

# Inspection of a good school: St Andrew's Church of England (VA) Infant School

Lightcliffe Road, Brighouse, West Yorkshire HD6 2HH

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Inspection dates:

26 and 27 April 2022

## **Outcome**

St Andrew's Church of England (VA) Infant School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

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

Pupils are happy and enthusiastic learners. They are proud of their work and love to talk about what they know and remember. Teachers make sure lessons are interesting and fun. They arrange exciting trips, and visitors to school, to help pupils remember more. Even during the pandemic they found ways to excite and enthuse pupils. For example, pupils thoroughly enjoyed the virtual visit from a well-known author.

The strong Christian ethos guides everything that happens in school. Leaders set high expectations for pupils to work hard. Adults show by example how they want pupils to behave. They are kind, respectful and interested in what pupils have to say. Pupils respond to this by being kind and respectful to each other and to adults. They care for each other and look out for each other. Behaviour in lessons, at lunchtime and breaktimes is exemplary. Pupils play and chat happily but always stop and listen when asked to do so. Pupils say they feel safe in school. There is very little unkind behaviour or name-calling. When this does happen, it rarely, if ever, develops into bullying. This is because adults are vigilant.

Leaders are keen to keep alive local tradition and culture. Pupils enjoyed taking part in the 'Pace Egg Play' when they re-enacted the story of St. George and recited poetry. Leaders also make sure that pupils learn about a wide range of different faiths and cultures. There is an expectation that pupils will learn about equality, diversity and respect and care for everyone.

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

The curriculum is well established. Learning is well sequenced in all national curriculum subjects. This helps pupils to build securely on what they know. Subject leaders have broken the important knowledge and skills they want pupils to learn into smaller steps.

Teachers use their strong subject knowledge to engage and interest pupils. They help pupils to remember more by recapping on previous learning. Pupils say they can remember because they build on learning over time. The range and depth of knowledge they can recall is truly impressive. For example, they talked in detail about the lives of Mary Seacole, Florence Nightingale, Rosa Parks and Emily Davison. Pupils are confident learners. In mathematics, they talk about making 'marvellous mistakes'. They know that they learn from their errors. Teachers use assessment to great effect. They adapt lessons and provide timely intervention and challenge. This means that the curriculum meets the needs of all pupils. Pupils with special educational needs and/or disabilities (SEND) do exceptionally well. This is because leaders make sure all pupils are fully included in everything the school has to offer. As one parent said, 'They look for a different way here.'

Learning in every subject starts in the Reception class. The curriculum gives children a firm foundation on which to build future learning. Physical and human resources are used very effectively. This helps children to follow their own interests as they practise what they learn in lessons. For example, children have learned about farm machinery in their topic about farms. A large group of them thoroughly enjoyed making a large 'tractor' with crates and tyres. They wanted to transport the new sand to the sandpit.

Teachers do everything they can to encourage pupils to become avid readers. A wide range of high-quality books are everywhere in school, as well as in the well-stocked library. Pupils have an 'author of the month'. This helps them to be knowledgeable about different authors and texts. The chosen phonics program is ambitious for all pupils. Flexible grouping means that teaching is targeted precisely for each pupil. The books that pupils have to read match the sounds they have learned. This helps them to enjoy reading with confidence. Children get off to a racing start when they join the Reception class. Teachers make sure that the children who need it, get extra help to keep up.

Pupils say they are all good friends and love playing together. They enjoy helping others. The school counsellors helped to choose Christian Aid as the charity for Lent. Pupils learned about the people this would help in different countries.

Leaders and governors want to provide the best all round education for every pupil. Leaders make sure that all pupils get the chance to take part in after-school activities. These include arts and crafts, multi-sports, karate and football. Some pupils were very excited that rounders and cricket were starting next week. Leaders have provided a wide range of equipment in the lovely outdoor environment. Pupils enjoy using the walking track and the 'road' for riding scooters and bicycles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff are suitable to work with children. Leaders and staff are realistic about risks and are alert to signs that things may not be well. Staff know how to report concerns and do so promptly. Leaders make sure that pupils get the right support, including from external agencies when necessary.

Keeping safe is woven throughout the curriculum. Events such as internet safety day, assemblies and visits from organisations such as the police and the NSPCC make sure that pupils learn how to keep safe. Pupils know they can talk to trusted adults in school if they have any concerns.

## 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 1 February 2012.

## 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

<b>Unique reference number</b>	107548
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10211213
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Glenys Phillips
<b>Headteacher</b>	Karen Smith
<b>Website</b>	<a href="http://www.st-andrews-inf.calderdale.sch.uk">www.st-andrews-inf.calderdale.sch.uk</a>
<b>Date of previous inspection</b>	18 January 2017, under section 8 of the Education Act 2005

## Information about this school

- St Andrew's C of E (VA) Infant School federated with St Andrew's C of E (VA) Junior School in April 2018.
- The executive headteacher for the federation was previously the headteacher of the junior school.
- Governors have appointed a new head of school, previously the deputy head, for the infant school.
- The last section 48 inspection was completed in November 2016 when the school was judged to be outstanding. The next section 48 inspection is due in 2022/23.
- The school runs a before- and after-school care club.

## Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders. This has been taken into account in the evaluation of the school.

- The inspectors met with the executive headteacher, the head of school, the assistant headteacher, the special educational needs coordinator, the learning mentor and curriculum leaders.
- The lead inspector also met with members of the governing body, including the chair of the governing body. She also spoke with a representative from the local authority and a representative from the Diocese of Leeds on the telephone.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed adults listening to pupils read.
- The arrangements for safeguarding were checked. This included checks on the single central register, staff training and safeguarding records. The inspector also talked to the designated safeguarding leaders.
- The inspector discussed the school's records on attendance and behaviour with the executive headteacher and the head of school.
- The inspector observed pupils' behaviour in lessons and around the school, including at lunchtime. She also met with a group of pupils.
- The inspector looked at the school's self-evaluation document and improvement plans.
- The inspector talked informally with pupils in lessons and at lunchtime and took into account the 44 responses to Ofsted's online pupils' survey.
- The inspector took into account the 54 responses to Ofsted's survey, Parent View.
- The inspector met with a number of staff and took account of the 24 responses to Ofsted's online survey for staff.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

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