

# St Andrew's Church of England Voluntary Controlled Junior School

Dunstan Road, Burnham-on-Sea, Somerset TA8 1ER

## Inspection dates

1–2 February 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The acting headteacher is providing strong leadership during a period of considerable change and challenge for the school. She is very ably supported by equally strong senior leaders. Together, they are working well to ensure that pupils receive a good education.
- Governors provide the school's leadership team with the support and challenge that effective leaders need. Their understanding of their role and the impact of their work have grown considerably since the start of this academic year.
- Staff morale is high and there is a palpable sense of everyone working together as a team. Newly qualified teachers receive good support from leaders and other staff.
- Teaching in the school is typically good. It is characterised by effective planning based on a thorough understanding of individual pupils' abilities and needs.
- The progress that pupils make in reading and writing is in line with that of pupils nationally with the same starting points. In mathematics, however, progress is slower, especially for girls.
- Disadvantaged pupils make progress at the same rate as that made by other pupils nationally. Nevertheless, school leaders' analysis of the impact of the pupil premium could be sharper in identifying precisely which actions help these pupils make good progress.
- Pupils are well behaved, polite and friendly. Their personal development is promoted well, not just in lessons but also through a wide range of extra-curricular activities.
- The school is rightly focusing on improving the progress made by middle-ability pupils, some of whom do not make progress as quickly as other pupils in the school.
- The training provided for teaching assistants has improved recently, which they very much welcome. More training is required, however, to ensure that teaching assistants can make a significant contribution to improving pupils' progress during intervention sessions.
- Overall attendance is broadly in line with the national figure but absence and persistent absence rates for disadvantaged pupils and those who have special educational needs and/or disabilities are too high.

## Full report

### What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
  - the analysis of the impact of the pupil premium is sharper by identifying more precisely which actions are improving the progress of disadvantaged pupils
  - the training for teaching assistants is improved further, so that they can make a greater contribution to promoting pupils' progress.
- Improve the quality of teaching, learning and assessment to ensure that:
  - pupils make faster progress in mathematics, especially girls
  - the progress of middle-ability pupils improves across the curriculum
  - interventions to help pupils catch up are clearly planned and precisely focused.
- Improve the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The acting headteacher is providing strong leadership to the school as it navigates a challenging period of considerable change. At the end of the 2015/16 academic year, the then headteacher left the school unexpectedly due to early retirement. Having been asked by the governors to take on the role, the acting headteacher took this as an opportunity to undertake a review of fundamental aspects of the school's work. Leaders were aware that standards had not been maintained since the last inspection in 2007, when the school was judged to be outstanding.
- As a result of this review, the effectiveness of key processes and systems has improved markedly over a short period of time. For example, the school's monitoring of pupils' progress and attainment is now much more robust, providing useful information upon which teachers can base their planning.
- Other senior leaders, who are also currently in acting roles, are providing strong support to the headteacher and the rest of the staff. They have a very secure knowledge of the school's work. As a result, key areas of the school's work, such as promoting literacy and numeracy or the provision for pupils who have special educational needs and/or disabilities, are very well led.
- School leaders have worked hard to minimise the impact of a large turnover of staff on the quality of education the school provides. At the beginning of the year, 50% of classes were taught by teachers who were new to the school, most of them newly qualified teachers. Opportunities for professional development are now wider and there is a greater involvement of teaching assistants in staff training. Teaching assistants, in particular, spoke of how this is transforming their roles within the school. Nonetheless, it is clear that further training for them is required in order to maximise the impact they have on pupils' progress.
- Newly qualified teachers feel well supported by school leaders and their own individual mentors. In turn, the mentors also talk about the positive impact this work is having on their own teaching. There is a growing culture within the school of teachers and teaching assistants working collaboratively as a team to improve pupils' education.
- The curriculum is well organised, providing not just the key subjects, such as English and mathematics, but also a wide range of foundation subjects. For example, all pupils receive specialist teaching in French every week. The new leadership team is in the process of reviewing the curriculum, starting with an audit of how it contributes to pupils' spiritual, moral, social and cultural development. This review process is in its infancy and it is not possible to comment yet on its impact as a whole. It has led, however, to a more explicit focus on the teaching of fundamental British values.
- The additional funding provided by the pupil premium is used effectively to promote the progress of disadvantaged pupils. In the 2016 national curriculum assessments, for example, disadvantaged pupils made progress that was in line with that of other pupils nationally. Nonetheless, leaders' analysis of the impact of the pupil premium lacks precision and does not allow them to identify easily which particular strategies or

interventions are having the biggest impact on the progress that disadvantaged pupils make.

- School leaders make good use of the physical education and sport premium to promote participation and healthy living. The school runs a range of sports clubs and demand for them among pupils is high. For example, two additional after-school football clubs have been put on this year to cater for the large numbers of pupils wishing to play.
- In addition to sport, there are numerous other extra-curricular opportunities for pupils. These include cultural activities, such as a choir, dancing and knitting, and games, such as chess and draughts. In addition, pupils go on trips to widen their educational experience, for example to a major site of Roman settlement. Taken together, these extra-curricular activities make an important contribution to pupils' personal development and their enjoyment of school.
- The school's work to promote pupils' spiritual, moral, social and cultural education is underpinned by the religious ethos of the school, which provides a constant point of reference for pupils and staff alike. Pupils are predominantly from White British backgrounds and the school consciously and effectively seeks to promote their understanding of other cultures. For example, pupils learn about the history and geography of Africa, make African masks in art and have been visited by a school choir from Kenya. They also raise money to sponsor children. This developing understanding of other cultures helps to prepare pupils well for life in modern Britain.
- The provision for pupils who have special educational needs and/or disabilities is well led and funding for them is used effectively. The special educational needs coordinator, although only recently in post, has quickly established a thorough understanding of the needs of all the pupils for whom she is responsible. Teachers are provided with thorough and pertinent information about pupils' special educational needs and/or disabilities and this enables them to cater for these pupils effectively in their planning. Parents of some of these pupils to whom inspectors spoke were very vocal in their appreciation of the work of the school to support their children.

## **Governance of the school**

- The local governing body has been very active in supporting school leaders through the recent period of change. The levels of support and challenge governors have provided are appropriate and they are developing greater understanding of their role of strategic oversight. They have a clear insight into the areas of the school's work that need to improve. They exercise effective monitoring of the school's development plan and have established good links with senior leaders and other staff to facilitate this. Governors are placing greater emphasis now on measuring the impact of leaders' actions in terms of outcomes for pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a well-established culture of vigilance in the school. As the designated safeguarding lead, the acting headteacher leads from the front on the school's drive to

keep pupils safe, ensuring that it is a priority for all who work there. All staff are keenly aware of their responsibility for safeguarding. This is reflected in pupils' belief that they can turn to any teacher, member of support staff or mealtime assistant for help if need be.

- Staff training is up to date and they understand the latest safeguarding guidance issued by the government. Training on the dangers of radicalisation and extremism has taken place. The single central record of pre-employment checks made on teachers and other staff is fully compliant with requirements. School leaders have worked successfully with the local authority to ensure this. They also work effectively with other agencies to protect pupils when the occasion arises. Leaders have taken all reasonable steps to ensure that the school site is secure.

### Quality of teaching, learning and assessment

**Good**

- Teaching across the school is typically good at St Andrew's. When it is most effective, teaching is characterised by thorough planning that is informed by a precise understanding of pupils' prior learning and any barriers that might impede their progress. Questioning, when used well, helps to assess and probe pupils' understanding and to deepen their thinking.
- Where the elements of effective teaching are not present, however, pupils' progress can slow. For example, while the subject knowledge of teachers and teaching assistants was generally good, there were occasions when this was not the case and this slowed pupils' learning.
- Teachers and other adults reinforce the school's expectations about conduct in lessons effectively and any off-task behaviour is dealt with calmly and efficiently. Routines are well developed and there is a consistent emphasis on high standards. In mathematics, for example, pupils have been well taught in how to set out their work. This helps them to grasp key concepts more quickly.
- Effective teaching has created an atmosphere in classrooms which is positive and safe. Pupils are willing to share their ideas without being afraid of making mistakes, which they are encouraged to learn from. In science lessons, for example, pupils make hypotheses and educated speculations about scientific phenomena in a supportive environment. In history lessons, pupils can make inferences from historical sources. This is a higher-level skill but pupils are willing to have a go, even if what they say is not quite correct. Teachers then use these responses well as a springboard to develop knowledge and understanding further.
- The use of assessment information to inform teaching is improving rapidly in the school. Together with teachers' professional judgements, this information is used well to evaluate pupils' learning and to identify quickly any who are falling behind and need additional help. There is a regular programme of intervention work for such pupils and this helps many to make better progress. In some cases, however, the value of these interventions is undermined by a lack of precision in planning and delivery.
- Teachers follow the school's homework policy and pupils are set work which helps them to consolidate their learning, especially in the key areas of literacy and numeracy.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take pride in their work and are keen to share it with their classmates, teachers and other adults. They are developing the characteristics of successful learners well. The majority of pupils demonstrate self-confidence, self-reliance, perseverance and resilience in their approach to learning. They are proactive and do not simply rely on adults to help them. Instead, they help each other, spontaneously review each other's work and use readily available resources, such as dictionaries and thesauruses, to improve it.
- Some pupils, however, have been slower to embrace this approach fully and the school is actively engaging with them in order to develop a culture of learning in all pupils. Some of the initiatives in this area are very recent, however, and have yet to reveal their full impact.
- Older pupils take on leadership roles in the school and this promotes their personal development well. For example, a group of pupils act as 'computer captains'. They not only help other pupils and adults with technical problems, but also promote key messages about how to stay safe online, including to parents. The school council is active and this helps pupils understand fundamental British values such as democracy and mutual respect. Some pupils are nominated as 'playground friends' who are available for any pupil to talk to during break- and lunchtime if they are worried about anything.
- Pupils have a wide range of opportunities to enhance their spiritual, moral, social and cultural development. They participate actively in the spiritual life of the school and make important contributions to the local community. The choir, for example, sings in local care homes and also performs for groups of adults who have learning difficulties. Pupils also think globally and have strong links with a school in Kenya. As a result of these and many other opportunities, pupils' spiritual, moral, social and cultural development is strong.
- Participation rates in sport are high and this, alongside their lessons in physical education, helps pupils to lead healthy lives.
- Pupils know how to stay safe in a variety of contexts. They have had effective teaching in road, water and e-safety.

### Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves very well both during and outside lessons. They are unfailingly polite to each other and to adults. When other pupils are speaking in class, they listen respectfully. Inspectors saw no significant low-level disruption during any of the lessons they visited. Pupils wear their uniforms smartly.

- Pupils report that there is very little bullying in the school. They have a good understanding of what bullying is and how to deal with it should it arise. They know whom to speak to and are confident that teachers and other staff, including mealtime assistants, will deal with it effectively. No parents raised any concerns with inspectors regarding bullying.
- The overall attendance rate of pupils is just below the national average. For disadvantaged pupils and those who have special educational needs and/or disabilities, however, attendance rates are too low. Furthermore, the number of persistent absentees is too high. The school is fully aware of this situation. The new leadership has recently changed the way it approaches this problem and is working closely with the educational welfare officer from the local authority. It is too early to say, however, what impact this new approach will have on rates of attendance.

### Outcomes for pupils

**Good**

- Pupils currently at St Andrew's are making broadly good progress across the curriculum. In English, they are developing their key skills and understanding in reading and writing effectively. Pupils communicate well, both orally and in written form. In mathematics, progress is similarly good, except in Year 6 where some pupils have gaps in their knowledge. All pupils are developing their fluency, reasoning and problem solving. Overall, therefore, pupils are well prepared for the next stage of their education.
- Disadvantaged pupils make good progress during their time at the school and the pupil premium is used effectively to promote this. In the 2016 national curriculum assessments, disadvantaged pupils made progress that was in line with that of other pupils nationally in each of reading, writing and mathematics. Lower ability disadvantaged pupils made especially strong progress in reading and writing, although the number of pupils in the group was small. In spelling, punctuation and grammar and in science, a larger proportion of disadvantaged pupils attained the expected standard than other pupils nationally.
- In the 2016 national curriculum assessments in reading and writing, all pupils made progress that was in line with the national average. Lower ability pupils, although a small cohort, made significantly better progress than average. The proportion of all pupils attaining the expected standard was higher than the national average in both these subjects. The picture in mathematics was less strong, however, especially for girls. Although pupils' attainment was in line with the national figure, this did not represent good progress from their starting points. Across all three subjects, middle-ability pupils did not make progress as fast as similar pupils nationally or attain the expected standard in similar proportions.
- Owing to effective support, pupils who have special educational needs and/or disabilities currently in the school are helped to make steady progress. In the 2016 national curriculum assessments, similar pupils made progress overall in line with the national figure across each of reading, writing and mathematics. Middle-ability pupils who have special educational needs and/or disabilities, however, underperformed.

- The most able pupils currently in the school make good progress from their higher starting points. In 2016, all the most able pupils achieved the expected standard in writing and the vast majority did so in reading, where a larger proportion than the national average achieved a high score. The proportion of the most able who attained greater depth in their writing, however, was low. The most able disadvantaged pupils made good progress and all of them attained the expected standard in reading, writing and mathematics.
- Inspectors listened to pupils of different ages and abilities read. The most able can read with fluency and comprehension, while those of lower ability are equipped by effective teaching to tackle unfamiliar and difficult words. While reading skills are effectively developed by the school, the range of texts that pupils read outside lessons is sometimes limited.

## School details

Unique reference number	123785
Local authority	Somerset
Inspection number	10021130

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Phil Reddish
Headteacher	Alison Pook
Telephone number	01278 783558
Website	<a href="http://www.standrewsjuniors.co.uk">www.standrewsjuniors.co.uk</a>
Email address	<a href="mailto:Sch.075@educ.somerset.gov.uk">Sch.075@educ.somerset.gov.uk</a>
Date of previous inspection	2 October 2007

## Information about this school

- The school does not meet requirements on the publication of information about the pupil premium, the physical education and sport premium, the accessibility plan, and governors' information and duties on its website.
- St Andrew's Church of England Voluntary Controlled Junior School is larger than the average-sized school.
- The school meets the government's current floor standards.
- The proportion of disadvantaged pupils is just below the national average.
- The proportion of pupils from minority ethnic groups is small. The great majority of pupils are from a White British background.

## Information about this inspection

- The inspection was carried out following a number of complaints made to Ofsted which raised serious concerns. Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether standards were being maintained with regard to the quality of the leadership and management of the school; the contribution made by the school to the well-being of pupils; and the quality of the education provided.
- Inspectors observed pupils' learning in lessons and examined the work in their books. They also talked to pupils about their learning and their experiences in the school. Observations in lessons were often done jointly with members of the senior leadership team. Pupils of different ages and differing abilities were listened to reading aloud.
- Inspectors held discussions with the acting headteacher and other senior leaders. The lead inspector also met with members of the governing body, including the chair of the governing body. He spoke to a representative of the local authority by telephone.
- Inspectors examined a range of documentary evidence, including the school's self-evaluation, its development plan, records of pupils' progress and minutes of governing body meetings. Documents regarding safeguarding were also closely examined, including the single central record of pre-employment checks made on teachers and other staff.
- There was no parental survey, but inspectors spoke to a significant number of parents during the inspection to gather their views about the school's work.

## Inspection team

Stephen Lee, lead inspector

Her Majesty's Inspector

Paul Smith

Ofsted Inspector

Marion Borland

Ofsted Inspector

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