

# Inspection of St Andrew's C of E Primary School

Mardale Avenue, Orford, Warrington, Cheshire WA2 9HF

---

Inspection dates: 3 and 4 July 2023

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils at St Andrew's thrive in the warmth and kindness that threads through the work of staff and leaders. Pupils are courteous. They proudly uphold the school values. Pupils have a strong sense of purpose and they are enthusiastic about their learning. All pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. They reach leaders' high expectations for their academic success.

All pupils are welcomed and included at the school. They learn to support each other, celebrate differences and to understand the meaning of respect. Pupils feel part of the school community. For example, they enjoy the school assemblies, which are full of singing and celebration.

Many pupils take on leadership roles, such as subject champions, to support other pupils' learning. Pupils spoke about the importance of showing impeccable behaviour, and this is evident in their conduct. They respond well to teachers' and leaders' expectations. Behaviour around school is excellent. Pupils are calm and happy in school. On the rare occasions when bullying happens, leaders act quickly to resolve issues. This helps pupils to feel safe.

Many pupils take part in a range of clubs, including the reading club. The yoga sessions help to develop pupils' understanding of how to maintain healthy bodies and minds. Some pupils spend time taking part in a programme to further develop their skills in self-confidence and resilience.

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

Leaders, including governors, have successfully addressed the issues raised at the previous inspection. Leaders have carefully considered the content and structure of the curriculum that they want pupils to study. This ensures that pupils achieve well across a range of subjects. In the early years, leaders have ensured that the curriculum is rich in language. They have designed the early years curriculum carefully so that children leave the Reception Year well prepared for their next stage of learning.

Leaders have ensured that staff benefit from regular training so that they deliver the curriculum well in most subjects. Teachers check what pupils have remembered over time and they use assessment information effectively to identify any misconceptions that pupils may have formed. However, in a very small number of subjects, the curriculum is not being implemented as well as leaders intend. This means that some pupils have gaps in their knowledge.

Leaders have implemented a rigorous approach to early reading. Staff start teaching children letter sounds as soon as they join the Reception class. Pupils quickly become fluent, confident readers. Children in the early years and pupils in key stage 1 read books that are matched to the sounds that they know. Pupils who need

additional support receive help quickly from staff who specialise in early reading. Older pupils talked with enthusiasm about reading. Pupils are proud of the school reading champions who recommend books to other pupils.

Pupils show a thirst for knowledge. They delight in making links across their learning. Pupils' excellent attitudes to their education mean that there is no disruption to learning. This highly respectful behaviour means that classrooms from the Reception Year to Year 6 are purposeful and productive. Leaders are relentless in making sure pupils attend school regularly and on time.

Teachers identify pupils with additional needs, including SEND, quickly and put in place the support that pupils need. Pupils with SEND benefit from the full curriculum alongside their peers.

Pupils learn about cultures different to their own and understand the importance of accepting people different to themselves. Pupils benefit from the '50 things' activities that leaders have carefully crafted to enhance their personal development. Leaders ensure that pupils take part in a broad range of rich and diverse experiences to better understand the world around them. For example, the school council takes an annual trip to the Houses of Parliament to experience democracy in action. Despite the well-considered programme for teaching pupils about life in modern Britain, some pupils have gaps in their knowledge. For example, their understanding of fundamental British values is not fully developed.

Governors are clear on the school's priorities. They support and challenge leaders' work effectively. Leaders are highly supportive of staff's workload and well-being. Staff are extremely positive about working at St Andrew's and value the thoughtful, caring support that they receive from leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors place a high priority on safeguarding pupils. They ensure that staff are knowledgeable and well trained in how to keep pupils safe. Staff know how to report and record any concerns about a pupil's well-being and do so in a timely manner. Leaders strive to support families and ensure that the right support is in place for potentially vulnerable pupils. Leaders keep thorough records of their prompt actions to keep pupils safe.

Leaders ensure that, through the curriculum, pupils know how to keep themselves safe, including when they are online. Pupils know to report any concerns to a trusted adult.

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

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

- Leaders' programme for promoting pupils' personal development does not help some pupils to fully understand the meaning of fundamental British values. This means that they are not as prepared for life in modern Britain as they could be. Leaders should ensure that pupils gain a stronger understanding of fundamental British values to ensure they are fully prepared for the next steps.
- On occasion, in a very small number of subjects, staff do not implement leaders' curriculum as fully as it is intended. As a result, some pupils have gaps in their subject knowledge. Leaders should ensure that staff implement the curriculum fully so that pupils build a deep body of knowledge over time.

## 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>	111301
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10255948
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jonathan Callister
<b>Headteacher</b>	Wendy McKinnon
<b>Website</b>	<a href="http://www.standrews-cp.co.uk">www.standrews-cp.co.uk</a>
<b>Dates of previous inspection</b>	18 and 19 January 2022, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not use any alternative provision.
- The school's last section 48 inspection of its religious character was in June 2019.

## 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 lead inspector held discussions with the headteacher, the deputy headteacher and members of the governing body.
- The lead inspector also spoke to the local authority representative and a representative from the diocese.
- Inspectors spoke with the special educational needs coordinator.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and design technology. These involved discussions with subject leaders and teachers, as well as talking to pupils about their work. The inspectors visited lessons in these subjects and looked at pupils' work. The lead inspector observed some pupils from Year 1 to Year 3 reading to a familiar member of staff.
- The inspectors also considered the curriculum in other subjects.
- Inspectors considered a range of documents, including those relating to safeguarding. They spoke to staff about safeguarding, pupils' behaviour and their workload and well-being. The inspectors discussed with staff and pupils how the school teaches pupils to keep themselves safe, including when online.
- The inspectors observed pupils' behaviour in classrooms and at recreational times.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also reviewed the responses to Ofsted's online questionnaires for staff and pupils.

### **Inspection team**

Sheena Clark, lead inspector	His Majesty's Inspector
David Woodhouse	Ofsted Inspector
Tim Vaughan	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023