

Inspection of St Andrew's CofE Primary School

Station Road, Stanley, Ilkeston, Derbyshire DE7 6FB

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are excellent advocates of St Andrew's CofE Primary School. They talk about how the school is a 'welcoming school', where 'difference is respected'. They are enthusiastic in their praise for the school. Pupils feel safe in school. They know that they can talk to any member of staff if they have any concerns or worries. One pupil summed up pupils' views by stating: 'I would recommend the school as it is a safe environment where everybody cares.'

Leaders have high expectations of all pupils both in and beyond the classroom. They provide pupils with learning experiences and opportunities to help them to be well prepared for the next stage of their education and also for life in modern Britain. Older pupils talk about the ways in which their teacher is supporting them to 'become secondary-ready'. Pupils learn about cultures and beliefs that are different to their own. Staff teach pupils to celebrate diversity.

Behaviour around the school and in lessons is calm and orderly. Pupils are respectful of each other. All of the pupils who met with inspectors stated that bullying never happens. The school values are clearly embedded in the school. Pupils are proud to represent the school.

Pupils are given leadership responsibilities. Year 6 pupils embrace their leadership roles and talk about the confidence that they have gained through being able to take on additional responsibility. This includes the roles of pupil-voice director and well-being director.

What does the school do well and what does it need to do better?

The curriculum that the school has adopted has been carefully thought out to ensure that pupils develop their knowledge over time. It is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). The core subjects are well led and managed. Pupils get access to a range of different subjects. In some subjects, such as music and design and technology, teachers do not always help pupils to develop their knowledge over time. Pupils are not always able to recall their learning in these subjects. Some subject leaders have not received the necessary guidance to monitor the implementation of the subjects that they are leading effectively. Therefore, they are not always able to identify areas of strength and development.

Teachers adopt appropriate strategies to support pupils with SEND. All pupils access the same curriculum. Teachers do not always communicate regularly enough with parents of pupils with SEND.

Reading is a priority at the school. Pupils talk enthusiastically about the books that they are reading. Leaders have worked hard to develop the school's approach to phonics. Children who are in the early stages of reading receive effective support to

help them develop their reading accuracy. Books are well matched to the sounds that pupils are learning. Teachers use assessment well in reading, mathematics and in the early years curriculum. In these areas, teachers quickly identify pupils who have gaps in their knowledge and put support in place. Assessment is not yet used consistently across other areas of the curriculum. This means that teachers do not always identify pupils' misconceptions. Teachers are not always clear about what pupils know within some subject areas.

Pupils behave very well. Teachers use praise to engage pupils with their learning. Pupils are proud of their achievements. Not all pupils attend school regularly. Leaders have recently introduced new systems to support attendance. They recognise that there is still work to do to support pupils who are frequently absent from school.

Personal development is a strength of the school. Staff encourage pupils to be active citizens. They receive lessons connected to staying healthy and online safety. Pupils receive age-appropriate relationships education. They are able to recall their learning in personal, social and health education lessons and know how to keep themselves safe. Pupils engage in collective worship. Pupils have the opportunity to respond to 'big questions' and reflect on different issues in society. Pupils enjoy the responsibilities that they have in the school. Older pupils embrace opportunities to support younger children across the school. Pupils have access to an eco-garden, which is part of the school. They access the garden as part of the curriculum, and it is clear that pupils love spending time in the garden. The school has received an award to recognise the work that they have done to promote sustainable lifestyles.

Children in the early years have access to a range of resources to help them flourish. Staff focus on enhancing the children's personal development. Teachers in the early years connect reading with other areas of learning. For example, in one lesson children were tasting different fruits connected to a story that they had heard. It is clear that there are positive relationships between the staff and children across the school.

Staff are proud to work at the school and value the support that they receive. They appreciate that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff prioritise keeping pupils safe. They receive appropriate training connected to safeguarding. There are clear reporting systems in place at the school. The school works closely with other agencies to ensure that children and families receive any support that they may need.

Pupils know and understand the term 'safeguarding'. They learn about how to keep themselves safe. They know who they can speak to if they have any concerns about

anything. Classrooms also contain worry boxes where children can write down their worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff regularly assess and check pupils' understanding of the curriculum in the core subjects. However, leaders have not yet fully implemented assessment systems for the foundation subjects. As a result, it is not always clear how successfully pupils have understood their learning in the foundation subjects. Leaders need to ensure that the assessment system for the foundation subjects is fully implemented.
- There are different ways that parents and carers can communicate with the school. However, the communication with parents of pupils with SEND is not as effective as it could be. This means that parents do not always feel well informed about the provision for their child. Leaders and teachers should ensure that information is shared with parents on a regular basis.
- Staff regularly monitor some areas of curriculum delivery, such as reading and phonics. However, the monitoring across other subject areas is not robust. This means that it is not always possible to know how effectively all aspects of the curriculum are being delivered. Leaders must ensure that there is effective monitoring of all subject areas.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112854
Local authority	Derbyshire
Inspection number	10240408
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair of governing body	Elizabeth Jackson
Headteacher	Elizabeth Stanley-Wainwright
Website	www.st-andrews-pri.derbyshire.sch.uk
Date of previous inspection	21 September 2021, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary controlled Church of England School in the Diocese of Derby.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in April 2016.
- The school runs a daily breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and curriculum leaders. The lead inspector held a meeting with members of the governing body and had a telephone conversation with a representative of the local authority.
- Inspectors looked closely at the quality of education in reading, mathematics, religious education and science. This involved speaking with leaders, staff and

pupils, visiting lessons, looking at curriculum plans and samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.

- Inspectors evaluated the effectiveness of safeguarding by reviewing safeguarding records, including the central record of recruitment checks on staff.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online survey, as well as the free-text comments.
- Inspectors also considered the responses to the Ofsted staff survey.

Inspection team

Roxanne Fearn-Davies, lead inspector His Majesty's Inspector

Ged Philbin Ofsted Inspector

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