

# St Andrew's Methodist Primary School

Prescott Street, Off Hilton Lane, Worsley, Manchester M28 0ZA

## Inspection dates

17–18 October 2017

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher, expertly supported by governors and senior leaders, has articulated a clear vision to 'strive for excellence, together as one'.
- Pupils enjoy a rich curriculum that leaders have skilfully designed to link learning well across a wide range of subjects.
- Teaching and support staff work closely together to address effectively the needs of disadvantaged pupils and those who have special educational needs and/or disabilities. These pupils make excellent progress from their starting points.
- Children get off to an exceptional start in the early years. Teachers plan exciting activities both inside the school and outside to reflect children's interests and to stimulate curiosity. From the earliest days in school, adults support children very well. Children find great pleasure in learning. As a result, they make rapid progress and are well prepared for their move into key stage 1.
- Parents value the wide range of opportunities provided by leaders to celebrate their children's achievements. Staff know families extremely well and they help parents to extend their children's learning at home.
- Pupils' behaviour is exemplary. They have excellent social skills and treat each other with great respect. Relationships between staff and pupils are strong and contribute positively to the sense of calm and purpose which pervades all areas of the school.
- Highly skilled teachers provide a broad range of exciting activities that match pupils' needs and interests closely. As a result, pupils make rapid progress across the curriculum from their starting points.
- Pupils' attitudes to learning contribute significantly to their high levels of achievement. They behave very well in lessons and support each other with their learning. Pupils understand the role they play in improving their own learning and the learning of their peers.
- Teachers plan pupils' learning with precision across all subjects. Leaders are aware, however, that the assessment of learning in subjects other than mathematics and English needs to be developed further to ensure an even more consistent approach.

## **Full report**

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

- Leaders should develop a more consistent approach to the tracking and assessment of pupils' learning in subjects other than English and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher is uncompromising and ambitious in her view that St Andrew's is a school where all pupils and staff 'strive for excellence'. Her commitment to raising standards and to providing a high standard of education results in a culture in which pupils excel. As a result, the quality of teaching and learning has improved considerably and it is excellent.
- Leaders have a very clear and accurate understanding of the school's strengths and areas for development. Under the guidance of the headteacher, they consistently aim to improve outcomes for pupils. The leadership of subjects, particularly English and mathematics, and of special educational needs is outstanding.
- Middle leaders ensure that pupils experience a curriculum which is challenging, exciting and enriched by a wide range of additional experiences. Leaders monitor pupils' achievement closely. Governors share detailed information about subject development. As a consequence, pupils make the same high level of progress right across the curriculum as they do in English and mathematics.
- Leaders expect the most from staff. They carefully manage staff performance and provide a wide range of training opportunities. This ensures that staff are very well informed and able to prepare lessons with precision. Teachers unanimously reported that staff morale is very high and that there are many opportunities to learn from their colleagues. One leader noted: 'We are a close-knit team – working collaboratively.'
- Support networks between St Andrew's and other schools are exceptionally effective. Leaders have ensured that staff have benefited from sharing the good practice undertaken in other local schools. In return, the headteacher, business manager and many other leaders have offered focused support to other schools. As a consequence of strong school-to-school support, teaching is highly effective at St Andrew's, and pupils' outcomes have improved over the last three years.
- Leaders are passionate about providing pupils with a broad and balanced curriculum that provides imaginative, creative and innovative opportunities for learning. As a result, pupils are excited by their learning and are able to make connections expertly across the curriculum. Staff ensure that a wide range of extra-curricular activities further support pupils' needs.
- Leaders take swift action to identify any barriers to pupils' learning. For example, they use the pupil premium funding very effectively to enable disadvantaged pupils to make rapid and sustained progress. This means that disadvantaged pupils achieve as well as, or better than, other pupils nationally during their time in the school.
- Leaders use the funding for pupils who have special educational needs and/or disabilities with precision. Such funding provides support to pupils academically, socially and emotionally. As a result, these pupils make excellent progress from their starting points.
- Leaders use the physical education and sports premium funding effectively to provide specialist sports coaches. These staff help teachers to improve their own sports' teaching and run clubs and competitions. Staff provide a wide range of after-school

events for pupils to develop further their love of sport. Leaders have developed the school grounds to enable pupils to take part in a broad range of sporting activities.

- Leaders place pupils' well-being at the centre of all that they do. This is a school where staff nurture and develop pupils' social, moral, spiritual and cultural understanding through a culture of love and care. For example, pupils lead coffee mornings for parents and parishioners to raise money for charity.
- Leaders promote equality of opportunity extremely well and diversity is celebrated. Leaders take a zero-tolerance approach to any form of discrimination or any prejudicial behaviour. Teachers ensure that pupils have an appreciation of a wide range of cultural issues that prepare them for life in modern Britain. Leaders and teachers expertly weave these cultural experiences throughout the curriculum.

### **Governance of the school**

- The governing body has an extensive knowledge of the school and its pupils. Leaders provide governors with a broad range of relevant information and analyses of the school's performance. Governors use this knowledge to hold leaders to account and secure excellent outcomes for pupils.
- Governors bring a wealth of relevant knowledge, skill and expertise. They care deeply about the pupils and staff and are as ambitious as other leaders for pupils and staff to succeed. Governors are frequent visitors to the school. They work together with senior leaders in a very effective manner to provide strategic direction.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's systems and procedures for ensuring the safety and welfare of pupils are thorough and of a very high standard. As a result, pupils feel safe and their needs are very well met.
- Record-keeping is detailed and enables leaders to track and effectively support any pupils who are vulnerable. Leaders offer additional support to families where required and maintain strong links with outside agencies.
- Staff receive regular safeguarding training to ensure that pupils are protected where they may be vulnerable to risk.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Teaching is highly effective at St Andrew's. Teachers are determined that their pupils will achieve well. They plan thoroughly and ensure that pupils are clear about what they are learning. Pupils are able to explain their learning in detail and confidently make links across the curriculum. A display in the Year 2 classroom states: 'In Year 2 we shine as bright as the sun, and we reach for the stars.'
- Teachers create activities that are highly challenging and that excite and engage pupils. They ensure that there are very strong links between subjects. For example, pupils in Year 3 studied volume by making potions. They knew whether their work was

correct or not by the colour that the potions turned. In a subsequent literacy lesson, pupils wrote about the giant who stored the potions in his suitcase. Pupils' understanding was further developed by discussing the giant's experiences of bullying by other giants. Such learning gives pupils an in-depth understanding across the curriculum.

- Teachers ensure that learning is meaningful to pupils and that they can relate it to their own experiences. For example, in Year 2 pupils built houses as part of their topic on the great fire of London. In preparation for written work that described the event, pupils watched as the houses were lined up on the school field and set alight. During this event, teachers asked probing questions to check and develop the pupils' understanding. As a result, pupils made excellent progress and were able to describe accurately the event from their own involvement in the activity.
- Pupils have excellent attitudes to learning. They are curious and interested learners. Pupils concentrate well and the activities that they undertake excite them. They persevere to overcome difficulties and are enthusiastic about solving problems. Pupils take immense pride in their work and in the quality of their books. As a result, all pupils make exceptional progress and achieve at a very high standard by the time they leave school.
- Teachers use their excellent subject knowledge and understanding of how to teach subjects to motivate and inspire their pupils. They plan lessons to include pupils' own interests and ensure that pupils enjoy a wide range of enrichment activities that take place outside the classroom. For example, one group of pupils visited the Houses of Parliament to develop their awareness of the process of democracy. Teachers use very clear modelling and explanation skills. This ensures that pupils develop a clear understanding of the subjects that they study.
- Pupils' celebrate their work through vivid and exciting displays around the school and in classrooms. Pupils talk with passion about aspects of their classroom displays. They understand how displays contribute to the development of their learning. They are particularly proud of the display that they created to celebrate diversity.
- Pupils love the challenge of learning. They are very eager to know how to improve their work and particularly like the gold 'M' they receive to show that their work reflects mastery of learning. Pupils also welcome 'fix-it' time when they can improve their own work and reflect on detailed feedback given by their teachers.
- The relationships between pupils and teaching staff are a strength of the school. They contribute very positively to pupils' achievements. This is because teachers systematically and effectively structure pupils' learning to respond to their interests. For example, teachers in Nursery provided a range of exciting opportunities for pupils to learn about helicopters after a police helicopter flew over the school.
- Leaders ensure that there is exceptional teaching of reading, writing and mathematics. Teachers place great emphasis on developing pupils' language skills. As a result, pupils become increasingly confident speakers over time and read and write fluently. In mathematics, the emphasis on developing pupils' ability to think deeply and solve problems has had a very positive impact. By the time pupils leave school in Year 6, their achievement in reading, writing and mathematics is well above the national average at both the expected standard and the higher standard.

- Pupils move smoothly from one year to the next. There is a detailed handover of information at 'pass-up meetings' at the end of each year. When pupils move from key stage 1 to key stage 2, they visit their new classrooms and playground with their parents. During Year 6, pupils undertake work with secondary schools to ensure that the next transition process is equally smooth. As a consequence, they are well prepared for the next phase of their learning.
- Leaders assess pupils' progress in all subjects across the curriculum. Teachers work together in the school, and with teachers from other schools, to ensure that their assessments are accurate. Leaders are aware that they now need a more consistent approach to the assessment of subjects other than English and mathematics.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and self-assured learners who have a clear awareness of how to be successful in their work. They work extremely productively in lessons. Pupils are caring towards each other, often dealing with the challenges of learning together.
- Pupils learn about staying safe in a wide range of situations. They said that they feel safe at all times. School councillors work with leaders to prevent the very rare instances of bullying. Staff and pupils are currently working towards an award for lesbian, gay, bisexual and transgender awareness. As a result, pupils said that they are proud of their differences. One pupil said: 'No one cares if you have a different family. Everyone is equal.'
- Pupils can explain how to stay safe online and understand the dangers of inappropriate use of mobile technologies. Parents visit school to attend sessions on internet safety. This develops parents' own understanding of this area.
- Leaders provide a broad range of opportunities within the curriculum to ensure that pupils understand how to stay healthy. Pupils explained confidently that eating healthy foods, taking regular exercise and keeping fit are of great importance.
- Vulnerable pupils and their families receive exceptional care. The family support worker offers exemplary support to pupils and their families. Her work to support pupils' well-being has been highly successful. Following focused training, she supports pupils with low self-esteem as part of a club after school. Records and case studies confirm many positive outcomes, including better attendance and behaviour.
- After-school clubs provide pupils with a broad range of opportunities to make friends, play games, learn new skills and complete homework tasks. Leaders ensure that clubs are also available to support pupils' emotional well-being.
- The school's improvement partner describes St Andrew's as a 'haven for pupils'. This is because leaders have created an environment where all pupils thrive. Relationships between staff and pupils are warm and relaxed. Pupils understand the purpose of rules and they said that rules make them feel safe.
- Parents are overwhelmingly positive about St Andrew's. They value the broad range of

opportunities provided for their children and spoke highly of the level of care and support provided by leaders and the teaching staff. A typical comment received from parents noted: 'My child has help in class. The staff always recognise children's difficulties.'

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils are kind to each other and show an admirable understanding of the value of diversity. Pupils are proud to discuss the displays around the school that reflect diversity.
- Pupils are proud to attend St Andrew's. They dress smartly in their uniform and wear badges and stickers with pride. They are polite and friendly to visitors and take their areas of responsibility in the school very seriously. Parents and partners of the school regularly comment on the impeccable behaviour of pupils.
- Behaviour in lessons is outstanding. In the Year 2 classroom, a 'garden of good manners' display reminds pupils to treat others with respect. Pupils use learning time effectively. When working with others, they demonstrate exceptionally high levels of cooperation and respect.
- Playground routines are safe and pupils waste no time when returning to their classrooms after breaks. Behaviour during unstructured times and around the school building is exceptional. The school exudes calm and order.
- Leaders and teachers provide a vast array of targeted support to encourage pupils to attend school regularly. Attendance is closely monitored by the family support worker. She works proactively with families to offer highly effective support to promote pupils' attendance. This includes collecting pupils from home. As a consequence, the attendance of pupils who have previously had high rates of absence has increased sharply and is now in line with the national average.

## Outcomes for pupils

## Outstanding

- Throughout their time in school, pupils make substantial and sustained progress, often from very low starting points. This is because leaders, teachers, support staff and the pupils themselves all have high aspirations. Pupils enjoy their learning and make strong progress in all curriculum areas and all classes. The proportion of pupils reaching standards expected for their age, and higher than their age, has improved significantly over time and is consistently above that seen nationally. The provisional data for 2017 shows that at the end of key stages 1 and 2, pupils attain well above national standards at both the expected level and the higher level in reading, writing and mathematics.
- Disadvantaged pupils make excellent progress from their starting points. Leaders use funding and resources very effectively to meet the needs of this group of pupils. As a result, disadvantaged pupils achieve at least as well as other pupils nationally and, in many cases, more highly than other pupils nationally.
- Pupils who have special educational needs and/or disabilities make excellent progress

from their starting points. This is due to strong leadership, careful use of funding that identifies barriers to learning, and the effective work of teachers and support staff. As a result, these pupils often exceed the expected achievement of others nationally.

- Leaders' self-evaluation in 2016 highlighted that boys performance was lower than that of girls in previous years. This became a key focus for leaders and they addressed this through changes to resources and alterations to the curriculum. This work has had a clear effect on outcomes for boys. In the key stage 2 tests in 2017, boys' performance was broadly in line with that of girls and in many cases higher. In all cases, achievement was well above the national average at expected levels and higher levels.
- The school's assessment information reveals that the vast majority of pupils currently in the school in all year groups are on track to achieve ambitious end-of-year targets. Work seen in pupils' books is exceptional, confirming that assessment is accurate.
- The progress that pupils make in phonics is excellent. The number of pupils who reach the expected standard in the phonics screening check at the end of Year 1 has been in line with, or well above, the national average for the last four years. As a result, pupils build up firm foundations for reading and develop a great love of books. The school encourages this love of reading through the provision of well-stocked reading areas and high-quality literature.
- Pupils' work in subjects other than English and mathematics is of a very high standard. For example, the teaching of French is linked with art and music through activities such as a European Languages Day. In art, pupils make connections with religious education, for example when pupils created a prayer garden using sculpture, paint and collage.

### Early years provision

### Outstanding

- The leadership and management of the early years are outstanding. The early years leader is passionate about securing rapid progress for all of the children in her care. She works very effectively with a close team of teachers and support staff to gather and share valuable information about each child in Nursery and Reception.
- Leaders offer valuable support to early years providers in other schools and use the same expertise to develop the performance of staff at St Andrew's.
- A high proportion of children enter Nursery with knowledge, skills and understanding that are below those typical for their age. During the next two years, they make rapid progress. This is because staff provide an exciting curriculum that is enriched by a wide range of activities that link closely to the children's own areas of interest. By the end of Reception, the proportion of children who reach a good level of development has been above the national average for the last three years.
- Teaching in the early years is exceptional. Well-trained teachers and teaching assistants use questioning effectively to probe and develop children's understanding. Tailored use of praise helps children to develop their suggestions and ideas. Learning opportunities are informed by detailed assessment and a thorough knowledge of children's needs and interests. Both inside and outside the school, staff provide children with a wide range of exciting, varied and challenging activities to support their development across all areas of learning. As a result, children are fully engaged and

interested. Levels of concentration are high, and children progress rapidly.

- Safeguarding arrangements in the early years are effective and are a strength of the provision. Staff have high expectations for children's behaviour and take time to explain the purpose of school routines. Nursery children understand, for example, that they must answer the register so that adults will know where they are if there is a fire. Teachers and support staff have created a learning environment which is designed to encourage independence and safety. A clear culture of care ensures that relationships between adults and children are extremely positive. Consequently, children approach learning with confidence. They cooperate well and demonstrate a high regard for safety. Their behaviour in the classroom and around the school is exemplary.
- Leaders are successful in engaging parents in their children's learning. Parents provide information about their children's development to teachers. They take part in 'mix-up' days when they learn alongside their children. As a result, children's personal development is promoted very well.
- Leaders make very effective use of the pupil premium funding. Assessment identifies areas where disadvantaged children require additional support. Funding is used to purchase further resources and acquire specialist teaching support. Consequently, disadvantaged children make outstanding progress from their starting points.
- Leaders quickly identify and support children who have special educational needs and/or disabilities. As a result, these children make excellent progress.
- Teachers provide a broad range of opportunities to ensure that the transition process from Reception to Year 1 is smooth. Transition mornings take place in the summer term, and teachers adapt the curriculum to reflect continuous provision needs in Year 1.

## School details

Unique reference number	105938
Local authority	Salford
Inspection number	10032413

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	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Mr M Wilson
Headteacher	Mrs A Barker
Telephone number	0161 790 3194
Website	<a href="http://www.standrewsmethodistschool.co.uk">www.standrewsmethodistschool.co.uk</a>
Email address	<a href="mailto:standrewsmethodist.primaryschool@salford.gov.uk">standrewsmethodist.primaryschool@salford.gov.uk</a>
Date of previous inspection	2–3 May 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is an average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well below the national average.
- The proportion of pupils who are supported because they have special educational needs and/or disabilities is well above the national average.
- The school meets the government's floor standards. These standards set the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning in all classes, including some joint observations with the headteacher.
- Inspectors held meetings with the headteacher, senior and middle leaders, the business manager, the special educational needs and/or disabilities leader and the family support worker.
- The lead inspector carried out a detailed scrutiny of current progress and attainment information for all groups of pupils.
- Inspectors looked at examples of pupils' work from across the curriculum and talked with pupils about their work. Inspectors listened to pupils read and talked to them about the books they enjoyed and those they are currently reading.
- Inspectors examined a range of documents, including school improvement plans, the school's own self-evaluation, safeguarding records, information about pupils' attendance, governors' strategic plans, staff-training records and information about managing teachers' performance.
- Inspectors looked at behaviour at the start of the school day and during breaks and lunchtimes.
- The lead inspector met with a group of parents, and another inspector spoke to parents at the start of the school day. They took account of 14 responses to Ofsted's online survey, Parent View, and the school's most recent survey of pupils' and parents' views. Inspectors also considered 24 responses to the staff questionnaire.
- Inspectors talked with pupils informally at playtimes, visited the dining hall at lunchtime and observed pupils' movement in and around the school building.
- The lead inspector met with a representative of the local authority who is the school's improvement partner.
- An inspector met with the chair of the governing body and four other governors.

## Inspection team

Gill Pritchard, lead inspector	Her Majesty's Inspector
Joan Williamson	Ofsted Inspector
Clare McGarey	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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