

Inspection of St Andrew's Church of England Primary School

Grafton Street, Kettering, Northamptonshire NN16 9DF

Inspection dates: 10 to 12 January 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Inadequate

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils at this school know and understand the school's vision to 'live our values every day'. They know what these values are. Pupils feel that they, and the adults in school, do their best to live up to them. As one pupil said to an inspector, 'At this school we are like one.'

Pupils understand the school's reward system. They wear their 'value badges' with pride. Pupils do what they can to make a positive contribution to the school. They take their responsibilities as house captains, school parliament members and eco-warriors seriously.

Behaviour is positive. Pupils are respectful and polite. They know what bullying is and the different forms that it can take. Pupils say that it happens rarely. They know how to report it should it occur.

Pupils appreciate the range of extra-curricular activities on offer, including drumming, taekwondo and basketball. These are well attended. Leaders make sure that there is something for everyone to attend.

Staff know pupils well. Relationships between adults and pupils are consistently positive. Pupils feel safe. However, leaders do not always take effective action to make sure that pupils are kept safe.

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

Leaders have not ensured that safeguarding is effective. Those responsible for governance have not held school leaders to account for this effectively. They have been over reliant on what leaders have told them. Leaders do not fully understand, or follow, their legal duties in relation to exclusions and suspensions. They have used suspension unlawfully.

Leaders have designed and implemented an ambitious and well-organised curriculum. It makes clear what pupils are expected to know and remember at each stage of their education. The curriculum builds incrementally over time. It is taught consistently well.

Leaders have ensured that learning to read is a priority. The school's phonics programme is well planned and sequenced. Staff have been trained to deliver the programme. Leaders quickly identify any pupils who begin to fall behind, and put extra help in place. However, in a small number of cases, the books that pupils read are not matched closely enough to the sounds that they know. Teachers do not always pick up on the errors that pupils who are at an early stage of reading make.

Over time, pupils develop a love of reading. They talk enthusiastically about the books that they have read and their favourite authors. Pupils appreciate the books

that are available in the school library. Teachers read to children daily. This motivates them to read more widely.

Leaders and staff share the same level of high ambition for pupils with special educational needs and/or disabilities (SEND). These pupils receive well-planned support. Staff carefully adapt lessons to ensure that these pupils can learn the planned curriculum.

Leaders have worked hard to improve pupils' attendance. This has had a positive impact. However, a small number of pupils still miss too much school. This means they do not make the progress that they could.

The school caters exceptionally well for pupils' personal development. Pupils make a positive contribution to their local community through community litter picking and visiting local care homes. They regularly organise charity fundraising events. They learn about others in society and consider what they can do to make a positive difference. Pupils benefit from a rich personal, social, health and relationships curriculum. They show respect for people who are different to them. Pupils know about relationships and what makes them healthy. They know that everyone should be treated equally. Pupils understand discrimination and what this means in law. They learn about different faiths and cultures from around the world, and celebrate these. Pupils are very clear that everyone is welcome at this school. As one pupil explained, 'We are all equal and have love for everyone.'

Children in the early years get off to a good start. Adults skilfully check on what children know and plan lessons accordingly. There is a sharp focus on developing children's communication and language. Staff play alongside children, using specific vocabulary from previous lessons. Staff ask questions that help children to remember what they have learned before.

Safeguarding

The arrangements for safeguarding are not effective.

While they are at school, pupils benefit from exceptional personal development. However, leaders are too often careless in their approach to safeguarding pupils who may be at risk of harm. Leaders delegate their safeguarding responsibilities to staff who do not have sufficient knowledge to be effective in this role. The actions that leaders take to keep pupils safe are inconsistent. In some cases, leaders do not follow up concerns with sufficient rigour. They cannot be sure that the most vulnerable pupils get the help they need. These weaknesses are reflected in safeguarding records. It is not always clear what actions, if any, have been taken. Leaders do not check on pupils who are absent for extended periods with sufficient rigour. They cannot be sure that these pupils are safe.

Staff receive the appropriate training. They understand their responsibilities and are vigilant in reporting their concerns. Pupils feel safe in school. Leaders have ensured that pupils are taught how to keep safe, including online. Pupils know who to go to

if they have a concern. During the course of the inspection, trust leaders recognised the need to ensure that a knowledgeable and effective safeguarding leader was in place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The actions that leaders take to keep pupils safe are inconsistent. In some cases, they do not follow up on concerns with sufficient rigour. Safeguarding records lack the detail and the consistency needed to ensure that pupils are kept safe. In some cases, leaders' responses to concerns are not recorded. This means that the safety and well-being of pupils are compromised. Leaders should ensure that the actions needed to keep pupils safe are taken and that safeguarding records are detailed and fit for purpose.
- Leaders have not always fully understood or followed their legal duties in relation to exclusions and suspensions. As a result, they have used suspension unlawfully. Leaders and those responsible for governance should ensure that the use of exclusion and suspensions is fully understood and is used appropriately and lawfully.
- In some phonics lessons, teachers do not pick up on the errors that pupils who are at an early stage of reading make. This means that these pupils do not become fluent readers as quickly as they could. Leaders should ensure that all staff consistently identify and address the errors that pupils make in phonics lessons.
- A small number of pupils are persistently absent. These pupils miss out on important learning and wider experiences. Leaders must ensure that they continue to monitor the attendance of pupils who are regularly absent, and ensure these pupils receive the support they need to improve their attendance.

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	140820
Local authority	North Northamptonshire
Inspection number	10240418
Type of school	Primary
School category	Academy sponsor led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Ben Arnell
Website	www.standrewscephprimary.org.uk
Date of previous inspection	16 and 17 May 2017

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- 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, the deputy headteacher, the coordinator for the provision for pupils with SEND, the early years leader, curriculum subject leaders, and teachers from across all year groups.
- The lead inspector met with members of the trusts' leadership team, including the chief executive officer, the director of education and the safeguarding lead.
- Inspectors met with several groups of pupils to talk about their learning across the curriculum.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, history and science. 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.
- Leaders also considered curriculum planning in geography, art and computing.
- Inspectors listened to a selection of pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff, and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff survey.

Inspection team

Rebecca Jackson, lead inspector

Ofsted Inspector

Deborah Mosley

His Majesty's Inspector

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