

St Andrew's Church of England Primary School

Northampton Street, Bath, BA1 2SN

Inspection dates 4–5 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved rapidly since its previous inspection. Pupils' achievement is now good and the school is very well placed to improve further.
- Teaching is good throughout the school because it effectively helps all the pupils to learn and achieve well, including those whose circumstances render them vulnerable.
- The school is a positive learning environment and this is reflected in pupils' good behaviour and attitudes towards each other, their learning and their community. Pupils attend regularly, feel safe, are happy and are extremely proud of their school.
- The school benefits from very effective team work, ably led by the headteacher and senior staff.
- Leaders' systems for checking on, and improving, pupils' achievement and the quality of teaching are effective and very rigorous. Information gathered is used to good effect by leaders and governors to improve the school's work.
- The school offers a wide range of enriched learning opportunities, especially in the use of the local environment and in art and music. This means that pupils thoroughly enjoy their learning and have good opportunities for their spiritual, moral, social and cultural development.
- Governors' very effective contribution to monitoring and school development ensures that the governor body can support and challenge staff well.

It is not yet an outstanding school because

- Teachers do not always move pupils on to real life problem-solving activities to apply their learning once they have mastered the mathematical skills needed.
- Pupils, especially the most able, are occasionally not moved on to more challenging work quickly enough.
- When teachers mark pupils' work the written comments they provide are not always clear and useful in helping pupils to know how to improve their work.

Information about this inspection

- Inspectors visited 11 lessons and observed seven teachers. The headteacher and deputy headteacher joined the inspectors to observe two of the lessons. An inspector also observed a tennis coaching lesson with a sports coach. Inspectors looked at the teaching of phonics (linking letters and sounds) being delivered by teachers and teaching assistants.
- Inspectors held discussions with the headteacher, staff, pupils, parents, governors and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 46 responses to the Parent View online questionnaire, the 20 responses to the staff questionnaire and a letter received from a parent during the inspection. An inspector also spoke to some parents at the start of the school day.

Inspection team

John Cavill, Lead Inspector

Additional Inspector

Patricia Dodds

Additional Inspector

Full report

Information about this school

- St Andrew's is smaller than the average-sized primary school.
- Children in the Early Years Foundation Stage are taught in a Foundation Stage Unit that contains children in both Reception and Nursery. Not all children who enter the Nursery continue into Reception, and some children start at the school in Reception.
- About half of pupils at the school are from a variety of minority ethnic backgrounds, a proportion that is well above the national average. All other pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who join or leave the school at times other than would normally be expected is much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average, as is the proportion of pupils who are supported at school action plus or with a statement of special educational needs.
- The school receives pupil premium funding for around one third of the pupils. This proportion is higher than the national average. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent or carer in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a breakfast club for its pupils, which was part of this inspection. The after-school club is privately managed and is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, in order to raise pupils' achievement still further, by making sure that teachers:
 - plan lessons to move all pupils, especially the most able, more quickly onto tasks that fully challenge them and allow them to make faster progress
 - provide more opportunities for pupils to undertake real-life mathematical problem solving activities to apply the skills they have learned
 - sharpen the comments teachers write in pupils' books, so they are clear and help pupils to know how to improve their work.

Inspection judgements

The achievement of pupils is good

- In all classes, pupils are making good progress in reading, writing and mathematics. Inspection evidence confirms judgements based on the school's own detailed tracking data that pupils achieve well from their individual starting points. Achievement is not yet outstanding because standards in reading and writing have risen more quickly than in mathematics, due to some weaker teaching in the past. However, the school has successfully addressed this issue and standards are improving quickly.
- Children join the Early Years Foundation Stage, either in Nursery or Reception, with skills and understanding that are typically lower, and often significantly lower, than would normally be expected. This is especially the case for children who arrive with very little English. Highly effective work with children and families from minority ethnic groups ensures that these children and those with English as an additional language are supported well and make similarly good progress as their peers, both in the Early Years Foundation Stage and across the school.
- Good progress continues across the school. The proportion of Year 6 pupils who made the expected and better progress from Year 3 was similar to the national average in 2013. School records show that, not only is this set to continue, the proportion of pupils of all abilities across the school making more than their expected progress is rising this year.
- Disabled pupils and those who have special educational needs make good progress throughout the school. Teaching assistants complement the work done in lessons well with support activities for individuals and small groups. This is especially the case for pupils who join the school at times other than would normally be expected. These pupils are welcomed, quickly integrated and supported where necessary to make good progress and reflect the high standards that are expected at the school. This is an inclusive school where all pupils are valued as individuals, ensuring everyone is encouraged to be the best they can be.
- The most able pupils are achieving well. Inspection evidence shows that good achievement has been maintained and improved since September 2013. All pupils, including the most able, are making good progress in reading, writing and mathematics.
- The additional pupil premium funding is used extremely well to support eligible pupils and to include them fully in the wide range of school activities. This carefully targeted support ensured that the gap in attainment between eligible Year 6 pupils in 2013 and their peers was radically reduced in mathematics to approximately six months behind and was eradicated in English. This improvement has continued and there are no gaps in attainment between eligible pupils and their peers in either English or mathematics.
- The attainment of pupils in physical education and sport is good, and is evidence of the school's commitment to pupils' physical well-being and healthy lifestyles.

The quality of teaching is good

- Teaching throughout the school is good and has improved rapidly; previous weaknesses have been eradicated. This has secured good, and rapidly improved, achievement for pupils.
- Teachers have high expectations and plan imaginative learning activities that reflect the creative learning focus at the school. Lessons are planned well to reinforce and extend pupils' learning in previous lessons and a strong emphasis is placed on helping pupils develop a love of learning. However, in some lessons the most able pupils are not always being moved on to appropriately challenging work quickly enough to accelerate their progress even further.
- Teachers check pupils' progress during lessons with effective questioning to judge the extent of their understanding of the skills and knowledge that they are being taught. They adjust their teaching when necessary, tackling any misconceptions, so that all pupils make good progress in lessons.
- Pupils' work is regularly and accurately marked. However, the written guidance provided is not

always clear enough and is too often only entered when the pupil has done something incorrectly; this limits pupils' opportunities to use any advice to effectively improve their work.

- Pupils engage well with their lessons and the good pace of the teaching secures high levels of interest and engagement. In Year 5, for instance, pupils were developing their use of verbs in describing action scenes. In their topic on the Ancient Greeks they were using a video clip of a Greek myth, but with no sound or dialogue. This meant that they could adapt the story they were developing.
- Mathematics is taught well and pupils have a secure understanding of mathematical skills and concepts. This has had to improve quickly to redress some previous underachievement and has been enhanced with events such as the recent mathematics week. Teachers have developed materials that can be used at home and, along with activities on the school's website, these are widely used. However, work in pupils' books shows that pupils do not use these mathematical skills enough in real-life type problem-solving activities so as to develop their investigative skills and apply their knowledge and understanding. .
- Teachers have good subject knowledge and make effective use of resources and exciting activities to engage and motivate pupils. Children in the Early Years Foundation Stage, for example, received a letter inviting them to breakfast, linked to the story of *Goldilocks and the Three Bears*. This letter was used well by the teacher to stimulate pupils to write an invitation to their parents.
- Teaching assistants are very well trained and are skilful in supporting teaching and learning. They work closely with teachers to provide good support for pupils, especially those whose circumstances render them vulnerable. This results in all pupils, including disabled pupils, those who have special educational needs and those supported by the pupil premium, achieving well.
- All parents and pupils agree that teaching is good at the school and pupils say that they enjoy school. This is reflected in their positive attitudes towards learning and ability to work together.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils have positive attitudes towards learning and each other, showing enthusiasm for all that is on offer to them.
- Pupils enjoy school, arrive at lessons promptly, ready to learn, and organise the resources they need quickly and quietly. They are highly respectful, courteous and the relationships between pupils and adults are exceptionally strong.
- There is a warm and welcoming atmosphere throughout the school. All ages mix together well, both around the school and in the playground. Behaviour in the breakfast club is good.
- Pupils make good contributions to the school and wider community. They are keen to represent their school, as was seen in the pride of all pupils in the recent 'Friday Afternoons' concert at Bath Abbey.
- Effective behaviour policies are applied fairly and consistently throughout the school. In lessons, pupils engage with their work and settle quickly. They understand what constitutes acceptable behaviour. On rare occasions when there is low-level inappropriate behaviour, such as pupils chatting socially to each other, teachers quickly intervene and refocus the pupils back onto their work.
- The school's work to keep pupils safe and secure is good. All pupils, including those in the Early Years Foundation Stage, are positive about how well the school cares for them and keeps them safe, a view shared by all parents. This is reflected in their attendance, which has rapidly improved and is now above average, following some concerted work by leaders to impress on parents the importance of regular attendance on achievement.
- Pupils have a good understanding of what constitutes bullying and understood the different forms of bullying, including physical, emotional and cyber bullying. They understand what they need to do if they encounter bullying, but say that the adults in the school support them very well and always deal with any problems that they may have quickly and effectively.

The leadership and management are good

- The key strength of the school's leadership and management is the way in which all members of staff and governors are enabled to operate as an effective team, with a common ambition to drive improvement and raise standards. The headteacher provides the school with clear and passionate leadership and is ably supported by the senior leadership team that together have led the school through a period of rapid improvement.
- The school recognises that not enough teaching is yet outstanding and that the outcomes of measures to counteract previous slow progress in some years have yet to show up in national test results. The school evaluates its own performance well and detailed strategic planning is highly effective, with suitable actions to tackle weaknesses.
- Checks on the quality of teaching and pupils' progress are rigorous and accurate. They link closely to the management of teachers' performance and ensure that further training has a strong focus on improving the quality of provision and the outcomes for pupils.
- The skills of middle and senior leaders have improved significantly since the previous inspection. More robust systems to monitor and evaluate the school's performance have been established. All leaders use this information to direct their work, resulting in the rapidly improving achievement and quality of teaching. The learning in the Early Years Foundation Stage is well planned and focused on children's needs and interests, so the children are enthused and motivated by all that is on offer to them.
- The school has developed a curriculum that is full of enriching activities to enliven teaching and ensure pupils are motivated to learn. The use of local cultural and spiritual resources, such as a university, library, the *egg* theatre and St Swithin's Church, provided pupils with stimulating environments in which to work during the 'School without Walls' week. All pupils learn to play an instrument. Music and art are strengths and pupils have access to experiences, such as the 'Take one picture' with the National Gallery to reproduce masterpieces, which helps develop their spiritual, moral, social and cultural understanding.
- Additional funding to support sport in primary schools has been used well by using a range of external providers to support work in this area. This is resulting in pupils being able to experience a wider range of sports, and school staff are extending their skills to ensure sustainability for future improvements to pupils' health and well-being.
- The local authority provides effective support to the school. Regular monitoring and specific training have made a positive contribution to the school's drive to improve.
- All safeguarding procedures are securely in place, meet statutory requirements and are applied rigorously. Leaders effectively promote equality of opportunity for all members of the school community and are active in tackling discrimination.
- **The governance of the school:**
 - The governing body is knowledgeable, well led and organised. Governors have a good understanding of the school's strengths and weaknesses, supporting and challenging leaders well, working with the school to see that improvement plans are fully implemented. They effectively hold the school's leadership to account. The school improvement committee regularly check on pupils' progress to support school improvement initiatives. Governors regularly undertake an evaluation of their own effectiveness to check the balance of skills they have and use training to increase their understanding and effectiveness. Governors understand how well pupils achieve when compared with other schools nationally. Secure procedures are in place so governors have a clear understanding of the quality of teaching and how teachers' performance is linked to pay progression. Governors understand how the pupil premium is allocated and its impact on improving levels of pupils' attainment.

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	109257
Local authority	Bath and North East Somerset
Inspection number	431071

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Jane Brown
Headteacher	Sue East
Date of previous school inspection	17–18 May 2012
Telephone number	01225 310135
Fax number	01225 337051
Email address	standrews_pri@bathnes.gov.uk

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