

Inspection of St Andrew's CofE Junior School

Hadfield Road, Hadfield, Glossop, Derbyshire SK13 2DR

Inspection dates: 23 and 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

This school opens its doors and welcomes in every child. Pupils whom inspectors met told them how they feel safe at the school, and how 'everyone has a big heart'. Pupils were very keen to explain how they are both listened to and appreciated. As another pupil explained: 'Everyone gets to be who they are here.'

Pastoral support is of an exceptional quality. The MACAWS facility helps those who are vulnerable, distressed or in need of assistance with their mental well-being so that they are ready to learn.

Pupils get on very well together, and bullying is rare. When it occurs, staff sort it out fairly and without delay. Pupils know that staff have their best interests at heart, and want them all to reach their potential, both socially and academically.

Pupils like their lessons greatly. Teachers make them interesting. As a result, pupils listen and learn. Teachers help those who need help with their reading to catch up. Pupils learn to calculate with accuracy, write creatively and find out about friction in science. They study different cultures and faiths.

Pupils leave the school keen and ready for the next stage of their education.

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

Senior leaders want all pupils to flourish and to reach their potential. They have designed a bespoke curriculum to meet the needs of all pupils. Staff include everyone. They give those with special educational needs and/or disabilities high-quality support to learn the same things alongside others.

Pupils receive a good, rounded education. Staff help those who need to catch up with their reading. They provide extra opportunities each day for them to read. They give them guidance to learn their phonics. Pupils then become confident and fluent in reading. Pupils' mathematical knowledge also builds well over time. This is because, as in other subjects, lessons are set out in a logical order. There is ample practice, so pupils do not forget. They are able to answer a teacher's challenge to prove that 55 cannot be a multiple of four. In science, pupils use terms such as 'independent variable' when investigating the dissolving of sugar. They learn about the things different cultures have in common through, for example, studying festivals around the world.

Teachers deliver lessons effectively. They ask pupils questions and give them quizzes to find out what they know and to check their understanding. Where pupils are unsure or make mistakes, they explain the correct answer to them. Teachers' assessments have helped to show the gaps in pupils' knowledge that have emerged due to the COVID-19 pandemic. Where pupils have missed some things, or forgotten them, teachers are helping them to learn these. Senior leaders now need to give all

subject leaders guidance to make the curriculum even better.

The school is a place of orderly learning. Pupils do not disrupt lessons. They listen respectfully and follow instructions. They work hard and cooperate well. Pupils also behave well outside classrooms. They move about the school calmly but are excited for their next lessons. They follow the 'Mr KFC' school rules and love saving their points to spend in the Dojo Den.

Pupils' personal development is outstanding. Staff teach pupils to know about the Oxfam Global Goals and this helps pupils to have a deep understanding of their place in the world. They compose letters with conviction about deforestation and learn in depth about the meaning of respect. They can speak, unprompted, of the need for compassion and explain how 'trust is the foundation we build friendships on.' There is high take-up of a range of school clubs and opportunities, including community tasks to save the Roughfields play area. The Year 5 mental health champions help others who are worried or sad.

Senior leaders have the strong support of staff. Staff believe they are treated with respect and helped with their workload. They are proud to work at St Andrew's. Parents are also highly positive about the work of the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant for any signs that a pupil could be being harmed. They understand the importance of reporting a concern to senior leaders. The school's records are well kept and show that senior leaders take appropriate actions in response to any concerns. They do all they can to help pupils, including working with outside agencies.

Pupils say that they can approach a staff member if they are worried. Those who have done this say staff always help them. Parents also say that their children are safe at the school.

The school has appropriate procedures for managing any allegations and for safer recruitment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subject leaders are able to support further improvement of their subject as well as they might. Not all receive the guidance they need to undertake their roles with the highest level of effectiveness. The overview and knowledge they have of the planning and delivery of their subject across all classes is not yet consistently precise. As a result, they are not always able to identify and attend to any minor inconsistencies in their subject's design or delivery, or to support a

colleague to improve further in an aspect of it. Senior leaders should ensure all subject leaders receive any guidance and support they need to aid further refinement of the curriculum.

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.

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

Unique reference number	112869
Local authority	Derbyshire
Inspection number	10199876
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Bruce Levitan
Headteacher	Amanda Cornwall
Website	www.standrewshadfield.org
Dates of previous inspection	22 and 23 June 2016, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.
- St Andrew's CofE Junior School received a section 48 inspection through the National Society Statutory Inspection of Anglican and Methodist Schools (SIAMS) in June 2016. These inspections typically take place once every five years.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- In order to judge the quality of education, inspectors focused the inspection on specific subjects of the curriculum. They undertook 'deep dives' in reading, mathematics, science and history. This involved meeting with senior and subject leaders, scrutinising curriculum planning and visiting lessons where pupils were

learning these subjects. They met pupils from the lessons and looked at their work in these and in other subjects. They held meetings with teachers about the curriculum they were delivering. Inspectors heard children in different year groups read books. Inspectors looked at other subjects of the curriculum in less depth.

- Inspectors met with representatives of the governing body and with the special educational needs coordinator, along with the mental health and well-being leader. Inspectors held a telephone conversation with a representative of the local authority.
- Inspectors read a wide variety of school documentation, including the school development plan. They checked whether pupils were safe and happy at the school's breakfast club.
- Inspectors took note of the responses to Ofsted Parent View, met with parents at the start of the school day and considered the results of the Ofsted staff questionnaire.
- In order to judge the effectiveness of safeguarding, inspectors checked samples of safeguarding records, read the school's relevant policies, scrutinised the single central record, explored the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. They also spoke with staff to check details of their safeguarding knowledge and training, to check that staff understand the importance of their responsibility to report any safeguarding concerns without delay and to check if they know the procedure to do this.

Inspection team

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