

Inspection of St Andrew's CofE First School

Hewell Road, Barnt Green, Birmingham, West Midlands B45 8NG

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2013.

What is it like to attend this school?

'Reach our potential with the help of God' is the motto that underpins everything at this school. Staff have high ambitions for every pupil, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). These ambitions are commonly realised because all staff help pupils to be the best they can be. As a result, pupils do well and achieve strong outcomes.

This school is an inclusive community where all pupils are nurtured and very well cared for. Pupils repay this with strong behaviour and high attendance. Warm and respectful relationships between adults and pupils are commonplace and a pleasure to observe. Pupils are welcoming, curious and courteous. They work hard in lessons and enjoy their learning. Pupils are confident that adults will deal with any worries quickly and fairly.

The school's work to enhance pupils' character and wider development is excellent. Pupils enjoy a wide range of activities that extend their learning beyond the classroom. These activities include leadership roles, trips, residentials and a plethora of after-school clubs. Pupils also learn important life lessons on topics such as healthy relationships, strong mental health and personal safety. Consequently, pupils are exceptionally well prepared for later life.

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

The school has high expectations of every pupil. These are driven through an ambitious curriculum. Staff teach engaging lessons that build up pupils' knowledge and skills. Consequently, pupils achieve well. This includes disadvantaged pupils and those with SEND.

Reading is a priority across the school. The teaching of phonics is strong and helps pupils to develop their reading skills effectively. Staff spot pupils who need extra help and provide them with targeted support. Pupils enjoy daily story and reading time. They read widely and often throughout the day. Thus, most pupils read at an age-appropriate level.

Pupils generally receive work that is well matched to their needs. Staff quickly spot anyone who is stuck and needs help. Teachers act swiftly to ensure pupils get the support they need to catch up. However, some pupils, particularly those who are ready to learn new content, are not moved on to new learning quickly enough. When this happens, the learning for those pupils slows.

Pupils with SEND are very well supported. The school swiftly identifies any pupils who may need extra help. All staff know pupils with SEND and their needs very well. Pupils receive bespoke support, including in lessons and through targeted interventions. As a result, they overcome barriers to learning and achieve well.

Children in the early years settle in well. They are happy and safe. Children enjoy learning and playing with friends. They begin learning about letters and numbers straight away.

Adults model language effectively and children quickly become strong communicators. As a result, children are well prepared for Year 1.

Pupils behave well and enjoy coming to school. They understand and meet the school's high expectations of conduct and behaviour. The school is calm and orderly, including during play and lunch times. Pupils are consistently respectful to one another and adults.

The school's work to promote pupils' personal development is exceptional. This work includes an array of clubs, trips, visits and after-school activities, which pupils keenly attend. There is a wide range of activities to promote pupils' positive mental health and well-being. The school's curriculum to develop pupils' character is exemplary. Pupils, for instance, knowledgeably talk about values such as kindness and respect. Many pupils are ambassadors for the school in various leadership roles. As a result, pupils are exceptionally well prepared to be active citizens of British society.

Senior leaders are dedicated to and passionate about their school. They promptly identify and address any issues that fall short of their high expectations. Leaders work very effectively with parents and carers. Almost all parents would recommend the school to others. All staff are proud to work at the school. They believe that school leaders care about their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not routinely adapt their teaching to extend the learning of pupils who are ready to learn new content. This slows the learning of those pupils. The school should ensure that all staff have the expertise to support pupils' learning effectively.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116865
Local authority	Worcestershire
Inspection number	10343828
Type of school	First
School category	Voluntary Aided
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair of governing body	Stephanie Timmis
Headteacher	Frances Barnes
Website	www.st-andrewscofe.worcs.sch.uk
Dates of previous inspection	5 and 6 December 2013

Information about this school

- The school is an average-sized first school.
- The school's morning and after-school care is provided by an external company.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher and other leaders. The lead inspector held a virtual meeting with the governing body, including the chair of governors. A virtual meeting was held with a representative from the local authority. Inspectors met with curriculum leaders, early career teachers and the special educational needs coordinator.
- 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, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects. Inspectors visited the early years for each of the deep dives.
- An inspector listened to pupils read to a familiar adult.
- Inspectors observed pupils' behaviour and interactions during lessons and at break and lunch times and spoke to many pupils during the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to parents at the school gate to gain their views about the school.
- Inspectors took account of the responses to the Ofsted Parent View survey, including the free-text comments. Inspectors also considered the responses to the pupil and staff surveys.

Bianka Zemke, lead inspector

His Majesty's Inspector

Russell Hinton

Ofsted Inspector

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