

# Keighley St Andrew's CofE Primary School and Nursery

Inspection report

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<b>Unique Reference Number</b>	107339
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356145
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Georgiana Sale

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Peter Mott
<b>Headteacher</b>	Ms Salema McEwan
<b>Date of previous school inspection</b>	10 April 2008
<b>School address</b>	Lustre Street Keighley West Yorkshire BD21 2ND
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons and saw 14 staff teach. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work and looked at documentation, including records of pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was evaluated. Inspectors also took into account the views of staff and pupils expressed in questionnaires. They received and analysed 68 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether actions taken by the school leaders are leading to better outcomes for pupils.
- The impact of the school in improving attendance rates of all pupils.
- The extent to which the leadership and management have ensured that teaching has improved in the light of ongoing staffing difficulties.

## Information about the school

This school is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is well above average. Nearly all of the children are from Asian British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is above average. Nearly all pupils are learning English as an additional language. The school has had significant staffing difficulties which have only been resolved recently.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Andrew's provides a satisfactory standard of education. It is a strong, cohesive and safe community and this, together with other good aspects of the school's work, contributes significantly to pupils' good development of personal skills. Pupils are polite, confident, well-behaved and say that they feel very safe. They understand well what to do to stay healthy and how to keep themselves safe, and they learn to use information and communication technology (ICT), including mobile telephones, safely. The overwhelming majority of parents and carers are pleased with the school's work and make approving comments such as, 'my son is very happy at this school and the teachers are very helpful' and the pupils agree.

Children join the Nursery with skills that are very low compared to those typical for children of that age, especially in communication and social skills. Children make good progress in the Early Years Foundation Stage. Progress has been slower in Key Stages 1 and 2 until very recently but the work pupils are currently doing in English and mathematics shows that it is rapidly speeding up. Attainment remains below average in English and mathematics but the gap between the school's results and national expectations is closing quickly as a result of the progress pupils are making.

Pupils' attendance is low and the extended holiday leave taken by families contributes to the underachievement of those pupils involved. Pupils are keen to attend but do not always have the opportunity to do so. The school is working with increasing success to address this by using a parental liaison worker to increase the involvement of families in ensuring their children's attendance.

Teaching is satisfactory but improving rapidly. A lot of good teaching was seen during the inspection but records show that these improvements have been relatively recent. At present the proportion of good and better lessons needs to increase. However more lessons are now characterised by good pace and high expectations and this is helping to boost pupils' attainment and progress throughout the school. Teachers are improving the ways in which they tell pupils how to make their work better and what they need to learn next, although this needs to go further. The best assessment practice is in English and mathematics; it is not as effective in science.

Pupils enjoy lessons when the pace is brisk and there are high teacher aspirations and well-planned activities for all abilities. The pupils' behaviour is good in and out of lessons and they show good attitudes to learning. These positive attributes give the pupils a sound start to their secondary schooling and to their future well-being.

The curriculum is satisfactory because it is relevant to the needs of most pupils. A good range of activities that include visits, visitors and clubs enriches the curriculum and makes a good contribution to the pupils' development of personal skills.

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The school has an accurate knowledge of its strengths and weaknesses and self-evaluation procedures are proving effective. The headteacher and the governing body have a shared vision for the school and a determination to ensure that all pupils develop as individuals. However, significant long-term staffing difficulties have slowed down their plans and the school recognises that the role of middle managers in improving key areas of teaching and learning has not, until recently, been sufficiently developed. Actions taken since the start of the school year are bearing fruit in raising attainment and improving the quality of provision. Although more time is needed for the full impact of these actions, they do demonstrate that the school has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Work ever closer with parents and the local authority to improve attendance.
- Increase the proportion of good or better teaching to 75% or more by:
  - ensuring that all teachers give pupils clear feedback, both in books and during the class, so that they know exactly what to do to move from one level to the next
  - raising teachers' expectations of what pupils can achieve and increasing the pace of lessons.
- Embed accountability across the leadership at all levels by holding subject leaders to account for standards of attainment and rates of progress in their area of responsibility.

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

**3**

Pupils enjoy their lessons, are keenly involved in their learning and apply themselves well. There are warm and supportive relationships between the pupils and staff and pupils work with enthusiasm, either alone or in small groups, responding well to challenge when it is provided. Where teaching lacks pace and there are lower teacher aspirations pupils lose interest in their work and they become restless.

The vast majority of pupils join the Nursery class at an early stage of learning English. Their skills are well below national expectations. They make good progress in the Early Years Foundation Stage. Until the start of this year other pupils have made only satisfactory progress but the picture is undergoing transformation and the current work in pupils' books and the progress they can be seen to be making in lessons points towards a rapidly improving picture. By the time pupils leave, their attainment is low compared to the national average but their achievement is satisfactory. Pupils with special educational needs and/or disabilities receive appropriate support which enables them to make equal progress to other pupils.

Most pupils show their good understanding of healthy lifestyles by eating a healthy lunch and the majority participate in out-of-school physical activity clubs. The friendly and welcoming ethos of the school is a good testament to the pupils' good spiritual, moral, social and cultural understanding, which is well supported by the local church community and through planned opportunities in and out of school. The pupils maturely and

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responsibly take on roles as playground leaders, recycling monitors, breakfast time mentors or school council members. All pupils help in raising funds for charities, both local and internationally, for example for Pakistani flood victims. Pupils have strong links with their own ethnic community and also with the wider community through links with two other contrasting schools. The school works very hard with all parents and the community to improve attendance in order to reduce the impact of extended holidays on the pupils' achievement.

Their satisfactory progress in basic skills, together with positive attitudes to learning, confidence and good development of important personal skills such as behaviour and awareness of the community, prepares them adequately for their future life at secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

**How effective is the provision?**

The overall quality of teaching is satisfactory. Much good teaching was observed during the inspection and records show that there is a good trend towards improvement, even though this is not yet universal. In the good lessons teachers use assessment information to plan tasks that meet pupils' various capabilities. Where lessons move at a brisk pace, challenge is high for all pupils and feedback in books and in the class is detailed, pupils become very involved in their learning and make good progress. However, where teaching is no better than satisfactory there is too much teacher talk, expectations are not high

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enough, teachers do not give feedback so the pupil knows how to improve and they demand too little of pupils.

The curriculum suits the needs of most pupils. It contributes well to pupils' personal development, for example to their social development and healthy living. Pupils enjoy and participate well in the range of extra-curricular activities. There are well-planned opportunities for the use of information and communication technology (ICT) in all years. Greater staff stability has enabled the school to push forward the literacy curriculum to tackle underachievement and this is having some success, for example with standards of writing and reading.

Support for pupils with special educational needs and/or disabilities has been variable and the progress of some of these pupils has been slow. However, the new special needs co-ordinator is using tracking information effectively to quickly identify and remedy underachievement. Training for the teaching assistants has resulted in better in-class support so these pupils are more recently making good progress. The care for all pupils is good and the school works well in partnership with other professionals to give timely, targeted support when necessary. The partnership- working is effective for all stages of transition, whether it is working with parents and carers when the children first come to school or with the local secondary school when pupils leave at the end of Year 6. The parental liaison officer is working increasingly effectively with families to reduce the impact of extended leave.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The overall quality of leadership and management is satisfactory and improving. The headteacher, supported by the governing body, knows and understands the community the school serves. Accurate school self-evaluation means that development priorities are correctly identified. With effective support from newly appointed senior staff, together with the regular, effective use of data to evaluate and analyse the school's performance, the leadership of the headteacher is enabling the school to tackle areas of underachievement. The school is now seeing increasing success in the core areas of English and mathematics throughout the school.

The school promotes community cohesion well. The work of a parental liaison officer ensures that interaction with the local community is strong. Pupils have a developing awareness of global issues and, through linked schools, engage in trips, visits and other activities with children from different ethnic groups and different school settings. The

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school works with parents and external agencies to break down any barriers to achievement for pupils with special educational needs and/or disabilities.

Consequently, these pupils make satisfactory progress. The school is inclusive and promotes equality of opportunity effectively, taking steps to avoid any discrimination.

At the time of the inspection, safeguarding procedures were satisfactory. Governors are very supportive of the school and are increasingly offering a robust level of challenge, but have had insufficient involvement in either the process of school self-evaluation or in formulating the school improvement plan. The school gives satisfactory value for money.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. The very low levels with which most children start school in the Nursery are raised significantly by the end of Reception. Despite good achievement and progress, attainment remains below average by the start of Year 1. At all times children are safe and secure; all procedures regarding safeguarding are securely in place.

A lively and stimulating environment has been created for children. Imaginative play opportunities go hand in hand with a host of activities that give children every opportunity to explore and to make good progress in all areas of learning. The well-trained team of adults provides a good balance between adult-led tasks and guiding children through individualised learning and play experiences. Staff know each child well and constantly review their progress in order to adapt the experiences the child will be offered.

Adults quickly establish routines so that learning proceeds well and not a moment is lost. For example, children were sat on the carpet writing about their bear hunt at a local science museum as the register was taken. Their social skills and communication skills

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develop well so that children get on well and disagreements are rare. They relish all the new experiences and are willing learners.

Staff know each child well and are quick to intervene if the pace of learning is flagging or the child needs some help. Those with special educational needs and/or disabilities are identified as soon as possible so that their needs can be planned for and met. The new leader has quickly built up good teamwork, accurate data systems and effective practices to ensure that individual learning experiences are based on an accurate knowledge of the child and offer a high level of challenge for them.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

## Views of parents and carers

A lower-than-average proportion of parents and carers responded to the questionnaire. The overwhelming majority of parents and carers were happy with the school and said their children enjoyed school. They think that the school is well led and are happy with the progress their children are making. Inspectors judged both the leadership and the progress of pupils as satisfactory. A small minority of parents and pupils had concerns about the behaviour of pupils in the school. Evidence gathered during the inspection did not support these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keighley St Andrew's CoE Primary School and Nursery 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 inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	49	35	51	0	0	0	0
The school keeps my child safe	25	37	42	62	0	0	1	1
My school informs me about my child's progress	27	40	36	53	5	7	0	0
My child is making enough progress at this school	26	38	39	57	3	4	0	0
The teaching is good at this school	25	37	42	62	1	1	0	0
The school helps me to support my child's learning	23	34	40	59	4	6	1	1
The school helps my child to have a healthy lifestyle	25	37	39	57	4	6	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)	19	28	44	65	0	0	0	0
The school meets my child's particular needs	17	25	49	72	2	3	0	0
The school deals effectively with unacceptable behaviour	25	37	38	56	4	6	0	0
The school takes account of my suggestions and concerns	21	31	40	59	3	4	0	0
The school is led and managed effectively	16	24	46	68	2	3	0	0
Overall, I am happy with my child's experience at this school	34	50	33	49	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](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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 May 2011

Dear Pupils

**Inspection of Keighley St Andrew's CofE Primary School and Nursery, Keighley, BD21 2ND**

We thoroughly enjoyed inspecting your school and I am writing to thank you for two very interesting days. Your thoughts and views helped us to make our judgments about the school. This is what we found out.

- You work hard in lessons.
- You are well-behaved, polite and play well together
- You enjoy your lessons and most of the work you are asked to do

We have asked the leaders of your school to do the following things to make the school even better.

- For subject and Key Stages leaders to look carefully at how well you are being taught and to make sure your teachers push you as hard as they can.
- For the school to work more closely with your parents and carers so that you attend school more regularly.
- For the school to increase the amount of good teaching so that you all make better and faster progress.

You can play your part by making sure you only miss school if you are really ill, so that your attendance is over 94%.

We wish you every success in your time at school.

Yours sincerely

Georgiana Sale

Lead inspector

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