

Inspection of St Andrew's Church of England Primary School

Coleman Street, Whitmore Reans, Wolverhampton, West Midlands WV6 0RH

Inspection dates: 14 and 15 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a warm and welcoming school. Pupils feel happy and safe here. Leaders and staff are ambitious for pupils. There is a strong sense of community built around the school's pillars of 'faith', 'hope' and 'love'. Staff are proud to work here. One teacher commented, 'We are like one big family here.' Others agree.

Pupils' behaviour is good. The school's mantra of 'ready, respectful and safe' shines through. Pupils concentrate during lessons and focus well on their learning. Pupils, including those children in early years, build strong, positive relationships with their peers. They behave well during social times. If bullying and fall-outs happen, older pupils are on hand to support others, or pupils will go to a trusted adult for help. Pupils told inspectors that teachers resolve any issues quickly.

Leaders have high expectations for pupils. They have developed a broad curriculum that extends beyond the academic. Many pupils benefit from the forest school activities. Pupils have the opportunity to take up leadership positions in the school, such as those of peer supporter, digital ambassador and young interpreter. These roles help pupils to develop their understanding of social and moral responsibility. Many pupils enjoy these roles. They are proud to take up these responsibilities, and parents and carers appreciate that their children have these chances.

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

Leaders have established a positive culture of reading across the school. Pupils, including those children in early years, enjoy reading a wide range of books. Leaders have carefully chosen these books to help pupils gain a deep understanding of the world around them. For example, children in early years are currently reading 'The wall in the middle of the book', while older pupils are reading, 'The boy at the back of the class'. Both texts give pupils an understanding of important issues such as tolerance and discrimination. Pupils, particularly those in key stage 1, speak confidently and passionately about the books they read.

The phonics curriculum is well planned. The sounds that pupils learn build on the things they already know. Most teachers deliver this curriculum effectively. Where this happens, pupils make strong progress, and learn to read quickly. However, some pupils do not learn to read soon enough. This is because some teachers have not received the training they need to help them deliver the programme effectively. Leaders have not checked carefully enough on the quality of this curriculum. Consequently, they have been slow to identify those staff who need further support.

The mathematics curriculum is well planned. Staff use assessment skilfully to identify gaps in pupils' knowledge. When gaps are identified, teachers respond quickly and adapt their teaching to make sure that pupils have the knowledge they need to be successful. Pupils gain a deep knowledge of the things they are taught. For example, pupils in key stage 1 speak confidently about their developing understanding of time.

In most other subjects, the curriculum is equally well considered. Leaders have identified the precise knowledge that pupils need to know and remember. They have made sure that this is ordered sensibly, so that new learning builds on the things pupils already know. However, this is not the same for all subjects. Leaders and governors have not identified this. Where the curriculum is not as well planned as it needs to be, new learning does not build on the things that pupils already know. Because of this, pupils struggle to remember what they have been taught. This is a barrier to their learning.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). They are quick to identify pupils who need extra support. Leaders work tirelessly to make sure that these pupils have the help they need. As a result, pupils with SEND, including those children in early years, make strong progress.

Most pupils behave well in lessons and around the school site. Leaders' work to support pupils who struggle to meet their high expectations is having a positive impact.

Leaders are rightly proud of their work to promote pupils' wider personal development. This is a strength of the school. Pupils quickly develop a clear sense of social responsibility. For example, pupils have recently led fundraising activities to provide clothing to those displaced by the war in Ukraine. Pupils take part in a range of extra-curricular activities, such as cricket club and a ukulele club. Pupils with SEND benefit from a sports club specifically tailored to their individual needs. Pupils told inspectors that they enjoy these experiences.

Leaders and governors have achieved a great deal despite the COVID-19 pandemic. However, they have not accurately identified the school's areas for development. Those responsible for governance have not held leaders to account sufficiently well to bring about the improvement needed in certain areas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is of the highest priority. They provide staff with ongoing training to help them recognise pupils who are at risk of harm. Staff are vigilant. They raise all concerns, no matter how small. Leaders act quickly to involve social services and other agencies when concerns are raised.

Leaders understand risks to pupils in their community. They are beginning to track trends and patterns in the concerns raised. Leaders use this information to adapt the curriculum. Pupils are taught how to keep themselves safe from harm and how to build and maintain healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff who teach early reading have not had the training they need to deliver the programme effectively. Because of this, some activities and approaches do not help the pupils to learn to read soon enough. Leaders need to ensure that all staff are well trained in the teaching of early reading so that they can help pupils to learn and apply their knowledge more quickly and effectively.
- In some subjects, curriculum planning does not set out the knowledge that pupils need to know and remember in enough detail, and the things pupils are expected to learn are not always logically sequenced. This means that pupils struggle to remember what they have been taught. Leaders should ensure that all curriculum planning defines, in detail, the knowledge that pupils need to learn to enable them to make strong progress.
- Senior leaders and governors do not have an accurate view of the strengths and weaknesses of some aspects of the school's work. This means that leaders have not taken effective action to address the most important areas needing some improvement. Leaders should ensure that regular checks are carried out to monitor the effectiveness and impact of their work, so that an accurate view of the school's strengths and areas for development is obtained. Governors should hold leaders to account effectively for this work.

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	132806
Local authority	Wolverhampton
Inspection number	10227530
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair of governing body	Deborah Castle
Headteacher	Lisa Thompson
Website	www.standrewsceprimary.co.uk
Date of previous inspection	14 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently make use of any alternative provision.
- The school was most recently inspected under section 48 in 2016.

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 had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, including members from across the governing body. Meetings were held with curriculum leaders and the SEND coordinator. Inspectors also met with a range of other staff.
- Inspectors carried out deep dives in mathematics, early reading, modern foreign language, physical education and design technology. For each deep dive, inspectors 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.

- Inspectors scrutinised a range of safeguarding information (including the school's safeguarding policy), spoke to staff and pupils about safeguarding and looked at how pupils learn how to keep themselves safe. The lead inspector spoke to the safeguarding leaders about the reporting and recording of any safeguarding incidents.
- Inspectors took account of parents' free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

Inspection team

Alexander Laney, lead inspector	Her Majesty's Inspector
Corinne Biddell	Her Majesty's Inspector
Rob Johnstone	Ofsted Inspector
Vanessa Payne	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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