

Inspection of St Andrew's Church of England (VA) Infant School

Lightcliffe Road, Brighouse, West Yorkshire HD6 2HH

Inspection dates: 27 and 28 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have high ambitions for the pupils of St Andrew's Church of England (VA) Infant School. They ensure that all pupils, including those with special educational needs and/or disabilities (SEND), receive a good education.

Leaders' high expectations of pupils' behaviour are realised. Pupils' behaviour in lessons, throughout school and at playtimes is impeccable. The atmosphere in the school is calm and orderly. Pupils are highly motivated to behave well and, in lessons, they are engaged and focused. Bullying is rare, and pupils know that if it did happen, adults would act quickly to resolve any issues. Because of this, they feel happy and safe in school.

Leaders make thoughtful and thorough arrangements for pupils' transition to their next phase of education. Pupils are excited to move on to junior school. Pupils have opportunities to attend a wide range of clubs and extra-curricular activities. Leaders gather the views of pupils and provide clubs that suit their preferences. Leaders also ensure that the most vulnerable pupils access these opportunities.

Pupils undertake a range of leadership roles. They flourish in roles such as school councillors, lunchtime ambassadors, play leaders and eco-warriors. They become responsible and conscientious citizens.

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

Leaders have established a well-structured and ambitious curriculum. They have identified the important knowledge and vocabulary that they want pupils to learn. Teachers have good subject knowledge and ensure that lessons include the vocabulary that they want pupils to remember. Teachers present subject matter clearly. They provide opportunities for pupils to recap and remember prior learning. In some subjects, teachers are less clear about the smaller building blocks of knowledge that pupils should be learning in lessons. Also, on occasions, the focus in lessons is on pupils completing tasks and activities rather than the essential learning that pupils need to remember. When this happens, pupils are not as secure with what they can remember learning.

Leaders are committed to pupils developing a love of reading. Books are celebrated and widely enjoyed. Reading is given the highest priority. Reading lessons are tightly focused, and all pupils are engaged in the learning. All teachers, teaching assistants and support assistants have received training in the teaching of phonics. They make regular checks to ensure that pupils are making progress and respond quickly when pupils struggle or slip behind. Children start to learn the sounds that letters make as soon as they start in Reception Year. Their daily phonics lessons ensure they make good progress.

Pupils with SEND access the same ambitious curriculum as their peers. Where these pupils need support, the curriculum is adapted or they use additional resources.

Adult support for pupils with SEND is closely targeted to their needs. Plans outline the strategies used to support these pupils. Teachers use these strategies well. Parents are consulted and kept informed of the progress that pupils with SEND make.

Children in the early years get off to a good start to their school life. They follow a carefully planned and sequenced curriculum. Staff have a good understanding of child development and early education. They plan for children to learn across all areas of learning. They respond to the children's interests, providing learning opportunities that are engaging and exciting. Children access this provision with high levels of engagement. Thoughtful adaptations are made for children at different stages of development such as the provision of different sizes of pencils and paintbrushes. There are many opportunities for children to practise and develop their mathematical skills. Children with SEND are well supported, particularly with language acquisition. Children behave extremely well. They respond to high expectations and established routines. They are cooperative and know to take turns. Children in early years develop confidence and communication skills by producing 'I am a special person' boards that include photographs and favourite things. The children enjoy talking about these to their classmates.

Leaders are passionate about the pupils' personal development. The school has an exceptional personal development offer. This is promoted through the curriculum and a wide range of additional opportunities. Pupils regularly go on educational visits to enhance their learning. The school's strong Christian ethos is central to leaders' vision to 'promote excellence in a caring, Christian community'. Pupils learn about the importance of values such as truthfulness through a programme of themed worship. They learn how to keep themselves healthy and about healthy relationships. Pupils are welcoming and inclusive. One pupil, who captured the views of many, said, 'Everyone is unique and everyone is special.'

Governors share the ambition of school leaders and the commitment to educating the 'whole child'. Like school leaders, they are mindful of the well-being and workload of all staff. Governors are skilled and knowledgeable. They play an integral role in driving school improvement. Leaders are outward-facing and provide support to other schools in the local authority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and updates. All staff know what to do if they have a concern about a pupil. They know the signs a pupil may display if they are at risk of harm. Leaders engage with a range of external agencies to support with safeguarding.

Pupils feel safe in school and know that adults would help them with any concerns. They know they can talk to trusted adults. They learn how to keep themselves safe and have a good understanding of the risks of using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders are not always clear about what component knowledge pupils should learn. This means that in these subjects, the activities that are set for pupils and the assessment strategies that teachers use are not always as carefully focused on the important building blocks of knowledge as they should be. As a result, some pupils do not know and remember as much as they could in these subjects. Leaders should ensure that there is clarity about what component knowledge pupils should learn in these subjects. They should also ensure that staff know how to use this information to focus activities and assessment on the most important content.

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	107548
Local authority	Calderdale
Inspection number	10268029
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair of governing body	Glenys Phillips
Headteacher	Karen Smith (Executive Headteacher), Joanne Swallow (Head of School)
Website	www.st-andrews-inf.calderdale.sch.uk
Date of previous inspection	26 and 27 April 2022, under section 8 of the Education Act 2005

Information about this school

- St Andrew’s Church of England (VA) Infant School is federated with St Andrew’s Church of England (VA) Junior School. There is one executive headteacher and governing body for both schools.
- The school does not use alternative provision.
- The school’s previous section 48 inspection, for schools of a religious character, took place in November 2016.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, science, computing and geography. For each deep dive, the 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.

- Inspectors met with senior leaders, other staff and members of the governing body, including the chair of governors. Inspectors spoke with a representative from the local authority and a representative from the diocese.
- A wide range of documentation was reviewed, including curriculum plans, school development plans, policies and documentation for behaviour and attendance. Inspectors spoke with pupils and staff to gather information about the culture of safeguarding at the school.
- Inspectors observed pupils' behaviour in lessons, at breaktimes and lunchtimes. They gathered pupils' views from both formal and informal discussions.
- Inspectors spoke with parents and carers during the inspection. They considered the responses, including free-text comments, to Ofsted Parent View, Ofsted's online questionnaire. The responses to the staff and pupil questionnaires were also considered.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Annalei Bartlett	Ofsted Inspector
David Taylor	Ofsted Inspector

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