

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



22 April 2021

Donna Butler
Headteacher
St Andrews C of E Primary Academy
Westcombes
Chardstock
Axminster
EX13 7BJ

Dear Mrs Butler

Additional, remote monitoring inspection of St Andrews C of E Primary Academy

Following my remote inspection of your school on 16 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in February 2020.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- revise the English curriculum to ensure that pupils develop stronger reading comprehension and writing.

Context

- Since the previous inspection, you joined the school as the new headteacher. You were also appointed as the special educational needs coordinator. In addition, new leaders of English and French have been appointed. Two co-chairs of the local governing body have been appointed alongside a new governor.
- At the start of the spring term, when schools were only open to some children due to COVID-19 restrictions, approximately 60% of pupils were educated at home. A large proportion of vulnerable pupils and all pupils who have education, health and care plans were attending on site during this period.
- At the time of this inspection, all pupils were attending on site.

Main findings

- You and your staff have worked to improve the curriculum and the quality of teaching and learning since the last inspection. You rightly adapted the curriculum at the start of the spring term to enable pupils to continue learning a range of subjects. You also made sure that all pupils learning at home had the technology to access remote learning.
- You and your leadership team have reviewed the mathematics curriculum based on your checks on what pupils have learned and remember. For example, having identified that many pupils do not have secure understanding of multiplication and division, you have enabled them to revisit this knowledge at the beginning of lessons. You have also prioritised pupils' reasoning through discussions about mathematical problems. Consequently, the mathematics curriculum ensures that pupils have secure understanding before moving on to more complex topics.
- You have rightly prioritised reading across the curriculum. You have revised the early reading curriculum. You ensure that children in early years and pupils across key stage 1 have books that match their reading level. Teachers have checked what pupils remember about their early reading and have adapted the curriculum accordingly. Pupils enjoy reading.
- You and your leadership team acknowledge that the links between reading and writing are not explicit. The focus on grammar and vocabulary in the writing curriculum is not mirrored in the reading curriculum. Additionally, the

range of texts in the reading curriculum does not explicitly support the development of pupils' writing skills.

- You and your staff have worked hard to develop effective programmes for other subjects in the curriculum. For example, from early years to Year 6, you have planned the sequence of learning in science, French and geography very effectively. However, you acknowledge that the pandemic has slowed the implementation of the curriculum.
- Although all pupils are currently on site, you have ensured that pupils or year-group 'bubbles' that may need to self-isolate in the future have access to learning. Your staff use the school's online learning system well and have effective monitoring systems in place.
- In collaboration with the trust, you have set about transforming the provision for pupils with special educational needs and/or disabilities (SEND). You ensure that pupils receive timely support so that they can access the curriculum successfully. You have also worked hard to ensure that these pupils continue to receive specialist support in the current circumstances. You have also improved communications with parents and carers about the provision for pupils with SEND.
- Since the previous inspection, governors have refined the ways in which they monitor the quality of education. They gather a breadth of information about the school. This information helps them to ensure that leaders' actions are improving the quality of education for all pupils. Governors support and challenge leaders in equal measure.
- The role of the trust has been pivotal in your work to improve the quality of education at the school. You have worked with the trust to develop the curriculum and teachers' understanding of how to deliver it. You acknowledge that the curriculum requires more time to be fully and effectively implemented across the school.

Evidence

This inspection was conducted remotely. I spoke to you, the executive headteacher, curriculum leaders, the inclusion lead from the Acorn Multi Academy Trust, the joint chair of governors and four members of the local governing body to discuss leaders' actions to provide education to all pupils during a national lockdown.

I also listened to pupils read and met with a group of pupils to discuss their views of the school. I looked at curriculum plans, pupils' work and the minutes of the local governing body. I looked at responses to Ofsted's online questionnaire, Parent View, including 49 free-text responses, and 14 staff questionnaires.

I am copying this letter to the joint chairs of the governing body and the chief executive officer of the Acorn Multi Academy Trust, the director of education for the Diocese of Exeter, the regional schools commissioner and the director of children's services for Devon. This letter will be published on the Ofsted website.

Yours sincerely

Susan Aykin
Her Majesty's Inspector