

# Inspection of a good school: St Andrew's CofE Primary School

Hopton Lane, Nesscliffe, Shrewsbury, Shropshire SY4 1DB

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Inspection date:

2 February 2023

## **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. The next inspection will therefore be a graded inspection.

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

St Andrew's CofE Primary School is a small, nurturing community where all pupils are welcomed and valued. Leaders provide pupils with many different experiences, clubs and visits. These help pupils to develop interests and broaden their knowledge of the wider world. Pupils love coming to school and are proud of their achievements.

Leaders expect pupils to behave in school. All staff help pupils to know and follow the school rules of being respectful, ready and safe. As a result, pupils behave well. Lessons are very rarely disrupted. Pupils enjoy learning about different faiths and cultures, which helps them to respect each other. If bullying happens, pupils tell a member of staff and it is dealt with quickly. Pupils feel safe in school and can talk to staff if they are worried.

Leaders are ambitious for all pupils. However, in some subjects, it is not clear what should be taught and when. Leaders know what needs to improve and are taking action to make these improvements.

Some pupils are elected to be spiritualism ambassadors for the school. This term, to celebrate different cultures, these ambassadors have helped to arrange music and dance workshops in school.

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

Leaders provide clear leadership and guidance in the school. They are determined to develop a curriculum that is broad and ambitious for all pupils. For example, leaders have recently introduced a new approach to help pupils improve their writing skills. This approach is already having a positive impact.

In some subjects, leaders have thought about the content of the curriculum so pupils build knowledge over time. However, in other subjects, leaders have not established these building blocks of knowledge that pupils need to know and remember at each stage of their learning. As a result, in these subjects, some pupils do not know and remember more of their learning.

Teachers use assessment strategies to pinpoint any gaps in pupils' knowledge. They then plan additional teaching sessions to address these gaps.

Pupils with special educational needs and/or disabilities (SEND) in the main part of the school are supported well to follow the same curriculum as their peers. However, pupils in the SEND hub do not achieve as well as they could. This is because the curriculum is still under development. There are limited assessment strategies to help staff to identify some of the more complex needs of pupils with SEND.

Reading is a whole-school priority. Teachers hear pupils read every day. They ensure that all pupils learn to read well and develop a love of reading. Pupils really enjoy the books available for them to read in school. There are high-quality books in every classroom and in the library area. Leaders have carefully thought about which books they want pupils to read each year. Leaders ensure that pupils experience reading and listening to a vast range of books. The phonics curriculum is clearly mapped out across the early years, key stage 1 and beyond if required. As a result of training and support, teachers deliver the phonics programme consistently across the school.

Children in the Nursery are helped to develop their listening skills. Children start to learn about sounds in Nursery, and promptly begin to learn about phonics in Reception. Staff identify children who already have some phonics knowledge and help them to build on this. Children also learn the school routines in the early years so that they are ready for key stage 1.

Leaders have planned a curriculum that extends beyond the academic subjects. Pupils have extensive opportunities to develop their skills and interests. For example, there are weekly sporting, dance, drama and music clubs and tuition. Pupils also have the chance to contribute to school and community life. Pupils in the school council helped the parish council decide on the new play equipment for the local park.

The staff team members fully support leaders' vision. They have begun to change their teaching approaches to realise this ambition. They say that leaders are conscious of their workload and do all they can to support them.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff have the training that they need so that they can help to keep pupils safe. They know the signs that could indicate that a pupil is at risk from harm. All staff understand their safeguarding responsibilities. Concerns are meticulously recorded and monitored by the designated safeguarding lead (DSL). The DSL escalates concerns when needed.

Leaders have thought carefully about what pupils need to know to keep themselves safe. This is delivered through a well-planned curriculum. For example, pupils learn about water safety because they live near a river.

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

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

- Leaders have not ensured that the curriculum in all subjects, including the early years foundation stage curriculum, clearly sets out the detail of what pupils need to know and remember at each stage of their learning. As a result, in some subjects, pupils are not consistently helped to know and remember more. Leaders should ensure that they identify the important building blocks of learning that pupils need to know and remember at each stage of their learning.
- Leaders have not constructed a curriculum for pupils with SEND who attend the school's specialist hub. They have not yet decided what they want pupils to know or the sequence in which they will learn this. As a result, these pupils do not achieve as well as they could. Leaders must decide what they want these pupils to know and learn and design a curriculum to achieve this.

## 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

<b>Unique reference number</b>	123477
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10256967
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Eve Whitmore
<b>Headteacher</b>	Steph Burgoyne
<b>Website</b>	<a href="https://standrews.westcliffefederation.co.uk">https://standrews.westcliffefederation.co.uk</a>
<b>Dates of previous inspection</b>	26 and 27 September 2017, under section 5 of the Education Act 2005

## Information about this school

- The school has a SEND hub for eight pupils with autism spectrum disorder.
- 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 held meetings with a representative from the governing body, the executive headteacher, the headteacher, the SEND coordinator, curriculum leaders, teachers and pupils.
- The lead inspector reviewed documents on the school's website and additional documents provided by leaders during the inspection.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and looked at samples of pupils' work.

- The lead inspector met with the designated safeguarding lead. Pupils' case files were reviewed.
- Inspectors met with staff to discuss their workload and the support they receive to carry out their roles.
- Inspectors observed pupils at other times of the day to evaluate their behaviour.
- Inspectors considered the responses to Ofsted Parent View and the staff survey.

### **Inspection team**

Amanda Green, lead inspector

Ofsted Inspector

Katy Kent

Ofsted Inspector

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