

St Andrew's Church of England Infant School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 110443 |
| Local Authority | Milton Keynes |
| Inspection number | 356743 |
| Inspection dates | 13–14 July 2011 |
| Reporting inspector | Nina Bee |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|---|
| Type of school | Infant |
| School category | Voluntary controlled |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 39 |
| Appropriate authority | Milton Keynes |
| Chair | David Argent |
| Headteacher | Anne Shedden |
| Date of previous school inspection | 15 October 2007 |
| School address | High Street Great Linford Milton Keynes MK14 5AX |
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Introduction

This inspection was carried out by one additional inspector. The inspector observed six parts of lessons and three teachers were seen. Discussions were held with the assistant headteacher, staff, governors, pupils and a small number of parents and carers. The work of the school was observed and documentation, including that related to safeguarding, evidence of internal and external monitoring, teachers' planning and academic performance data was looked at. The inspector analysed questionnaires from 17 parents and carers and seven staff.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- Progress, and whether all groups of pupils make good progress.
- The curriculum and whether it is good in all subject areas.
- How effectively the governing body supports and challenges the school and whether all statutory requirements are fully met.

Information about the school

St Andrew's is a very small infant school. Just under two thirds of pupils come from White British backgrounds. The remainder come from a range of minority ethnic groups. Few pupils speak English as an additional language. The proportion known to be eligible for free school meals is well below average. The proportion of pupils identified as having special educational needs and/or disabilities is below average. The Early Years Foundation Stage children are taught alongside pupils in Year 1 during the morning and as a stand-alone group in the afternoon.

The school entered into a federation with Sherington C of E School in February 2011. St Andrews is currently being run by the assistant headteacher. The substantive headteacher is on long term sick leave and she also oversees the other school in the federation.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Andrew's is a good school. Children, pupils, parents and carers as well as governors and visitors are made to feel extremely welcome every time they enter the building. Everyone is made to feel as if they are part of a big family. The environment, both inside and outside, is bright and cheerful and conducive to good learning. Classroom areas celebrate pupils' work and clearly show that all subject areas have high focus and that there are good links between subjects to reinforce and develop learning. Each morning children and pupils come into school smiling and most definitely ready to start learning. They thrive in this warm and caring environment where they are well looked after. Their behaviour is outstanding in all they do. Children and pupils are polite and generally considerate and kind towards others. As a school, they do lots in the local community and are well known for their singing, kindness and excellent behaviour. For example, a nearby supermarket invited them all to go and open their shop after recent refurbishment. Pupils regularly take gifts and sing to senior citizens and recently the school council visited a local hospice. The whole school enjoy performing at an annual festival. All children and pupils are keen to raise funds or send presents at Christmas for others who are not as fortunate as they are. Pupils' awareness of safety and the need to keep themselves safe is excellent because safety is promoted very effectively during all activities. As a result older pupils, in Year 2, know of some of the potential dangerous situations they may come across and have a very good growing awareness of how to deal with them. For example they talk sensibly about how to behave on busy roads and that if they have a problem at school they should talk it through with an adult.

Children make good progress in Reception. In Years 1 and 2, pupils build on this good progress and achieve well. By the time they leave, in Year 2, attainment is broadly average in reading, writing and mathematics. Learning is good because all teaching is effective. Activities are well planned to address all abilities. Resources are used effectively to promote and reinforce learning. Some teachers' marking is good and informs children and pupils what they need to do to improve their spelling and write letters and numbers correctly but this is not always the case. The comments teachers write in children's and pupils' books and reading diaries are not always clear enough to show them what they need to do to improve and reach their targets or inform them how to develop their reading skills.

Senior leaders and governors have a good understanding of the school's strengths and areas for improvement because of thorough monitoring and accurate self-

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evaluation. Good achievement, teaching, curriculum and care have been maintained since the previous inspection. Parents and carers are very well informed about how their children are doing and say that they are extremely pleased with the provision their children receive. They say they are particularly pleased with the activities that are planned which they are encouraged to participate in. Engagement with parents and carers is excellent. These successes indicate that the school has good capacity to sustain improvement. The school is at the early stages of implementing an effective strategy to promote community cohesion. A plan of action is being developed but at present there are few links nationally or with the wider world.

What does the school need to do to improve further?

- Improve the way teachers support and guide children and pupils academically by:
 - making sure that teachers' marking shows children and pupils what they need to do to form letters and numbers properly and how to reach their targets
 - focusing more effectively on improving individual children's and pupils' spelling skills
 - checking that when children and pupils are heard to read, clear guidance is written in their reading diaries to develop their reading skills.
- Improve community cohesion by developing provision that gives greater emphasis to the way people in other cultures live their lives, both in this country and internationally.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and in discussions were keen to tell the inspector how much they enjoyed school. Attendance is above average. Punctuality is impressive because pupils are keen to see their friends and start learning. They like learning and work hard at all activities they are given. Pupils with special educational needs and/or disabilities learn well because planning addresses their individual needs and they receive good quality support. The few pupils who speak English as an additional language are effectively supported in lessons and so learn well. Good learning was seen, for example, in Year 1 as pupils developed their understanding of collecting data and recording it on a graph. Interaction, at times, by both the teacher and the teaching assistant enabled all abilities to move on well in their learning. In Year 2, good planning for different abilities enabled all pupils to work on their own leaflet to promote the school concert. Computers were used expertly by the higher attaining pupils who used their information and communication technology (ICT) skills to shrink photographs to fit their leaflets. In relation to pupils' prior attainment progress is good. Attainment is broadly average in reading, writing and mathematics.

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Spiritual, moral, social and cultural development is good. Pupils greatly respect and know the importance of the assembly area which is set aside for prayer and reflection. They are proud of the prayers they have written along with careful drawings of the church which are on display in this area. Pupils learn effectively about moral issues, through story-telling during assemblies and at other times. They thoroughly enjoy these sessions and are keen to know which bible story they will hear at their next assembly. Pupils have a good understanding of the life of Jesus. They have a growing awareness of other cultures and religions but this is not as strong as their knowledge of their own culture. Pupils know that exercise is important to keep their bodies fit and healthy and show a good awareness of which foods are healthy. They grow lots of vegetables in the well-organised garden area in the grounds and then they cook them and are encouraged to taste them. Pupils know that some foods, such as chocolate, are not so good for them and confidently give reasons why. Visits to Forest School, which is a thriving provision which takes place in the grounds of a nearby manor, are used to enable pupils to learn how to work in teams, solve problems, as well as organise activities and begin to learn about taking leadership roles. These activities prepare them well for when they move to their next school.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers have a good understanding of how pupils learn and consequently plan interesting lessons that are well adapted to their needs, abilities and ages. ICT is

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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used effectively by teachers and pupils to reinforce and develop learning across the curriculum. Teaching assistants are also knowledgeable of pupils' individual needs and so are able to contribute well to the good learning that takes place across all subject areas. Interactions between adults and pupils are effective and assessment is used well in lessons to move pupils on. However, when teachers mark pupils' books, although supportive comments are left, there is not always enough guidance for improvement. Written comments are not consistently used to inform pupils how near they are to reaching their targets.

The curriculum is effectively organised and planned to enable all pupils to make good progress. A strength is the way it is enriched to promote and reinforce learning in all subjects. The school's creative partnership with two other local schools enables exciting and innovative activities to be arranged, for example when they recently all organised a part of a play and then got together to perform it. Pupils' confidence and social skills are particularly well promoted and focused on during such activities. Good partnerships enable many educational visits to be arranged and allow exciting visitors to come to work with the pupils. Many pupils spoke of the artist from Ghana who has become their friend. Pupils are proud of the interesting art work, using air-dried clay, and stories they have developed from his visits. The outside stage is a valuable resource and allows pupils to get an idea of performing during break times. During the inspection pupils put on a concert that, as well as being very entertaining, promoted listening and speaking, singing, dancing and playing recorders exceptionally well. Pupils in Year 2 spoke very enthusiastically of their most recent visit to Forest School where they lit a fire and cooked bread dough wrapped around sticks and then made the bread into a hotdog. Photographic evidence shows that pupils thoroughly enjoy the exciting and interesting activities they take part in during all of the seasons.

Good partnerships with external agencies enable pupils with specific needs to be effectively supported at all times. Transition arrangements are thorough and as a result, pupils are well prepared for their next school. Personal and social skills are focused on in all the pupils do and result in them developing into sensible and mature young people. Monitoring of attendance is successful and punctuality has recently improved, for a few pupils, as a result.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

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How effective are leadership and management?

The school's good leadership is demonstrated in its ambition and continual drive for improvements. The assistant headteacher has managed the school well because effective systems were put in place previously and are now well established. These include, for example, good systems to track pupils' progress and ensure that they are all on track to reach their targets as well as to monitor the quality of teaching and learning. The governing body is fully involved in the work of the school and knowledgeable about how effectively it performs. Health and safety issues are taken very seriously and safeguarding arrangements were secure at the time of the inspection. Engagement with parents and carers is outstanding. One parental comment summarised others in stating, 'Children grow in strength and confidence because staff spend quality time with all children.' Members of the governing body ensure that statutory requirements are fully met and that all pupils are treated equally and any discrimination is tackled immediately. There were no equality of opportunity issues identified during the inspection and although procedures and policies are in place, no such issues have been identified by the school. Community cohesion has been satisfactorily promoted but the outcomes for pupils in this area are better than the processes to develop it. This is because, while links with the local community are good, the review and evaluation of national and global links are at an early stage of development.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Most of the current Reception children are on course to reach expected levels of achievement and some to do better. This represents good progress in relation to

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their starting points. Achievement is good because children receive well-planned activities and teaching is effective. A strength in the good teaching is the way children's individual needs are expertly catered for and personal and social skills are promoted in all they do. This results in children quickly developing excellent relationships with the adults who help them. They gain in confidence and so are happy to have a go at all that is offered. Observations show much enjoyment whether activities are led by an adult or child initiated. Activities both inside and outside promote all areas of learning well. Children were seen having great fun as they developed a track to race vehicles. The teacher interacted skilfully as she developed learning well by asking thought-provoking questions which made the children really think. Others excitedly picked broad beans they had grown. One of them gave instructions to the others and said, 'You have to twist and then pull them' while another said, 'My grandma said if they are not soft they are not ready'. Some beans were difficult to see and the teacher extended vocabulary by introducing the word 'camouflaged'. A few minutes later the children used the new word themselves in the correct context. Good learning was developed during this activity. Children have many opportunities to write and quickly become confident writers. When they begin to write letters and numbers, adults do not always give them enough guidance to form them correctly. ICT is used effectively to support learning. Children were seen confidently using the laptops with good independence as they read dinosaur names and matched them to the correct pictures of dinosaurs. The progress children make is effectively tracked and parents and carers have many opportunities to discuss, with staff, how well their children are doing. All children are well cared for and looked after. Good partnerships with external agencies ensure that children with specific needs receive good quality care and support. Leadership and management are good. Adults know the children well and understand how these young children learn. They work effectively together as a team.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

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Views of parents and carers

All of the parents and carers who returned questionnaires were positive about the work of the school. They all, for example, said that their children enjoy school and that individual needs are well catered for. All thought that their children make good progress and are taught well. Parents and carers of older children feel that their children are well prepared for their next school. Overall, all of them were happy with the experience their children receive at St Andrew's. Many took the time to write glowing comments about how the school had helped their children. There were no negative comments. Parents and carers wrote comments such as: 'children blossom at St Andrew's' and that they are 'challenged and inspired by the dedicated and committed staff'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at St Andrew's Church of England Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 15 | 88 | 2 | 12 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 15 | 88 | 2 | 12 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 13 | 76 | 4 | 24 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 13 | 76 | 4 | 24 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 14 | 82 | 3 | 18 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 12 | 71 | 5 | 29 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 14 | 82 | 3 | 18 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 9 | 53 | 8 | 47 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 12 | 71 | 5 | 29 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 13 | 75 | 4 | 24 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 9 | 53 | 7 | 41 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 12 | 71 | 5 | 29 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 15 | 88 | 2 | 12 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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. |

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.

14 July 2011

Dear Children



Inspection of St Andrew's Church of England Infant School, Milton Keynes, MK14 5AX

Thank you for making me so welcome when I came to visit your school in July. I particularly enjoyed watching you sing, dance and play recorders at the end-of-term performance on your outside stage. Those who look after you at home agree with me that you go to a good school which is effectively led and managed and that you are all well looked after and cared for.

These are some of the things I found out about your school.

- The youngest children in Reception are taught well and get off to a good start.
- Teaching is good which enables all of you to learn well.
- Behaviour throughout the school is outstanding.
- You have learned a great deal about how important it is to keep yourselves safe and know that if you have a problem you must tell a grown up.
- You know that it is important to eat a healthy diet and take regular exercise and some of you know what happens to your bodies if you do not.
- Adults know lots of people, out of school, many of whom are invited into school to work with you. I know you particularly enjoyed working with the artist from Ghana because you told me so.
- You often go out into the local community to help others. It must have been fun you opened the new local shop.
- Forest School looks a fun place to learn. I liked looking at all the photographs.

I have asked the school to do a few things to improve your education.

- Make sure that teachers give you more help so that you:
 - write letters and numbers properly and know what to do to reach your targets
 - learn how to spell the words you keep getting wrong
 - know what you need to do to become even better at reading.
- Plan more opportunities for you to learn more about life in other parts of the country and in the rest of the world.

You too can help by continuing to work hard.

Yours sincerely

Nina Bee
Lead inspector

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