

St Andrew's Church of England Primary School

Lockhart Road, Cobham, Surrey, KT11 2AX

Inspection dates 24–25 June 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 across the school. Attainment is rising and it is now broadly average by the end of Year 6.
- Pupils develop skills quickly because teachers expect them to work hard and not waste time. Teachers get on very well with their pupils. This helps them to learn without fear of failure.
- Pupils are proud of their school and are enthusiastic learners. They feel safe and behave well. They have good manners and are sociable and articulate.
- Activities, both in and out of lessons, make learning exciting and motivate pupils to do well.
- The determined leadership and management of the headteacher and other senior leaders have led to significant developments since the last inspection. This has led to an improvement in teaching and achievement across the school.
- The governing body provides high quality support and challenge and is very knowledgeable about the school.
- Additional government funding is used to good effect to help eligible pupils to learn quickly.
- Parents are very pleased with the work of the school, especially the way that their children are cared for.

It is not yet an outstanding school because

- Pupils make slower progress in mathematics than in reading and writing because work is sometimes too hard or too easy for them.
- Some leaders are not fully involved in checking on the quality of teaching so that they can play a greater part in ensuring improvement.

Information about this inspection

- The inspectors observed 20 lessons, of which around half were observed jointly with the headteacher or deputy headteacher. In addition, the inspectors made some short visits to lessons.
- Discussions were held with pupils, members of the governing body, members of staff and a representative from the local authority.
- The inspectors took account of the views of 108 parents who responded to the online questionnaire, Parent View. The inspectors also read letters from parents and talked to some at the start of the school day.
- The inspectors observed the school's work and heard some pupils read. They looked at a number of documents, including the school's own information about pupils' learning and progress, planning and monitoring documents, the school development plan. They also scrutinised records relating to behaviour and attendance, safeguarding information and health and safety documentation.
- The inspectors analysed 40 questionnaires from staff.

Inspection team

Mike Capper, Lead inspector	Additional Inspector
Sandra Teacher	Additional Inspector
David Wolfson	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- Most pupils are from White British backgrounds, but around one in ten pupils has English as an additional language. Most of these pupils are from Eastern European families.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils supported by the pupil premium is broadly average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and achievement so that both are outstanding by ensuring that:
 - work is not too hard or too easy for pupils in mathematics
 - leaders, including those in charge of subjects, are given more opportunities to visit lessons so that they can play a greater part in improving teaching and pupils' progress.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment has been rising, with the standards reached by most pupils at the end of Year 2 in 2013 being the best for many years. Attainment is also broadly average now by the end of Year 6, reflecting good progress from pupils' previously low starting points at the end of Year 2.
- Children improve their skills rapidly in the Early Years Foundation Stage. When children start school, the majority are working at typical levels for their age. They make good progress in the Reception year, especially in their personal, social and emotional development which is supported especially well by teachers.
- Pupils continue to make good progress in both Key Stages 1 and 2. By Year 6, pupils write confidently for a range of purposes, for example explaining in detail why deforestation of the Amazon is a bad thing. Pupils read widely and show a good appreciation of different forms of literature.
- Pupils' knowledge of phonics (letters and the sounds they make) has improved over the last year. A below average number of pupils reached the expected level in the national phonics screening at the end of Year 1 in 2013. As a result, the school successfully changed its teaching. Pupils' skills are now improving more quickly. Younger pupils use their phonics knowledge confidently to sound out new words when they are reading, and are beginning to spell with increasing accuracy.
- The school works hard to ensure that all pupils do equally well. However, occasionally, pupils' books show that work in mathematics is too easy for more-able pupils or too hard for the less able. Nonetheless, by Year 6, most pupils have secure numeracy skills. They are becoming increasingly confident in using their calculation skills to solve problems or to carry out investigations.
- Disabled pupils and those who have special educational needs make the same good progress as others. They are given good quality support, especially outside lessons, which helps them to learn quickly.
- Pupils who are supported through additional government funding make good progress. The attainment gap between eligible pupils and others at the school had closed to around a term in English and mathematics in national tests at the end of Year 6 in 2013. This success was achieved through the good use of individual and small group support that was well focused on developing reading, writing and number skills.
- Pupils from minority ethnic groups, such as those from Eastern European backgrounds, or those with English as an additional language, attain as well as others by the end of Year 6. They make good progress in learning spoken English, even if they have been in school for only a short time.

The quality of teaching is good

- Teachers have high expectations of pupils and manage their behaviour consistently and effectively. Pupils develop positive attitudes towards learning because teachers get on well with them and ensure that they can work without fear of failure. As one pupil commented, 'The teachers really care.'
- In the Early Years Foundation Stage, children learn rapidly. Their personal, social and emotional development is supported especially well because adults give children sensitive support to help them become confident. A very well resourced outdoor area is used extremely well. This allows children to practise and reinforce skills in literacy and numeracy by, for example, making chalk marks or counting in role play. Teachers ensure that pupils with English as an additional language improve their speaking skills quickly by checking their understanding of what is being taught.
- In Key Stages 1 and 2, reading and writing are taught well. Teachers frequently check pupils' understanding of what pupils are learning by, for example, asking probing questions or listening

to discussions when they are planning how to write a story. Teachers are becoming increasingly adept at changing work in response to this so that pupils, including the more able, are fully challenged.

- In mathematics, teaching helps pupils to improve their skills quickly most of the time. Teachers provide ample opportunities for pupils to practise and apply their skills to activities such as investigations and problem solving. However, on a few occasions, teaching does not take enough account of what pupils already know. This results in work being too hard for some less-able pupils or too easy for the more able.
- Teaching assistants make a strong contribution to the learning of disabled pupils and those who have special educational needs. They work with them individually or in small groups outside lessons. Support is very closely tailored to their needs.
- Nearly all parents who responded to the inspection questionnaire are pleased with the teaching of their children. They support teachers well by helping their children with homework and hearing them read.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents and pupils are almost unanimous in agreeing that behaviour is good. Inspectors found that pupils behave well in lessons and when moving around school. School logs show that misbehaviour is rare and is tackled very quickly should it occur.
- Pupils enjoy school and rates of attendance have improved over the last two years to broadly average levels.
- Pupils work hard and this is a key contributor to their good progress. They are keen to learn and work hard most of the time, although sometimes older pupils do not take enough care with their work so that it is presented neatly.
- The school promotes good relationships and tackles discrimination robustly. Playtimes are calm and harmonious, with 'play leaders' from Year 6 working well with younger pupils to resolve any problems as soon as they arise. Pupils from different backgrounds get on together well. Those who arrive during the school year say that they 'quickly make friends'.
- The school's work to keep pupils safe and secure is good.
- Pupils are clear about the dangers they may face and talk sensibly about how to avoid problems when they use the internet. They know that bullying can take many forms, but say that it is very rare in this school. As one commented, 'Although we do sometimes fall out, the grown ups always sort it out quickly.'
- Pupils sensibly avoid risks when playing outside. They are very aware of how to stay safe, very quickly reporting any worries they may have.

The leadership and management are good

- Leaders have high expectations and are securing rapid school improvement. Their accurate evaluation of provision means that there is a good understanding of the school's strengths and weaknesses. Where weaknesses are identified they are tackled quickly. A good example is the improvement in pupils' progress over the last two years, especially in writing, which has been a recent school focus.
- Although there are systems in place for improving teaching, not all leaders are fully involved in this process. This makes it difficult for middle leaders, such as those in charge of specific subjects, to work with teachers to improve the quality of their work.
- The local authority has supported the school well, especially in improving teaching. For example, training in areas such as the teaching of writing has helped to strengthen provision across the school.
- Over the last four years, the school has accumulated a wealth of data on how well pupils are doing. This is used rigorously to check the progress of different groups and to identify any pupils

who are in danger of falling behind. Once identified, pupils are given good support to help them catch up.

- The topics and subjects taught are well planned and introduce key skills systematically and well. Clubs and visits enrich learning, with pupils speaking very positively about the daily 'activity hour' when they are able to learn new skills in areas such as music and art.
- The school successfully promotes healthy lifestyles and pupils' well-being. Pupils grow their own food and participate keenly in physical activity such as swimming and tennis lessons. Good use is made of the primary school sport funding. It helps to employ coaches who work alongside class teachers and also provide additional activities outside lessons. Both are already increasing participation rates and improving the skills of teachers. The impact of spending is monitored carefully by leaders to ensure that it is providing value for money.
- Pupils' spiritual, moral, social and cultural development is supported well. Pupils show good concern for the needs of those less fortunate than themselves and leave school with well-developed social skills.

■ **The governance of the school:**

- The governing body provided very strong challenge and support to other leaders and has been instrumental in recent school improvement. The governors are very knowledgeable about how well the school is performing in comparison with others because they have very thorough systems for checking provision for themselves. For example, they analyse data on pupils' progress in great detail. They play a good part in improving attainment through initiatives such as a recently-introduced writing prize.
- Governors know about strengths and weaknesses in teaching and how it is being improved. They ensure that only good performance is rewarded financially. They rigorously check the use of additional government funding, to ensure that eligible pupils attain nearly as well as others. Governors ensure that procedures for safeguarding pupils meet requirements.

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	125158
Local authority	Surrey
Inspection number	444252

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	370
Appropriate authority	The governing body
Chair	Alistair Mann
Headteacher	Andrew Tulloch
Date of previous school inspection	24–25 February 2010
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Fax number	01932 867435
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