contribute to decision making within the school through the school council and feel they are listened to. They make a considerable contribution to the wider community through attending local events and raising monies for worthwhile causes. Pupils' generally above average standards in basic skills and their growing competence in the use of information and communication technology (ICT) means their preparation for the future and the world of work is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall. It ranges from outstanding to satisfactory, with most effective teaching taking place with the oldest pupils. In all lessons, teachers manage pupils' behaviour well. As a result, pupils continue to engage well with their work. Those with additional needs are supported well and make good progress. In the most effective lessons, teaching is highly challenging, moves at a good pace and engages pupils' interest in learning. Good subject knowledge is evident in the persistent questioning and thoughtful explanations. As a result,

pupils make good progress. In the mainly satisfactory lessons, the work planned is less challenging, particularly for the higher attaining pupils, and does not sufficiently encourage these pupils to work independently and at a pace matching their capabilities. Consequently, some of these pupils make slower than expected progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well planned and it meets statutory requirements. The provision for literacy and numeracy has been updated to take into account the new frameworks. The provision for, and the use of, ICT to promote pupils' learning across the curriculum is extensive. Because of these developments, the school has effectively broadened the range of opportunities for pupils, but cross-curricular links between subjects are less well established. The additional needs of pupils with learning difficulties are successfully met by tailoring the curriculum, particularly in improving their basic skills. As a result, they make good progress. The provision for a modern foreign language, a good range of educational visits, visitors with specialist knowledge, and extra-curricular activities, all enrich the curriculum well and add to pupils' enjoyment in their learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The good quality of care is ensured through secure safeguarding arrangements. Pupils feel safe and know that they will be listened to and suitably supported, if they have concerns. To strengthen its provision for pupils with additional needs and those at risk, the school readily seeks the support of external agencies. Academic guidance and support is good overall. Pupils' progress is kept under review and the information is used well to identify patterns in the rate of progress made by different year groups. Guidance given through marking and individual targets is not always consistent and does not regularly provide the appropriate challenge, which pupils need.

## **Leadership and management**

### **Grade: 2**

The headteacher and the governors ensure that the school is focused on improving pupils' academic achievement as well as their personal development. To this end, the school has established the right priorities to guide its work. The headteacher and the subject leaders undertake a range of monitoring activities to check the progress of developments. Since the last inspection, monitoring has improved considerably, but occasionally the benchmarks used to aid in the process are insufficiently robust. When this happens, it is difficult to assess the full impact of actions taken on the overall success of the initiative, but particularly on pupils' learning. In general, all leaders have a good overview of the school's strengths and weaknesses. End-of-year targets set for Years 2 and 6 pupils are challenging and informed by the regular tracking of pupils' progress. Because of their frequent contacts with the school, governors understand well the school's strengths and weaknesses and are able to play a constructive role in the life of the school. Parents have full confidence in the leadership of the headteacher. A parent captured this feeling well when she wrote, 'I feel that the school has gone from strength to strength.'

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the 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?	2

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

19 June 2008

Dear Pupils

Inspection of St Andrew's CofE Primary School, Derbyshire, DE7 6FB

Thank you for making us feel welcome when we visited your school. We enjoyed talking to you about your work and listening to what you had to say. I am writing to tell you what we found out.

This is what we thought was good about your school:

- You work hard with your schoolwork and most of you make good progress.
- Most of you achieve good standards by the time you leave this school.
- You behave well and get on well with each other.
- You enjoy coming to school and taking part in all the activities the school offers you.
- Most of you are very good at expressing what you think and how you feel.
- You feel safe at school and know that someone in the school will help you if you are worried or upset.
- Your governors are fully committed to work with the school.
- Parents have full confidence in Miss Lawson, your headteacher.

This is what we have asked the governors and the headteacher to do to improve your school:

- Make sure you are challenged by the work given to you, especially those of you who are capable of achieving higher standards, to enable you to do so.
- Ensure that school leaders keep a close check on how their plans for improvements are working out in practice.
- Improve the way teachers mark your work and set targets for you to aim for.

Krishan Sharma

Lead inspector