

# St Andrew's CofE (C) Primary School

Inspection report

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<b>Unique reference number</b>	124242
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	395361
<b>Inspection dates</b>	9–10 July 2012
<b>Lead inspector</b>	David Edwards

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 of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marilyn Davis
<b>Headteacher</b>	Julie Bullous (Executive)
<b>Date of previous school inspection</b>	5 May 2009
<b>School address</b>	Main Street Clifton Campville Tamworth B79 0AP
<b>Telephone number</b>	01827 373266
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	9–10 July 2012
<b>Inspection number</b>	395361



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## Introduction

Inspection team

David Edwards

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited five lessons and observed three teachers. All lessons were jointly observed with the headteacher. The inspector also heard children reading, scrutinised pupils' work and undertook other activities in order to observe the pupils' learning. He held meetings with parents and carers, groups of pupils, a number of staff and members of the governing body. The inspector observed the school's work and looked at school self-evaluation and planning documents, policies and procedures, as well as the school's own analysis of pupils' attainment and progress. Questionnaires completed by 18 parents and carers were received and analysed, as well as others from pupils and staff.

## Information about the school

The school is a much smaller than the average-sized primary school. The vast majority of pupils are of White-British heritage. The proportion of minority ethnic pupils or those who speak English as an additional language is much smaller than seen nationally. The number of pupils known to be eligible for free school meals is significantly below average. The proportion of disabled pupils and those who are supported by school action plus, or have a statement of educational needs is above average.

The school entered into a 'soft federation' with a neighbouring primary school five years ago. In September 2010 this was made into a 'hard federation' having a joint governing body. The executive headteacher has been in post for five years. Two deputy headteachers run the two schools on a daily basis in her absence. A new teacher was appointed in January 2011. Pupils are taught in mixed age classes. Key Stage 1 consists of Reception, Year 1 and 2 and Key Stage 2 is made up of Year 3 and 4 and Year 5 and 6. More pupils join or leave the school part way through the year than is seen nationally, particularly at Key Stage 2. The school has the Activemark, Healthy School's status and Dyslexia Friendly Level 1.

The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding and inclusive school. The executive headteacher and senior staff provide a clear and ambitious vision for the future and all staff are very highly motivated to achieve it. Pupils are extremely keen to learn and are very well prepared for the next stage of their education. Pupils, parents and carers are very supportive of their school.
- All groups of pupils make outstanding progress and reach above average attainment in reading, writing and mathematics by the end of Year 6. The school is very successful in ensuring that pupils of all abilities, including disabled pupils and those who have special educational needs, aim high and achieve very well. The higher than average proportion of pupils who join the school, particularly part way through Key Stage 2, also achieve well and make excellent progress
- The quality of teaching overall in the mixed-age classes is outstanding. Teachers and support staff bring learning to life through fast-paced and highly motivating activities which seize the pupils' attention and instill the skills and desire to learn. While the marking of pupils' work in English is of a very high quality and guides pupils to their next steps in learning, this practice is not consistent in mathematics.
- Pupils are kind, thoughtful and considerate towards each other. Their behaviour in and around school is exemplary and they have a very good understanding of how to keep themselves free from harm. They say they feel very safe and are extremely well looked after.
- Monitoring of performance by leaders is rigorous and incisive. It leads to speedy, decisive and highly effective action to improve teaching and raise pupils' achievement. The rich and well-planned curriculum promotes high levels of spiritual, moral, social and cultural development throughout the school.

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

- Ensure that marking in mathematics comes up to the high standard of that in English by:
  - consistently informing pupils about their next steps to improvement in mathematics
  - showing pupils how to use steps to success effectively to judge the quality of their own work and that of their peers.

## Main report

### Achievement of pupils

The small size of cohorts leads to year-on-year variations in attainment. Children typically join the school with skills and knowledge that are below those expected for their age. Throughout the school, all groups of pupils achieve exceptionally well and they are particularly well prepared for the next stage of their education when they leave the school at the end of Year 6. As school records show, and lesson observations and scrutiny of work confirm, all pupils, regardless of their ability, make outstanding progress. They usually exceed the attainment expected for their age by the end of Reception and make outstanding progress because of the very effective organisation and careful assessments staff make and the richly diverse curriculum which offers them independence and choice.

The number of pupils joining the school at Key Stage 2 is high. Robust assessments of these pupils on entry to the school show that most make excellent progress from their starting points as a result of highly effective interventions made by teachers in lessons. The attainment of the current Year 6 is high in reading, mathematics and writing. In writing their attainment is twice the national average at the higher level. Throughout their time in Reception and Key Stage 1, pupils use the skills they learn in phonics (linking letters to the sounds they make) as they read and write. The school gives a high priority to reading and writing skills so that they are above average by the end of Year 2. In one extremely effective writing lesson in Reception and Key Stage 1, the pupils were writing descriptions of the characters they were acting in the school play 'The Tempest'. They were greatly absorbed in the role play they enacted. This helped to plan their writing and develop their communication and language skills and provided challenge in learning. They used very adventurous language in their descriptions and produced extremely interesting and well-constructed sentences.

Throughout Key Stage 2, pupils transfer the language of reading to other subjects. In mathematics, pupils' past work and work within lessons illustrate their growing confidence in number calculations and problem solving. Pupils' writing skills show use of interesting vocabulary, understanding of basic sentence structure and good levels of spelling accuracy. Throughout the school, the pupils' work on display and in their

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books clearly shows the excellent progress they make not only in basic skills, but also in thinking and life skills. Disabled pupils and those with special educational needs also make excellent progress. This stems from the high priority given to meeting their needs. By ensuring consistent and high quality help from well-qualified teaching assistants, lower-attaining pupils, and those whose circumstances make them vulnerable, make rapid progress. Any gaps between them and their peers are effectively closed.

### Quality of teaching

Teaching is relevant, challenging and very successfully accelerates pupils' learning. Teachers are extremely motivated and frequently inspire pupils to aim high. They make learning a very enjoyable and challenging experience and pupils speak highly of their lessons. There is an excellent balance between the very effective direct teaching of literacy, numeracy and other learning and life skills and imaginative opportunities to apply them in other areas of learning. In one particularly effective Year 5 and 6 lesson on philosophy, pupils were asked to consider the characters in 'The Tempest' and how their actions applied to the UNICEF Charter of Rights and Responsibilities. The pupils approached the task in a very mature way. They rose admirably to the complex challenge set and produced reasoned arguments, which were sensitive to the needs of others, to justify their opinions. They spoke very articulately and the task made an outstanding contribution to their spiritual, moral, social and cultural development.

High expectations, brisk pace, outstanding subject knowledge and fun-based activities develop pupils' problem-solving skills in mathematics exceptionally well. This was evident in an exemplary mathematics lesson in Years 5 and 6. Pupils were using dice to generate numbers which were used to solve algebraic equations. This very challenging task motivated pupils of all abilities in the mixed-age class, so that their needs were met. The pupils' enjoyment was evident and produced a real buzz in the classroom so that all of them made exceptional gains in their learning.

Teachers ensure that they focus questions on the needs of different groups of learners, such as those of different abilities, so that all pupils make the best progress they can. The staff rigorously plan small-group and individual activities to build effectively on pupils' prior learning, whether they are potentially high attaining or struggling with specific skills. These activities are frequently reviewed and monitored to ensure that they are fully effective in meeting these needs. As a result, disabled pupils and those with special educational needs make excellent progress too.

Staff use targets and marking well to ensure that pupils know the next steps in their learning. This is reinforced extremely well in English, where pupils are adept at using steps to success to evaluate the quality of their own work and that of their peers to accelerate their progress. They are not consistently given the same opportunities in mathematics.

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### **Behaviour and safety of pupils**

Pupils' exemplary behaviour in lessons and around school makes a very strong contribution to their highly effective learning. They are keen to take responsibility for their own behaviour. The school's high expectations, strong caring ethos and aim to develop pupils as independent learners, are all key factors in pupils' high attendance and exemplary behaviour. Staff deploy extremely good and consistent strategies to promote outstanding behaviour, even for those who find school challenging.

Pupils feel very safe in school and feel they are well looked after by staff. This view is endorsed overwhelmingly by parents and carers. Incidences of bullying, such as name-calling and cyber-bullying, are rare. One pupil said, 'Bullying is not an issue in our school and we all get on well together'. They readily explained they would turn to an adult for help if they needed it. There have been no exclusions in the school for several years. The majority of parents and carers responding to the questionnaire commented very positively on the quality of behaviour in the school. A small number expressed concerns, but the inspector saw nothing but excellent behaviour and school records show that incidents of poor behaviour are very rare. Opportunities to take responsibility in class, in the playground and as part of the school council, further extend pupils' moral and social development. Pupils have even been actively involved in organising training for lunchtime supervisors so that lunchtimes are productive and extremely enjoyable.

### **Leadership and management**

The executive headteacher provides calm, clear and creative guidance to enable staff and pupils to fulfil their potential. She is extremely well supported by other senior leaders. All aspects of the school, such as the coordination of the Reception and Key Stage 1 and special educational needs, are very well led and managed. The governing body makes an outstanding contribution to the direction the school takes through its well informed and managed committee system. Staff and the governing body together make a very effective contribution to accurate self-evaluation procedures which underpin high-quality school-improvement planning. Performance management and professional development systems are very effective in developing the outstanding quality of teaching and learning. Detailed analysis of performance data informs decisive actions to improve the quality of educational provision and tailors learning individually to the needs of each pupil.

Staff regularly take opportunities to develop their own teaching and leadership capabilities. Their capacity to do this has been further strengthened since the school's federation with a neighbouring school. The school promotes equality of opportunity for success and the appreciation of diversity extremely well. Safeguarding procedures fully meet requirements and the school is very vigilant and pro-active in ensuring all aspects of pupils' safety. Extremely effective improvements to pupils' achievement, attendance and the quality of provision ensure that the school continues to have an exceptional capacity for further improvement.

The breadth and balance of the curriculum are outstanding. The school works with a

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very wide range of educational, community and faith partners to promote high-quality learning. School initiatives cement the bond with parents and carers and enrich learning. The school's commitment to enrich the lives of all pupils through memorable learning experiences makes an excellent contribution to their spiritual, moral, social and cultural development. The many examples of excellent pupils' work on display demonstrate the strengths and challenge of the curriculum. Regular visits and visitors and a wide range of extra-curricular activities and successful sporting events greatly enrich pupils' experiences.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 July 2012

Dear Pupils,

**Inspection of St Andrew's CofE (C) Primary School, Tamworth, B79 0AP**

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit. I enjoyed watching lessons and talking to as many of you as I could. You attend an outstanding, very happy and friendly school. It is led exceptionally well by the headteacher and the staff. They care for you extremely well and give you excellent support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this really well. You told me that you really like your school and there are lots of things to do and enjoy. Excellent teaching is an outstanding feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making outstanding progress and achieving very high standards. You make an excellent contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is outstanding and this means that you focus exceptionally well on your work in lessons and try to succeed in all that you do. Well done!

Your teachers are very good at informing you how to improve your work through their excellent marking in English and involve you in accurately assessing the quality of your own work. However, they do not do this as effectively in mathematics. I have therefore asked your teachers to ensure that they always inform you of your next steps in learning in mathematics through their marking. I also want all teachers to teach you how to use steps to success in that subject, so you understand your own work better and how you can improve it.

Yours sincerely

David Edwards  
Lead Inspector

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