

Inspection of St Andrew's C of E VA Primary School

Citadel Road, Plymouth, Devon PL1 3AY

Inspection dates: 11 and 12 October 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	Outstanding

What is it like to attend this school?

St Andrews is a vibrant and enriching place. There are many different nationalities and languages represented among the pupil body. Pupils respect and celebrate one another's differences. They are proud of their multicultural school.

Pupils enjoy welcoming their parents and carers into school to share in their learning and their success. There are regular events and clubs that parents are invited to attend. For example, during the inspection, Year 4 pupils presented their learning on the Stone Age to an audience of parents.

From the start of the Reception Year, children learn about the school's Christian values. Leaders are determined to help each child live life to the full. They do this by teaching them the knowledge and behaviours they need to get the most out of school.

Bullying is rare. Leaders are keen to follow up on any incidents they learn about. There is a purposeful atmosphere in lessons. Many pupils learn confidently and are excited to participate.

Some pupils have had disrupted lives before joining the school, causing them to fall behind with their education. The school meets the needs of these pupils well, providing a safe and focused environment where they can begin to catch up.

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

Leaders provide an ambitious curriculum, drawing on the expertise of national subject networks. For example, teachers have recently undertaken training to enhance the teaching of mathematics. Leaders get staff and pupils involved with exciting research projects. As a result, staff are well motivated and pupils get the benefit of the most up-to-date curriculum thinking.

Teachers of the youngest children understand the power of stories. The curriculum for early reading has recently been overhauled. Pupils learn the sounds associated with letters confidently. Teachers keep pupils' interest by weaving stories and characters into the sequence of learning. In the Reception year, staff work closely with individual pupils, helping them to form letters clearly. This prepares children well for the demands of writing.

Many children have gaps in their development when they join the school in Reception. The curriculum is carefully designed to help these pupils to catch up quickly. The school has a high level of pupil mobility. This means that pupils often join the school midway through the year. A significant number of pupils speak English as an additional language. Leaders make sure that all pupils, whatever their background, learn the phonics curriculum as a matter of priority.

Teachers help pupils to remember the essential knowledge in each subject. Pupils are asked to recall their prior learning as a matter of routine. Where teachers notice that pupils' knowledge is insecure, they revisit that learning. Teachers use assessment well to identify pupils who need more help to learn key subject content.

Leaders identify pupils who may have special educational needs and/or disabilities (SEND) quickly. Governors recognise that many pupils have gaps in their speech and language development. To address this, they provide in-house speech and language therapy. This ensures that pupils get the early intervention they need. Leaders' focus on providing effective support early means that pupils' needs are met well from the start. This prevents gaps arising in their learning and helps pupils with SEND to keep pace with their peers.

As pupils move through the school, they adopt behaviours and values that will serve them well once they leave St Andrews. Pupils say that leaders listen to them and are fair. Pupils behave well in lessons and inside the school. Outside, on the playground, pupils' play is fast-paced and energetic. At times, this can feel rough and is daunting for some pupils. A small number of pupils do not behave as well as they should. There are some pupils, including girls and younger pupils, who would like to join in some of the games but do not feel able to.

Leaders use the curriculum for personal, social and health education to prepare pupils for the challenges of growing up. This helps pupils to form positive views of themselves and others. The school provides a wide range of clubs which allow pupils to socialise and develop their talents.

There have been significant changes to the leadership of the school in recent months. This means that the approach to evaluating some aspects of the school's work is not always as rigorous as it could be. Leaders do not yet provide governors with the detailed information they need to provide effective scrutiny. New leaders are already considering ways to strengthen their systems.

Safeguarding

The arrangements for safeguarding are effective.

Staff take their safeguarding responsibilities seriously. They record concerns in detail. Leaders do not hesitate to seek advice or make a referral to other professionals, when necessary.

Pupils feel they can share their worries with trusted members of staff. Staff prepare pupils well for dealing with difficult relationships and events. They encourage pupils to talk about their feelings and 'make a plan'.

Leaders build strong relationships with parents. As a result, leaders are able to get early help to families in need. Parents and pupils alike appreciate the support they receive from the school's parent adviser.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The behaviour of pupils during social times is not managed as well as it could be. A minority of pupils do not behave well or include others. Leaders should ensure that pupils are more considerate of one another at break and lunchtime. This will further strengthen relationships in the school.
- Several leaders are new to their roles, therefore their plans to develop the school's systems and procedures are not yet fully formed. In some aspects of the school's work, governors do not have the range of information they need to hold leaders to account effectively. Leaders and governors should work together to strengthen their strategic oversight.

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.

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	113417
Local authority	Plymouth
Inspection number	10256656
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Gary Fatcher
Headteacher	Carys Lewis
Website	www.standrewsprimaryschool.co.uk
Date of previous inspection	19 April 2009

Information about this school

- The governing body appointed an acting headteacher from September 2022. Alongside this, there have been changes to the roles undertaken by governors. A new assistant headteacher and special educational needs coordinator (SENCo) have been appointed.
- This is a Church of England school.
- The proportion of pupils who are disadvantaged and the proportion of pupils with English as an additional language is above average.
- There is governor-run provision for childcare before and after school.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the acting headteacher and her senior team, the SENCo, and a group of governors, including the chair of governors. The lead inspector held a telephone discussion with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. 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 also spoke with leaders about the curriculum and assessment in some other subjects.
- To inspect safeguarding, inspectors scrutinised the single central record, held discussions with leaders and governors about safeguarding procedures and spoke with a range of pupils, staff and parents about the culture of safeguarding in the school.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. In addition, inspectors took into account responses to the online surveys for pupils and staff.

Inspection team

Lydia Pride, lead inspector

His Majesty's Inspector

Craig Hayes

Ofsted Inspector

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