

St Andrew's Church of England Primary School

16 Church Road, Laverstock, Salisbury, SP1 1QX

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils achieve well and make good progress. The standards they reach by the time they leave the school are rising.
- Pupils read well. They enjoy reading a variety of books to help their learning in all subjects.
- Teaching is good overall with some that is outstanding.
- Teaching assistants ask just the right questions to help pupils of all abilities to learn well.
- Pupils enjoy their learning because teachers make it interesting.
- Pupils feel safe because they know that all adults care about them.
- Adults and pupils all get on very well together. Pupils are polite and considerate at all times, to each other and to all adults.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Leaders, including governors, make regular checks on how well the school is doing and they act quickly and effectively when they find areas that need to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching to make sure that all pupils make rapid progress, especially in writing. Staff do not always give clear written advice to pupils on how to improve their work.
- At times, pupils are not given the chance to act on their teachers' marking and practise their skills.

Information about this inspection

- Inspectors observed teaching and learning in 11 lessons and parts of lessons.
- Discussions were held with the headteacher, other leaders in school, members of the governing body, a representative from the local authority and with parents and pupils.
- The inspectors took account of 18 responses to the online questionnaire (Parent View) as well as the views of parents from informal discussions in school.
- Inspectors considered information about school leaders' understanding of how good the school is and their plans for school improvement, as well as information about pupils' progress. They also looked at teachers' planning, pupils' work, documentation about safeguarding procedures and examples of the targets teachers are given as part of the management of their performance.
- The inspection team analysed the 19 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector

Additional Inspector

David Beddard

Additional Inspector

Full report

Information about this school

- St Andrew's Church of England Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (those eligible for free school meals and those in local authority care) is lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average.
- The proportion of pupils supported at school action plus or with at statement of special educational needs is average.
- The school has achieved the Science Quality Mark (Silver), Artsmark (Gold) and the British Council International Award.
- The headteacher is providing leadership support at another school in the local area.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching, especially in writing, by:
 - making sure that teachers always help pupils to know how to improve through the comments they write when they mark their work
 - making sure that pupils are always given time to act on their teachers' advice and practise their skills.

Inspection judgements

The achievement of pupils

is good

- Pupils all achieve well from their starting points. The standards they attain by the time they leave are rising. Achievement in reading is a strength of the school.
- When children start school their skills are generally slightly below those expected for their age, and in reading and writing they are well below expectations. Children thrive during their time in Reception because the experiences they have help them to learn well. By the time they enter Year 1, most of them have reached a good level of development, though in writing they are still behind.
- Pupils read well because they are taught the skills they need throughout their time in school. The youngest pupils use their understanding of the sounds that letters make to read unfamiliar words and to help them with their spelling. Older pupils learn the more advanced skills they need to be effective readers. Pupils are encouraged to read for pleasure and there is a wide range of high quality fiction and non-fiction books. Displays around the school and in classrooms demonstrate the high priority given to reading.
- Pupils make good progress in Key Stage 1. Pupils' current work shows that standards by the end of Year 2 are rising following a slight decline over the previous two years. However, standards in writing are lower than those in reading and mathematics.
- Pupils continue to make good progress in Key Stage 2. By the time they leave, the standards they reach are slightly above average overall so that they are well prepared for the next stage of their education. Nevertheless, standards in writing are still slightly lower than in other subjects.
- The more able pupils achieve well because of the high expectations the school has of them. They are set work that challenges and stretches them.
- The achievement of disabled pupils and those with special educational needs has improved over the last few years. The extra help they receive, both in class and through special programmes of support, meets their needs well. Frequent checks are made on their progress so that the support can be changed quickly if it is not making enough difference.
- The extra support received by pupils who are eligible for the pupil premium funding is helping them to make good progress in all subjects. In reading and mathematics they are making almost double the progress they would normally be expected to make. This is helping them to catch up rapidly. The gap of about two terms between their attainment and that of their peers in July 2013 has been eradicated and eligible pupils are now attaining at a similar level to their classmates. However, the number in each year group is very small so standards can vary widely from year to year.

The quality of teaching

is good

- When asked to describe their learning, one pupil replied, 'Teachers teach us well and they make it fun'. This is a very accurate observation of what happens in all classes in the school. The lively but purposeful atmosphere that teachers create, underpinned by how well all adults and pupils get on together, helps pupils of all abilities to learn well.
- Teachers use questioning to check on how well pupils have understood new learning. They use pupils' answers to adjust their teaching, for instance through allowing some pupils to get on with their work by themselves or through giving more support to others if necessary. As a result, no time is lost.
- Teachers have high expectations, including for the more able pupils, and all pupils try their hardest to meet these expectations. During the inspection, pupils in Year 6 were exploring a poem, often studied by much older pupils, about a bird of prey. The teacher's excellent questioning enabled the pupils to peel away the layers of understanding. Their observations were exceptionally mature and they gained a very clear understanding of the character of the bird and the way in which the poet had painted a picture in words.

- Teaching assistants make a valuable contribution to learning through the skilful way they use questioning to help pupils of all abilities make the next steps in their learning.
- In the Reception class the environment stimulates pupils to explore and find out in situations which encourage them to apply their developing skills. Excellent links are made across all the areas of learning so that the children can choose their activities according to their interests. Children are currently absorbed in finding out about mini-beasts through the 'bug hotel' that has been built outside using a variety of natural materials, as well as through the display created after a visit by a bee-keeper and the wide range of books available.
- Pupils say that the targets teachers give them for reading and writing are helpful because they remind them of what they need to do next in their learning. Pupils particularly value the 'maths passports' which explain what they need to do to make progress through the new ideas they are learning in mathematics.
- Pupils know how to be successful because teachers always explain precisely what they need to do to achieve well. Most of the time, teachers give helpful guidance in their marking. However, this is not consistent and marking does not always help pupils to improve their work. In addition, pupils are sometimes not given time to act on the advice given by teachers and this can slow their progress, especially in writing.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are sensible and polite at all times. They take pride in the school and in their work because the adults in school set a good example, and they know that these high standards are also expected of them.
- Pupils, parents and staff agree that behaviour is good. Pupils think that the rules the school has are fair and that children who are always good are rewarded appropriately. Lunchtimes are social occasions and the pupils enjoy sitting together on the round tables. They play well together at lunchtimes and playtimes, sometimes in the wide open space and sometimes sitting quietly at the picnic tables or in the shade of the huge chestnut tree.
- Pupils who find it difficult to manage their behaviour are very well supported. Records kept by the school demonstrate that incidents of poor behaviour have reduced over time and the number of incidents is now very low, which shows that the school's work is effective.
- Pupils are able to take on responsibility in a variety of ways and they enjoy the sense of pride this gives them. They care well for each other as shown when one of the older pupils voluntarily took the hands of two younger pupils to take them back to their classroom after an activity.
- Sometimes a few pupils do not immediately settle well to their work, though a gentle reminder is usually all that is needed to help them to focus. Inappropriate behaviour never gets in the way of learning.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and parents agree.
- Pupils are adamant that there is no bullying in the school. They say that they regularly talk about bullying with their teachers and they are confident that if any bullying happened it would be dealt with quickly. A bullying ballot is held at regular intervals when pupils can confidentially share the name of someone who they think is bullying them and they know that those pupils will be spoken to. There is also a 'worry box' where pupils can share concerns at any time. As a result pupils feel very safe, both physically and emotionally.
- Pupils know how to keep themselves and others safe. They learn about road safety, they are taught about drugs that help them and drugs that harm them and they know how to keep themselves safe when they are using the internet.
- Attendance is high because pupils enjoy coming to school.

The leadership and management are good

- All leaders, including governors, are ambitious for the school. They are proud of the school's achievements, as are parents and pupils, and they are determined to ensure that the school will continue to improve.
- The headteacher provides strong leadership and she is well supported by other leaders in school, including middle leaders, who carry out their roles effectively. They all check regularly on what is going well and what needs to improve. Their plans for improvement focus on the right things and are helping the school to get better.
- The quality of teaching is good and improving. The targets that teachers are set to help improve their performance are challenging. Teachers say that the training they receive, both learning from each other in school and within the local cluster of schools, is helping them to reach their targets and to continue to improve their skills.
- Leaders use information about how well pupils are doing regularly to measure how effective the school is and to check that no group of pupils is underachieving. This contributes well to the school's work in promoting equality of opportunity and tackling discrimination. Success is shown, for example, by the closing of the gaps between the achievement of pupils eligible for the additional funding through the pupil premium and that of their peers.
- The school works well with parents, including those who are going through challenging times. All those who responded on Parent View would recommend the school to other parents.
- The subjects pupils learn are interesting and cover a range of topics in history, geography, religious education and the arts. The school is involved with other local schools to develop the teaching of science. Pupils are enthusiastic about the exciting investigations they carry out and their scientific skills and understanding have improved.
- The experiences pupils have contribute well to the promotion of their spiritual, moral, social and cultural development. Pupils can learn orchestral instruments such as clarinet, flute, trumpet and violin. There is a wide range of clubs and all pupils learn cooking skills, linked to the healthy eating choices they have at lunchtime. The school has links with schools in Zimbabwe and China.
- The school has used the additional funding for sport effectively. A sports coach works in the school to broaden the range of sports available to pupils as well as to improve teachers' subject knowledge and skills. As a result, more pupils are involved in sports activities and the school is now participating successfully in a range of local sporting activities and competitions.
- The school's systems for safeguarding of pupils meet statutory requirements.
- The local authority provides 'light touch' support appropriate to the school's success. The headteacher's skills have been recognised by the local authority and she is currently providing leadership support at a local primary school.
- **The governance of the school:**
 - Governors have a strong partnership with the headteacher. They make good use of information about achievement, alongside observations on their regular visits to school, to check that the school is improving and they ask challenging questions to make sure that all pupils are doing as well as they should. They make sure that the school's finances are spent wisely, including the pupil premium funding, and keep a close check on the difference it is making. They make sure that the quality of teaching is improving and that any underperformance is tackled so that only those who meet their targets are rewarded by progression through the pay scales. Governors regularly attend training and they share their new learning for the benefit of others. They are currently working towards achieving the Governor Mark.

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	126405
Local authority	Wiltshire
Inspection number	439611

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Andy Hall
Headteacher	Karen Walker
Date of previous school inspection	23–24 June 2009
Telephone number	01722 503590
Email address	admin@st-andrews-laverstock.wilts.sch.uk

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