

Inspection of Keighley St Andrew's CofE Primary School and Nursery

Lustre Street, Keighley, West Yorkshire BD21 2ND

Inspection dates: 17 and 18 May 2023

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 Good

What is it like to attend this school?

Leaders have created an inclusive, nurturing and caring ethos in this warm and welcoming school. The school's core values, which include trust, courage and compassion, are the foundations of this ethos. Staff are excellent role models and relationships between adults and pupils are respectful. Staff support each other and work very well as a team.

Pupils enjoy their learning and feel safe in school. Staff work hard to keep pupils safe. The pastoral support pupils receive is strong. As a result, pupils know they can turn to adults if they have any worries or concerns.

Leaders have high expectations of what pupils can achieve. Staff have worked tirelessly and now pupils learn through a curriculum which is made up of a wide range of subjects.

Pupils are respectful, polite and behave well throughout the school day. There are well-established, consistent routines to support leaders' high expectations of behaviour. Incidents of bullying are rare. When they do occur, pupils know adults are quick to sort out the problems. Most pupils attend school regularly. However, a few pupils do not and, because of this, they do not fully benefit from the curriculum.

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

Leaders have overhauled the curriculum. Most subjects are now carefully planned. Subject leaders have identified what pupils need to learn. The curriculum develops year on year from the early years to Year 6. Teachers use 'knowledge harvests' to revisit and build on what pupils have learned in the past. For example, in a Year 4 geography lesson, pupils used their knowledge of the water cycle when learning about rivers. However, not all subjects are well planned in terms of subject leaders identifying the important knowledge pupils will learn over time. Leaders recognise this and have already started to further develop these subjects.

At the heart of the school's curriculum is reading. Leaders are determined for pupils to develop as confident readers. Staff teach phonics well and are quick to provide support for those pupils who start to fall behind. The books pupils read contain sounds and words with which they are familiar. Pupils read with expression from a young age. Pupils discussed their favourite authors, for example Michael Morpurgo and C.S. Lewis. One pupil, reflecting pupils' enjoyment of reading stated 'it takes you on different adventures in your mind'.

Leaders have introduced very clear expectations in terms of behaviour, focusing on pupils, at all times, being ready, respectful and safe. Pupils respond positively to these expectations and behave well in lessons, at breaks and lunchtimes. Staff support those pupils who find it difficult to manage their feelings.

Pupils are respectful of each other. They value and understand everyone's differences. All pupils belong to school 'houses' which are named after the school's values. Pupils see how these values are brought to life in the day-to-day practices across the school. For example, pupils take on positions of responsibility within the school signifying the importance of 'trust' as one of the school's values.

Pupils with special educational needs and/or disabilities (SEND) are very well supported by well-trained staff. Leaders quickly identify these pupils' needs. Pupils with SEND now learn successfully in classrooms alongside their peers.

Children in early years learn to look after themselves and to share equipment with their friends. Staff have planned what children need to learn and they work hard to help children develop their speech and vocabulary. Staff check what children have learned and help those who fall behind. Children are provided with many exciting activities to help their development, both indoors and outside. Parents are welcomed into school to attend workshops, topic sessions and assemblies.

Leaders manage the school well. They have been steadfast in their actions to improve the school. Governors are committed to supporting the school and visit regularly. During these visits, they have witnessed, first hand, the improvements leaders have implemented. Staff feel valued by leaders and recognise actions taken to reduce their workload. Leaders know what to focus on to make the school even better.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is the school's highest priority and the responsibility of all staff. Leaders have developed robust systems to make sure additional support is provided for pupils and their families when needed. Pupils of all ages learn how to stay safe in a range of situations.

Leaders make sure the correct checks are carried out on staff before they start to work at the school. Governors check on safeguarding procedures to make sure they stay robust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed an ambitious curriculum. Most of the curriculum is well embedded. Some subjects do not match the quality of the more developed subject areas. Because of this, what pupils know is stronger in some subject areas than others. Leaders should further develop the curriculum so that it is of a consistent quality across all subject areas.

- Leaders have focused on attendance, which has brought about improvements. However, not all pupils attend regularly and, as a result, they miss out on essential learning. Leaders should maintain this drive so that these pupils fully benefit from the curriculum on offer.

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	107339
Local authority	Bradford
Inspection number	10242174
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Amiri Agbai
Headteacher	Linda Wright
Website	www.keighleystandrews.co.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there has been a change in leadership at the school.
- The school is subject to an inspection of denominational education and the content of its collective worship under section 48 of the Education Act 2005. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021.

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 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other senior leaders. The lead inspector met with members of the governing body and a representative from the local

authority. The lead inspector had a discussion with a representative from the Leeds Diocese by telephone

- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors visited a sample of lessons, with the exception of history. An inspector also met with another subject leader and looked at curriculum plans for art and design.
- An inspector met with the designated safeguarding lead to discuss the school's safeguarding policies and procedures. Documents were scrutinised to evidence how the school identifies and supports pupils who may be at risk of harm. Inspectors spoke with a range of pupils and staff to evaluate the school's safeguarding culture.
- An inspector checked the school's single central record to make sure that all staff have had the appropriate checks to work with children.
- The views of staff and pupils were considered from conversations and through responses to Ofsted's online surveys.
- An inspector spoke to parents during the inspection. The responses to Ofsted's Parent View, including written responses, were considered.

Inspection team

Andy Taylor, lead inspector	Ofsted Inspector
Vicky Oddy	Ofsted Inspector
David Mills	His Majesty's Inspector
Marcus Newby	His Majesty's Inspector

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