

Inspection of an outstanding school: St Andrew's CofE Aided Primary School

Townfield Lane, Bebington, Wirral, Merseyside CH63 7NL

Inspection dates:

28 and 29 March 2023

Outcome

There has been no change to this school's overall judgement of outstanding 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?

Pupils are proud of their welcoming school. They are happy to come to school every day. Pupils feel safe and know that staff care for them. They know that bullying is not tolerated, but also know that adults will deal with any incidents if they occur. Pupils show great empathy towards one another. For example, one reflected, 'If someone was to bully someone else, it is probably because they feel upset and sad themselves.'

Leaders have high expectations of pupils' behaviour and learning. Pupils, including those with special educational needs and/or disabilities (SEND), live up to these expectations. Pupils behave well and concentrate in lessons.

Pupils enjoy a range of extra-curricular opportunities. They learn new skills, such as knitting, handball, judo and multisports. Pupils have a strong sense of community and citizenship. Pupils talk passionately about how they collected Easter eggs for a local refugee charity and collected items for a local homeless shelter. Pupils know the importance of treating each other with respect. They have a strong understanding of equality and diversity. One pupil said: 'Everyone is welcome here at this school. It does not matter who you are or where you come from.'

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

Leaders place a strong emphasis on reading. They have considered the books that they want pupils to know and love over their time in school. Leaders have carefully chosen books that develop an understanding of fundamental British values and diversity. Older pupils enjoy listening to the stories teachers read to them. They appreciate the regular visits to the well-stocked school library. Pupils say this supports them to read a variety of different types of books.

Children in Reception make a quick start in learning to read. Leaders have ensured that all staff are well trained to teach phonics. For pupils who find reading difficult, effective support is put in place to help them catch up. The books pupils read are well matched to the sounds they know. Leaders' actions have ensured that pupils develop into confident and fluent readers.

Leaders recently reviewed curriculum plans in every subject. The school's curriculum is ambitious. For example, the history curriculum is fully bespoke and reflects the vast history of the school's local community. Although leaders have considered how the curriculum builds over time, they have not identified the key building blocks of knowledge that pupils need to learn in some subjects. This means that, at times, teachers plan learning that is too broad and does not focus on what pupils have learned previously. Teachers mostly use assessment information well to identify and address pupils' misconceptions. This helps pupils to secure their knowledge before moving on to new learning.

Pupils with SEND are identified quickly. However, some of the targets on pupils' individual support plans are not precise. This means that the planned actions do not always support pupils to progress as quickly as they could. That said, pupils with SEND participate in all aspects of school life, such as taking part in sports competitions and after-school clubs.

Around the school, there is a calm and purposeful atmosphere. Pupils play nicely at social times. The playground is a hive of activity. Older pupils enjoy looking after and spending time with their younger 'buddies'.

Pupils have a wealth of opportunities to take on different roles and responsibilities across school. They take these seriously. For example, pupils can take on roles as school councillors, worship wonders, reading buddies, play leaders and eco-warriors. Pupils understand how their role contributes not only to the life of the school, but to the wider world. For example, the eco-warriors talked about the swap shop they recently ran, where pupils organised a clothing swap. Not only did they understand that this was a charitable gesture but they talked in depth about how 'fast fashion' damaged the environment. Pupils explained, 'It takes 2,700 litres of water to make one T-shirt.'

Governors have a clear vision for the school. They hold leaders to account for the quality of education that pupils receive. Leaders and governors support staff with their well-being. Staff said that workload is improving as leaders are thinking carefully about ways to help. For example, time is used in staff meetings to carry out subject development work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are appropriately trained. Staff know the signs to look for that may indicate a child may be at risk of harm. All adults know how to report any concerns they may have. Records of any reported concerns are detailed. Leaders respond

quickly to issues and referrals are processed without delay. Leaders work with local agencies to make sure that families get the help they need.

Pupils have a detailed understanding about how to keep themselves physically and mentally healthy. Pupil well-being ambassadors consider ways to ensure that pupils feel safe and happy. Pupils know how to keep safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not identified the essential building blocks of knowledge that pupils need to learn. This means that teachers do not always plan learning that builds on what pupils already know. Leaders should ensure that they identify the building blocks of knowledge that pupils need to learn so that teachers can plan learning that helps pupils to know and remember more.
- Some targets identified on individual support plans are not specific enough. This means that some pupils with SEND do not always receive the most effective support in class. As a result, these pupils do not learn as well as they could. Leaders should ensure that targets identify the precise support required so that pupils with SEND can maximise their learning.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in March 2016.

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	105077
Local authority	Wirral
Inspection number	10211919
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	206
Appropriate authority	The governing body
Chair of governing body	Mark Woodger
Headteacher	Amanda Lamkin
Website	https://standrews.wirral.sch.uk
Dates of previous inspection	1 and 2 March 2016, under section 5 of the Education Act 2005

Information about this school

- Since the previous graded inspection, the school has appointed a new headteacher and a new chair of governors.
- School leaders do not use any alternative provision.
- The school has a Christian religious character. It was last inspected under section 48 of the Education Act 2005 in January 2016. The school's next section 48 inspection will be within eight school years.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, school leaders, other school staff, members of the governing body, a representative from the local authority and a representative from the Diocese of Chester.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history.

- For each deep dive, the inspector 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.
- The inspector also reviewed curriculum planning and pupils' work across other subjects in the curriculum.
- The inspector met with the designated safeguarding lead and checked documents relating to safeguarding, including the checks made on staff. The inspector also examined documentation relating to pupils' attendance and behaviour.
- The inspector considered the responses to Ofsted Parent View, and the views of staff from Ofsted's online survey.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

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