

St Andrew's Church of England Voluntary Aided Primary School, Laverstock

16 Church Road, Laverstock, Salisbury, Wiltshire SP1 1QX

Inspection dates

5–6 March 2019

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

Summary of key findings for parents and pupils

This is a good school

- Leaders have successfully addressed the areas for improvement identified at the previous inspection. Current pupils are now making stronger progress across the school.
- Leaders have established a caring and aspirational culture. Vulnerable pupils and those who are disadvantaged receive effective support to overcome barriers to learning.
- Subject leaders' actions have secured improvement to the teaching of reading, writing and mathematics. Leaders have used training opportunities effectively to improve the quality of teaching.
- Governors have a clear understanding of the school's strengths and weaknesses. They provide robust and effective challenge to school leaders.
- The quality of teaching is good, especially in reading. Phonics is taught well, and younger pupils quickly become fluent readers. Teachers plan enjoyable lessons which help older pupils to think deeply about their reading.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their starting points. Teachers and additional adults plan tasks which meet pupils' needs well.
- The school's provision for pupils' personal development, behaviour and welfare is outstanding. The school's values and ethos help to develop pupils' excellent behaviour. Pupils are respectful, kind and considerate. Staff instil very positive attitudes to learning.
- Children in the early years make a good start. They settle well to learning and are confident and inquisitive. However, too few children have exceeded a good level of development.
- Teachers do not always plan tasks which challenge the most able pupils well enough in reading, writing and mathematics in key stage 1. Too few of the most able pupils achieve as well as they could.
- Although most pupils are making good progress in writing, their spelling is not always applied well, and this hinders some pupils' progress.
- Occasionally, teachers do not match work well to the abilities of pupils in mathematics.
- The curriculum is broad and balanced and contributes well to the progress that pupils make. However, in history, geography and science, teaching does not develop pupils' knowledge and skills progressively.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning and improve pupils' outcomes by:
 - challenging more children in the early years to exceed a good level of development
 - challenging more-able pupils to achieve their potential in reading, writing and mathematics at key stage 1
 - improving the accuracy of pupils' spelling across their writing in all classes and all subjects
 - improving pupils' progress in history, geography and science by planning tasks which build pupils' knowledge, skill and understanding progressively
 - continuing to improve the quality of teaching and teachers' use of assessment in mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have taken effective action to address the areas for improvement identified at the previous inspection. They have an accurate view of the school's strengths and areas for improvement. Leaders set out clear and focused plans for improvement and take action to tackle weaknesses swiftly. As a result, pupils are now making better progress across the school.
- The headteacher has distributed leadership effectively and is ably supported by the deputy headteacher and by middle leaders. Together with governors, leaders have raised expectations and aspirations for all pupils since the previous inspection.
- Leaders have made sure that the school's Christian values and inclusive ethos are reflected in all aspects of the curriculum and the school's work. Leaders have established a culture where pupils thrive and are well prepared for life in modern Britain.
- Parents and carers are overwhelmingly supportive of leaders and staff. They recognise that adults know their children very well and value the 'very caring family feel' that the school provides.
- Subject leaders for mathematics and English are strongly motivated to improve provision and outcomes. They have provided support to their colleagues to plan for a greater range of extended writing across the curriculum, and to plan tasks to help pupils to develop their mathematical reasoning. The quality of teaching of reading is consistently good. Leaders have secured improvements to the quality of teaching. However, some aspects, such as the teaching of calculation and spelling, are still developing in some classes.
- Leaders' actions to improve the quality of teaching for the most able pupils in key stage 1 are in their early stages and it is too soon to determine the impact of the improvements, such as in the teaching of writing for the most able.
- Leaders evaluate teachers' performance through robust procedures. Leaders visit lessons, talk with pupils and check pupils' workbooks. Termly pupil-progress meetings help leaders and teachers to check how well individuals are progressing and make subsequent checks on those pupils who need to catch up. The quality of teaching, learning and assessment continues to improve because of this determined and incisive approach.
- Staff feel valued and express unanimous confidence in the leadership of the school. They value the support and opportunities for professional development that they receive, including those who are new to leadership roles.
- Leaders make sure that they use the pupil premium funding for disadvantaged pupils effectively. Leaders carefully analyse the barriers which disadvantaged pupils face. The funding is used to provide both academic and pastoral support. Leaders evaluate the progress that disadvantaged pupils make in all aspects of their learning assiduously. They make sure that funding is used to improve disadvantaged pupils' access to a range of extra-curricular activities and to support their personal development. As a result, the support provided is continuing to help disadvantaged pupils to make good progress.

- The funding for pupils with SEND is also used effectively. The special educational needs coordinator (SENCo) carefully assesses the needs of each pupil and supports teachers and teaching assistants to make sure that pupils' work matches their needs. The SENCo draws on expertise from external agencies to support pupils and to provide training for staff in school. Those with complex SEND receive strong levels of care and support. Current pupils with SEND make good progress as a result.
- The provision for pupils' spiritual, moral, social and cultural development is very strong. Leaders make sure that pupils learn to respect and help others, to take additional responsibilities and to broaden their experiences of other cultures and the arts.
- Leaders have developed a broad and engaging curriculum. The enrichment of the curriculum through a range of engaging visits, visitors and additional clubs makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils apply their writing and mathematical skills across the curriculum. However, leaders' checks have not ensured that pupils apply and deepen their knowledge in history, geography and science well enough in all classes.
- Leaders use the physical education and sport premium well. They use funds to provide professional development for staff and to encourage pupils to stay fit through playground games, clubs and competitive events. Leaders make sure that pupils who need additional support receive help to become confident swimmers by the end of Year 6.

Governance of the school

- Governors provide strong strategic oversight of the quality of education that the school provides. They have a high profile in the school and plan their visits in line with the priorities set out in their improvement plans. They seek out and use a wide range of information, which gives them a deep understanding of the school's strengths and weaknesses.
- Governors are passionate supporters of the school. They work effectively with school leaders to check that groups of pupils are achieving well, including those who are disadvantaged or those with SEND.
- Governors are reflective and they evaluate their own effectiveness well. As a result, they have improved their practices, including by analysing and challenging leaders' information about pupils' progress more deeply. The governing body fulfils its statutory duties and regularly checks the procedures for keeping pupils safe in school, including recruitment and vetting procedures.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture within the school. Leaders make sure that staff are well trained to identify risks to pupils. Consequently, staff are vigilant and know how to access help and support for pupils.
- Staff prioritise pupils' safety and welfare and are proactive in seeking and providing support for families as soon as needs arise. Leaders work with a range of external

agencies as well as providing help from the school's staff to promote pupils' welfare. Pupils and families value the support that they receive highly.

- Pupils told inspectors that they feel safe and that the school helps them to understand potential dangers, including when using the internet. They told inspectors that they can speak to any adult in school about concerns and are confident that adults will take swift action to keep them safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning over time is typically good across the school. Teachers use their good subject knowledge to plan lessons which enthuse pupils. Teachers' skilful questioning helps pupils to recall facts, to explain their reasoning and to think deeply.
- The teaching of reading has been an area of focus for the school. The teaching of phonics in key stage 1 is effective and has ensured that almost all pupils develop the knowledge of sounds that they need to read fluently.
- In key stage 2, pupils now make good progress in reading. Teachers carefully develop pupils' vocabulary and their understanding of their reading. Teachers' questioning is especially effective in helping pupils to make inferences and predictions. Pupils with SEND make strong progress in reading because teaching is tailored well to their needs. All pupils have responded well to a whole-school reward system for reading widely at home.
- Teachers are making improvements to the way mathematics is taught, in their planning and teaching. Pupils regularly practise and apply their knowledge and can explain their reasoning, using precise mathematical language. Occasionally, teachers do not match tasks closely enough to some pupils' abilities and this prevents them from making stronger progress.
- Teaching assistants provide strong support to pupils with SEND. They work closely with teachers to support individuals and groups in class. They adapt tasks if pupils are struggling and question pupils well to move their learning on.
- Teachers have raised their expectations of the standards that pupils can reach in their writing. Pupils now write imaginatively and at length across the curriculum. For example, older pupils write at length about the discovery of the tomb of Tutankhamun in history and compare beliefs in depth in religious education. Although improving, some pupils do not spell accurately enough, and this diminishes the overall clarity and quality of their written work. Teachers do not always develop pupils' spelling well over time.
- Leaders have made sure that teachers' assessments are accurate and used to identify the next areas to develop. When teachers observe misunderstandings in lessons, they deal with them quickly. However, teachers' feedback is not precise enough to help the most able pupils to make consistently strong progress across all classes.
- Teachers plan exciting and creative activities across a range of subjects. They are developing their plans so that pupils can make meaningful links within and across subjects. This work is still developing and consequently in some aspects of history, geography and science, teachers do not always plan tasks which help pupils to apply and deepen their knowledge, skills and understanding.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Throughout the school, pupils display excellent attitudes to learning. They listen to each other's ideas and support each other well in class. Staff model high standards in line with the school's work to develop pupils as 'bubbling learners', who persevere and encourage others. Pupils told inspectors how the school helps them to approach challenges with confidence by using their 'brain, buddy and boss'. Pupils view mistakes as challenges and respond well to the feedback that adults and their peers give them. Trusting and supportive relationships between staff and pupils have a strong, positive impact on pupils' progress.
- Pupils are aspirational and value 'working hard'. They are proud of their achievements and told inspectors about their thirst for challenge and new knowledge. Pupils in Year 6 told inspectors that they feel well prepared for secondary school.
- The school's Christian ethos permeates all aspects of the school's work. Pupils are kind, considerate and compassionate towards others. Pupils benefit from a broad range of opportunities to take leadership roles, including leading school worship and acting as prefects or as sports leaders.
- The school works determinedly to promote the welfare of pupils. For example, adults are very well deployed to support pupils who experience difficulties outside of lessons and to help parents to better support their children's well-being at home.
- Pupils develop a strong knowledge of how to live a healthy lifestyle. Older pupils can talk in depth about the importance of a balanced diet and regular exercise. Some pupils work actively with the school to improve the nutritional quality of school meals and promote healthy packed lunches.
- Leaders make sure that pupils learn about different faiths and cultures so that they are exceptionally well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils display excellent behaviour and conduct around the school and throughout the school day. Staff have high expectations of pupils' conduct, and as a result pupils are courteous and considerate. Pupils feel valued at school and told inspectors that 'we make a good family'. Pupils are welcoming to new pupils and work well with adults to make sure that all pupils feel safe and secure at school.
- During social times, pupils play together happily and take care of each other. Older pupils help younger pupils to engage with play activities. Pupils told inspectors that bullying and discriminatory behaviour are extremely rare and that they trust all adults to respond quickly to any concerns that they raise. School records confirm these views.
- Pupils have a strong understanding of how to stay safe. For example, they talk knowledgeably about how to prevent online bullying.

- Leaders' strategies to improve attendance and reduce persistent absence are effective. Attendance is improving rapidly, including for disadvantaged pupils. Leaders make sure that those families who struggle to get their children to school are given effective help and support. Additionally, they take firm action to help parents to understand the importance of regular attendance. Leaders are committed to improving attendance further for the small group of pupils who miss school regularly and without good reason.

Outcomes for pupils

Good

- Results of national assessments in key stage 2 in 2018 showed improvements to pupils' attainment and progress in reading, writing and mathematics. The work seen in current pupils' books shows that leaders' actions to improve the quality of teaching of writing are having a positive impact. Pupils apply ambitious vocabulary to their writing and use sentence structures well to add interest. Consequently, the quality of pupils' written work is improving. However, weaknesses in spelling hamper the progress of some pupils, including the most able.
- Leaders have worked with staff in recent years to improve outcomes in mathematics. These changes have improved the progress of the current cohorts. Pupils' knowledge and skills are improving. Pupils are routinely expected to solve problems and to explain their answers. More pupils are now achieving well. However, pupils' work shows that a small number of pupils need to strengthen their understanding of number and calculation methods.
- In 2018, a substantial number of pupils in key stage 1 achieved well in reading, writing and mathematics. However, not enough progressed to their full potential. Current pupils' work shows that progress for the most able pupils is not consistently strong across subjects in key stage 1.
- Pupils make good progress in reading. Teachers in the early years and key stage 1 make sure that the proportion of pupils who meet the expected standard in phonics remains above the national average. Pupils in key stage 2 are keen readers and are reading more widely. Teachers develop pupils' comprehension well, using challenging texts and questions to stimulate pupils' thinking.
- Boys' progress in reading has improved since the previous inspection. Boys' enthusiasm for reading has been promoted by teachers' introduction of more engaging and challenging materials. In addition, boys have responded well to discussing their reading choices and preferences with their peers and adults, including a children's author. Boys now read with strong intonation and expression, and their understanding of their reading is improving.
- The school's focused plans for the support of disadvantaged pupils and those with SEND are successful in improving these pupils' outcomes. Disadvantaged pupils make better progress than their peers in many areas of the curriculum, and gaps between their attainment and that of other pupils nationally are closing rapidly.
- Pupils gain appropriate knowledge, skills and understanding in a range of other subjects, particularly in religious education. In this subject, teaching is carefully planned to build on and deepen pupils' knowledge and understanding. In Years 5 and 6, pupils' science work shows their clear understanding of how to carry out and

interpret practical investigations. However, pupils' depth of knowledge and understanding in some classes are not consistently strong. In history and geography, pupils sometimes deepen their understanding by writing at length. However, some pupils' work shows that they do not deepen or apply their learning well enough.

Early years provision

Good

- The early years is well led. The early years leader knows the strengths and weaknesses of the provision and the children's needs well. She makes sure that the team puts improvements in place which support good outcomes for children. For example, well planned teaching has helped children to develop their physical skills in preparation for early writing.
- Leaders' assessment records show that children are currently making good progress. The proportion of Reception children achieving a good level of development in 2018 was slightly below the national average, which was linked to lower starting points for many in the cohort. Children are now making stronger progress. More children are now on track to achieve the standards expected for their age and to be well prepared for Year 1.
- The quality of teaching, learning and assessment is good. The engaging curriculum developed by leaders is centred on developing children's imagination and curiosity as well as building a strong vocabulary for learning. Children speak confidently when working with their peers and adults. Teachers also develop early reading well. The teaching of phonics helps children to put letters together to read basic words. Children learn the correct terminology for combinations of letters.
- Children benefit from leaders' focus on practising early writing. Children choose to write as a result of well-planned activities. For example, inspectors observed pupils who were keen to write letters in reply to the troll from 'The Three Billy Goats Gruff'. Leaders' assessments and evidence in records of children's learning show that children's early writing skills are developing well.
- In recent years, too few of the most able children have exceeded the early learning goals for writing. Staff have planned more opportunities to stretch and challenge these children. Currently, more children are on track to reach the higher standard.
- Reception children listen carefully to instructions. Staff usually use probing questioning to develop children's speaking and deepen their understanding. For example, an adult's skilful questioning during the inspection helped a group of children to explain a tally chart that they had made to count shapes in the environment.
- Children's behaviour and their attitudes to learning are good. They sustain interest in activities because they are well planned to motivate and challenge them. For example, children enjoyed re-enacting parts of a well-known story and developed their physical agility by building and using a bridge to cross.
- Children are confident in exploring activities both indoors and outside, and their good behaviour demonstrates that they feel safe. There are no breaches of the statutory welfare requirements. Staff follow the safeguarding procedures and policies applicable to the whole school.

- Parents are very happy with the provision. They appreciate how well their children have settled to school life and work well with the school to support their children's learning. Parents are involved with their children's education through the many workshops and opportunities to learn with their children which the school provides.
- The early years team supports disadvantaged pupils and those with SEND well. They make sure that emerging needs are identified and supported promptly. Leaders make sure that pupils with SEND who have complex needs are assessed by external professionals and that they receive additional help. This helps to ensure that these children make good progress and that their attitudes to learning are positive.

School details

Unique reference number	126405
Local authority	Wiltshire
Inspection number	10053210

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Pam Bassindale
Headteacher	Karen Walker
Telephone number	01722 503590
Website	www.st-andrews-laverstock.wilts.sch.uk/
Email address	head@st-andrews-laverstock.wilts.sch.uk
Date of previous inspection	6 March 2018

Information about this school

- The school is an average-sized primary school.
- No new teachers have joined the school since the previous inspection.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below the national average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils with SEND is below the national average.
- The school is a voluntary aided Church of England primary school in the Diocese of Salisbury. At its last section 48 inspection in 2014, it was judged as good.

Information about this inspection

- Inspectors spoke to parents at the start of the school day.
- The inspectors observed learning in all classes with the headteacher.
- Inspectors looked at pupils' work in lessons and reviewed pupils' workbooks with leaders.
- Inspectors heard pupils from key stage 1 and key stage 2 read aloud.
- Inspectors talked with a group of pupils to seek their views about the school. One inspector observed pupils at break and lunchtimes.
- Inspectors met with senior leaders and the early years leader. One inspector spoke on the telephone with a representative of Wiltshire local authority.
- Inspectors met with the chair of governors and a group of governors.
- Inspectors reviewed a range of documentation, including the school's evaluation of its own performance, school improvement plans, information about pupils' achievement, records relating to pupils with SEND and disadvantaged pupils, records relating to safeguarding, behaviour and attendance, records of governors' visits to the school and the school's website.
- One inspector visited the breakfast club.
- Inspectors considered 43 responses to the online survey, Parent View, and 24 free-text responses. Inspectors took account of the 25 responses to the staff questionnaire and the 24 responses to the pupil survey.

Inspection team

Claire Mirams, lead inspector	Ofsted Inspector
Deborah Wring	Ofsted Inspector

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