

# Inspection of St Amand's Catholic Primary School

St Mary's Road, East Hendred, Wantage, Oxfordshire OX12 8LF

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Inspection dates: 24–25 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this school?**

Pupils enjoy coming to school and attend regularly. They enter with excitement and leave smiling. Staff, parents and carers, and pupils are part of a loving 'family'. Staff know pupils well and want them to be their best version of themselves.

Pupils feel safe. They know what 'bullying' means, but it doesn't happen because 'teachers wouldn't let it.' Older pupils are well trained in supporting their peers to be healthy in body and mind. They take this responsibility seriously and explain clearly the difference they make organising and leading active games at lunchtimes. Pupils regularly raise funds for refugees, the homeless and others in poverty.

Pupils are keen to learn the interesting topics that teachers prepare for them. Lessons keep pupils interested, as what they are learning is typically made clear, relevant and fun. Those pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils keep up with their peers because their needs are met successfully. A parent wrote that staff 'do a terrific job for our children... day in, day out.' Pupils' behaviour and attitudes to their learning are remarkably strong.

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

This is a small school with high ambition for every pupil. Pupils feel well supported by the nurturing 'family' culture. Staff meet pupils' needs well, including pupils with SEND, as they have the right support. Pupils enjoy school and look forward to attending every day. Their behaviour is impeccable.

Leaders have given pupils the confidence to be leaders. Pupils develop as responsible citizens, who have a keen sense of their unique value and of the positive contribution they can make, to both their local community and in other parts of the world. They strive to make the world better for others. Pupils said confidently, 'If we only do a little bit, we can change the world and make it a kinder place for everyone.'

Pupils have healthy attitudes towards difference. They understand British values, such as democracy, and have opportunities to vote and engage in school council activities. They debate complex and challenging issues with a high level of maturity.

The headteacher is passionate in wanting the best for everyone. Committed governors and staff echo her determination that every child will be prepared to lead a successful life. Leaders and governors support staff well-being and workload well. They make sure that staff do not do unnecessary tasks that will not help to achieve their ambition for pupils.

Leaders have made widespread changes to the curriculum. They make sure that it is adapted to meet the needs of all pupils, including those with SEND. Teaching supports the curriculum well in subjects across the school. It appears to be having

the strongest impact in mathematics and English because pupils are clearer here about how their skills and knowledge are being built up over time. They remember their learning well and recall it to help them understand new ideas. Leaders are well under way with their work to further develop other subjects, so that they are as well organised and taught as in English and mathematics.

Children in Reception Year are happy and cared for by staff who know them well. Leaders have recently reviewed the curriculum. Outdoor learning sessions are particularly planned to develop children's wider personal development and social skills. Teachers organise resources to make sure that children learn well in early years. There is good provision for learning mathematics. However, leaders are implementing a wider range of opportunities for children to practise their learning about number and early mathematical concepts.

Reading is made a priority from the moment children join the school. Staff help children to learn their phonics (letters and the sounds they represent) quickly. They are always on the lookout for anyone who needs extra help to keep up with their learning. Staff give most children the necessary foundation to progress confidently to the next stage of learning to read. However, some continue to need additional help after they leave early years. As pupils move through the school, staff use a thoughtful range of strategies to help secure their reading skills. However, some reading books do not match pupils' needs or phonic ability well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The culture of safeguarding is effective and staff know the signs to be alert to in order to help keep children safe. There is regular training and robust induction processes for new staff, so that they know their safeguarding responsibilities and what to do if they have a concern. Governors understand their statutory duties and ensure that strong and effective safeguarding procedures are typical practice in the school.

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

### **(Information for the school and appropriate authority)**

- Teachers already ensure that work is demanding and matches pupils' needs in English and mathematics. As a result, all pupils make strong progress in these subjects, including those with SEND and disadvantaged pupils. Leaders should continue with their work to ensure that the curriculum in foundation subjects is explicit about what pupils need to learn and in what order. In these subjects, pupils need to be able to recall their learning from the activities they do and so make strong progress.
- Children have many opportunities to practise and secure their learning of reading and writing in early years. The opportunities for practising number and

mathematical concepts need to be equally strong.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	123224
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10111226
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Katherine Oldham
<b>Headteacher</b>	Helen Ellery
<b>Website</b>	<a href="http://www.st-amands.oxon.sch.uk">www.st-amands.oxon.sch.uk</a>
<b>Date of previous inspection</b>	16–17 March 2016

## Information about this school

- St Amand's is a small rural Roman Catholic school for boys and girls aged five to 11. It is part of the Diocese of Portsmouth.
- Most pupils are from White British backgrounds.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with members of the senior leadership team, middle leaders, the chair and members of the governing body and the director of education for the diocese. We spoke to a representative from the local authority.
- The subjects of English, early reading, mathematics, history and physical education were considered in detail as part of this inspection. As part of our evaluations of these subjects, we held discussions with leaders of each subject, made visits to lessons, held discussions with subject teachers, scrutinised pupils' work in the subject, and held discussions with pupils following visits to a series of lessons.
- In our inspection of safeguarding, we looked at the single central register,

documents (including staff and pupil records), governors' meeting records and monitoring reports. We also spoke to pupils, staff and parents and held meetings with the designated safeguarding leader.

- In judging other areas of the inspection, we saw the school in action throughout all aspects of the school day, including break- and lunchtime arrangements.
- We spoke to a range of pupils, including those who are involved in the school council and took into account the views of parents, staff and pupils. There were 13 responses to the staff questionnaire and 55 responses to Ofsted's Parent View survey. There were no responses to the online pupil survey.

### **Inspection team**

Catherine Davies, lead inspector	Ofsted Inspector
Kevin Burrell	Ofsted Inspector

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