

Andreas Primary School

Andreas School recently received an external validation, which involved confirming the judgments the school has made about itself across certain areas. For the purpose of this validation, three aspects were looked at in detail:

- Achievement against prior attainment
- Learning and teaching
- Senior leadership

Achievement against prior attainment

The validation team agreed with the school's judgment that children's achievement against prior attainment is satisfactory overall. Assessment data from 2013-14 shows that progress in Foundation Stage is good as most pupils make better than expected progress over time, given their starting points. Pupils in Key Stage 1 make good progress in reading and maths and expected progress in writing and science. In Key Stage 2, most pupils make expected progress. In the lessons visited, and from the leadership team's evidence, there are inconsistencies in the progress that is being made in different classes and by different groups. The school has identified this and is addressing this in its current school improvement plan. The validation team noted that achievement against prior attainment is improving in the school.

Learning and teaching

The validation team agrees that the school was correct to judge learning and teaching as satisfactory. The school rightly identifies improving consistency in its school development plan and this is beginning to be realised. For example, all teachers are sharing learning objectives and success criteria with pupils. In the most effective lessons, teachers have high expectations and set challenging activities that engage, enthuse and motivate pupils. In these lessons the pupils make good progress in their knowledge and skills as a result of being clear about the success criteria for their learning. The pupils also develop the skills of working independently and collaboratively. Increasingly, pupils are taking opportunities to direct their own learning. The school provides opportunities for pupils to learn outside the classrooms through, for example, educational visits and a range of extra-curricular clubs.

Senior leadership

The validation team agrees with the school's judgment that senior leadership is good. The headteacher and deputy headteacher have worked hard with all colleagues to develop a vision and core values that are owned by all. Teachers are enthused by recent developments in the school. Strategic planning is good and is informed from a range of evidence that includes classroom observation, pupil progress meetings, interviews with pupils and reviews of learning information. Pupils are encouraged to have a voice in their education and they feel that they have influenced developments. Professional development is supporting progress and is improving consistency in the school. The impact of leadership in the school is that both attainment and achievement are improving.

Other areas considered

As well as the three specific aspects of the SSRE on which it focused, the validation team also considered other judgments set out in the SSRE. In particular it agreed that:

- Pupils enjoy coming to school and behave very well.
- Care for pupils is good. There is a real focus on the individual needs of each pupil.
- The school works hard to be a central part of the local community. It is involved in several local events and a number of volunteers from the local community help in the school.
- The increasing use of the 6Rs by teachers is helping pupils to articulate how the 6Rs help their learning.
- Transition into the reception class is good.

- Attainment is good in the reception class and satisfactory in Key Stage 1 and Key Stage 2.
- The indoor learning environment is used well and the outdoor environment is correctly identified as being an area for development.
- The school's tracking procedures are good. Interventions are beginning to impact on learning.

Conclusion

The school knows itself very well and the validation team concurs with the school about all the judgments that it tested. The SSRE is clearly referenced to the criteria and this provides a very good platform from which to move the school from being satisfactory to good. The school is in a strong position to improve further.

Mrs Rachel Ashley
Headteacher
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