

# Inspection of a good school: St Andrew's Church of England Primary School, Cromhall

Church Lane, Cromhall, Wotton-under-Edge, Gloucestershire GL12 8AL

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Inspection dates:

18 October 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils enjoy attending St Andrew's Church of England Primary School. They talk confidently about the school's Christian values and know how these help them to be honest and friendly.

Despite this, teachers' expectations of what pupils can achieve, and their behaviour, are not high enough. Some pupils, including those with special educational needs and/or disabilities (SEND), do not learn as well as they should. Some pupils do not behave well in their lessons. As a result, learning is sometimes disrupted.

Staff and pupils enjoy positive relationships. Pupils feel safe. They say that bullying used to happen, but it does not anymore. Pupils are confident that adults would deal with any incidents of bullying quickly if they did occur.

Pupils are proud of their school council roles. They enthusiastically seek the views of other pupils to make positive changes to the school, such as developing the spiritual garden or litter picking. However, many parents raise concerns about the lack of extra-curricular clubs that are on offer. Pupils would like to more clubs. Leaders are aware and have plans in place to develop this.

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

With the support of the local authority, leaders are beginning to identify and improve the areas of weakness in the school. While they have started to make improvements in reading by providing training to staff to enable them to teach phonics effectively, pupils' learning in many areas of the curriculum is still too variable.

Leaders have recently implemented a new phonics programme. Children learn to read as soon as they start school. Teachers in Reception have high expectations of what children can achieve. They ensure that children develop their language skills and learn early sounds well. Pupils read books that match the sounds they are learning. If pupils fall behind, they receive the support they need to help them to catch up quickly. However, some older pupils do not develop the comprehension skills they need. This is because some teachers do not plan learning that matches what pupils know and can do.

The mathematics curriculum is carefully planned and sequenced. It clearly identifies what knowledge pupils should learn and when. Leaders use their links with the local mathematics hub well. They provide regular support to staff to build their confidence to teach mathematics effectively. In Reception, children sing songs that help them learn to count. They use this knowledge of number well to create repeating patterns. However, some staff lack the necessary subject knowledge to make sure that pupils understand what they are being asked to do. In some of the wider curriculum subjects, teachers do not routinely check on what pupils know and remember. Some pupils struggle to recall what they have learned and have gaps in their knowledge because of this.

Pupils with SEND do not receive the support they need to learn well. Staff lack the knowledge to enable them to support these pupils effectively. Individual pupil plans are not precise enough. This hampers the progress that pupils with SEND make through the curriculum.

Pupils play well with one another during social times. They particularly enjoy the outdoor space and wide range of outdoor equipment they can play on. When inside, however, some pupils find it difficult to take turns and listen to the opinions of others.

Pupils' wider development is well planned. Pupils understand what it means to be a good friend and the importance of keeping healthy. They develop a strong sense of character by taking part in events to help raise money for charities.

Many governors are new. While they are able to talk about the vision for the school, they do not have an accurate and well-informed view of the school's strengths and weaknesses. They do not carry out their statutory duties, particularly with regard to equalities, well enough.

Leaders are considerate of staff workload and well-being. Most staff value this. New staff, in particular, welcome the support they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders instil an 'it could happen here' culture across the school. They ensure that staff use the training they receive to spot signs that a pupil might be at risk quickly. There are clear systems in place for staff to share and record their concerns.

Pupils know how to stay safe online. They understand the importance of ignoring 'pop ups' and not sharing personal information.

Leaders make the right safeguarding checks during recruitment. However, they do not make sure that they record these checks with accuracy on the single central record.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some teachers lack the necessary subject knowledge to teach their subjects well. They do not present learning clearly or check that learning is secure. Pupils find it difficult to remember their learning and have gaps in their knowledge because of this. Leaders need to ensure teachers deliver the planned curriculum effectively to help pupils know more and remember more.
- Expectations of behaviour are not high enough. Some pupils do not show positive attitudes to their learning and disrupt others. Leaders need to ensure that staff have consistently high expectations of behaviour for all pupils.
- The needs of some pupils with SEND are not met well enough. As a result, these pupils do not develop their knowledge well enough across the curriculum. Leaders and staff must consider how learning is adapted for pupils with SEND so that they can access the curriculum in every subject.
- Governors do not fulfil their statutory duties well enough. As a result, they do not have an accurate view of the strengths and areas for improvement for the school. Governors need to ensure they gain an accurate view of the school's strengths and weaknesses, and then challenge leaders to bring about improvements.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

## 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

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| <b>Unique reference number</b>             | 109181   |
| <b>Local authority</b>                     | South Gloucestershire  |
| <b>Inspection number</b>                   | 10256771   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 5 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 70   |
| <b>Appropriate authority</b>               | Local authority  |
| <b>Chair of governing body</b>             | Simon Helyar   |
| <b>Headteacher</b>                         | Helen Green  |
| <b>Website</b>                             | <a href="http://www.standrewsschoolcromhall.org.uk">www.standrewsschoolcromhall.org.uk</a> |
| <b>Date of previous inspection</b>         | 19 September 2017, under section 8 of the Education Act 2005                               |

## Information about this school

- The school is a voluntary-controlled Church of England school in the Diocese of Gloucester. The previous section 48 inspection took place in June 2019.
- The school does not use any alternative provision.

## Information about this inspection

- 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 met with the headteacher, subject leaders, the special educational needs coordinator, groups of staff and representatives from the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.

- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.
- Pupils in Years 5 and 6 were not in school during the inspection.

### **Inspection team**

Ben Jordan, lead inspector

His Majesty's Inspector

Gina Cooke

Ofsted Inspector

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