

# Inspection of a good school: St Andrew's CofE Methodist (Aided) Primary School

Pentland Road, Dronfield Woodhouse, Dronfield, Derbyshire S18 8ZQ

---

Inspection dates:

15–16 January 2020

## Outcome

St Andrew's CofE Methodist (Aided) Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are proud of their school. They say that staff make learning fun and that pupils get help with their work when they need it. Pupils are highly attentive in lessons and follow instructions quickly. Pupils achieve well across a range of subjects.

Pupils are consistently well mannered around school. They are polite and courteous. They appreciate the weekly 'value' assemblies where they are rewarded for positive conduct. Pupils say that bullying is extremely rare but are confident that adults would deal with it swiftly should it occur.

Leaders have created a cohesive staff team who are determined to help pupils to achieve their best. Staff make sure that there is a rich variety of experiences available to pupils. Many pupils learn to play musical instruments and play in the school orchestra, or are proud to be part of one of the four pupil councils in the school.

Like pupils, parents and carers are highly positive about the school. One parent told me, 'St Andrew's is a lovely school with a caring and committed team of staff.' This view was typical of many.

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

Early reading is taught well. The school has set out which letters and sounds children should know and when. Pupils who begin to fall behind are quickly identified and given support to catch up. Teachers are well trained and consistently make teaching early reading engaging. Children's reading books match the sounds that they know so they quickly develop fluency and speed. However, when children join the Reception class, too long is spent checking which letters and sounds they know before teaching begins.

Leaders have created a love of reading. Pupils enjoy learning about the 'author of the month' and experience a wide range of texts. When teachers read to pupils, they do so with expression and use different voices for different characters. Pupils listen attentively

and talk enthusiastically about texts. Older pupils are proud of the work they do to keep reading having a high profile. They enjoy running the school library and the 'little library' on the playground and being 'reading buddies' for younger pupils. Parents and volunteers come into school to read with younger pupils each Thursday morning. This is exceptionally well attended.

The school's curriculum for mathematics is detailed and well sequenced. It sets out what pupils need to know and remember each term. Teachers follow these plans, adapting them well to make sure that pupils are given work that is demanding. Pupils regularly recap their knowledge through the 'learn it' challenges. Pupils remember what they have learned. However, teachers do not consistently get pupils to think deeply about work and explain their learning.

Pupils enjoy art. They enjoy learning about different artists, working with colour and being creative. They have worked with professional artists, potters and weavers in school. Pupils enthusiastically recall their visit to the Lowry exhibition. Pupils' artwork is displayed around school and as part of special events, such as the 'growth mindset day'.

The school's plans for art set out the work that pupils will cover, the skills that they will develop and the vocabulary to be taught. However, plans do not make clear the key things that pupils are expected to know and remember by the end of each unit of work.

Disadvantaged pupils and those with special educational needs and/or disabilities achieve well. Leaders check carefully what help these pupils need and quickly put it in place. Leaders regularly check to make sure that the support these pupils receive is effective.

Senior leaders and governors are ambitious for all pupils in the school. They are determined to make sure that pupils achieve as highly as possible. They know what is working well in the school and what needs to improve. The headteacher is very highly regarded by pupils, parents and staff alike.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is the highest priority in the school. Records are detailed and show that any concerns are dealt with quickly. Pupils who need extra help or support benefit from working with the specialist staff in school. Governors make detailed checks to make sure that the school is keeping pupils safe.

Staff receive regular training on a wide range of safeguarding issues. Training exceeds statutory requirements.

Pupils know how to stay safe in a range of contexts and know who they would go to if they had a worry or concern.

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

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

- The school has plans for what is taught in all subjects. These plans set out the work to be covered and, in some cases, the skills that pupils will develop. Some of these plans do not make clear the key knowledge that pupils are expected to know and remember. Leaders should ensure that subject plans make clear what pupils are to know and remember by the end of each unit of work.
- Early reading is well planned and taught. However, when children first join the school, too long is spent checking what they can do before the teaching starts. Leaders should ensure that the teaching of phonics begins as soon as children start in the Reception Year.
- The school's curriculum for mathematics clearly sets out what pupils should be able to know, do and remember. However, pupils are not always given enough opportunity to think deeply about, and give reasons for, their answers. Teachers should regularly give pupils opportunities to think carefully about their work and give reasons for their answers.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 4–5 May 2016.

## 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 are the school and you are 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>	112913
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10121265
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marc Howell
<b>Headteacher</b>	John Clapham
<b>Website</b>	<a href="http://www.st-andrewscofe.derbyshire.sch.uk">www.st-andrewscofe.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	4–5 May 2016

## Information about this school

- There have been no significant changes since the last inspection.

## Information about this inspection

- I held meetings with the headteacher, the deputy headteacher and the leader for reading. I also met with a group of governors and spoke to parents informally at the beginning of the school day.
- I considered reading, mathematics and art in depth as part of this inspection. I visited lessons, looked at pupils' work and spoke with teachers. I spoke with pupils in lessons and met with groups of pupils. I listened to pupils read.
- I looked at a range of documentation provided by the school, including information about pupils' attendance and behaviour, and governance information. I also considered the 133 responses to Parent View, Ofsted's online survey, and considered the responses to the questionnaire for staff.

## **Inspection team**

Vic Wilkinson, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020