

Inspection of St Andrew's Church of England Primary School

School Lane, Chedworth, Gloucestershire GL54 4AJ

Inspection dates:	26 and 27 November 2024
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?

Pupils feel a great sense of pride in belonging to this close-knit school community. They are known well by staff who take time to forge strong relationships with them. This helps them to feel they can share their feelings. Pupils develop compassionate friendships that centre on kindness and respect.

The school has high expectations for pupils' behaviour and achievement. They rise to these and behave well. Pupils want to learn and seek out new information. They eloquently talk about trips that interest them, such as to a mosque to learn more about Islam. Here, they learned about different ways to be spiritual. They are highly tolerant of others' faiths. Pupils have a strong understanding of the fundamental British values such as what it means to live in a democracy.

Pupils make their mark on the school through leadership roles, such as being school councillors. For example, they organised a school disco. Older pupils get to be lunch time 'stars' who sit at the head of the school's 'family lunch tables' supporting younger pupils to use their table manners. Pupils engage with the community by hosting a harvest lunch where they cook and serve bread rolls and soup.

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

Since the previous inspection, leaders have navigated the school well through a period of staff instability. This has now steadied. The school has worked effectively with external support to make the required developments to the curriculum. This is having a positive impact on pupils. They learn the curriculum well.

The school has set out what pupils need to learn and by when through an ambitious curriculum. Pupils achieve well from a broad range of starting points. From the very start, children are encouraged to use challenging vocabulary. The curriculum is adapted well for pupils with special educational needs and/or disabilities (SEND). The school has clear processes to identify and support these pupils. Staff help them to build independence. This helps pupils with SEND to achieve and progress well.

Reading underpins the curriculum. Children in early years independently choose to look at books in their play. For example, they proudly show off their diva lamps when talking about a Diwali book. Pupils practise reading books that help to consolidate the sounds they have learned. Staff check pupils' knowledge of sounds and provide additional help if they need it. Because of this, pupils quickly become fluent readers who treasure sharing books. Pupils further up the school read with expression. This is because of the great emphasis placed on reading fluently.

Teaching helps pupils to remember their learning over time. 'Review and connect' tasks help pupils to link previous knowledge to new learning. This means that pupils can articulate what they have learned well. For example, pupils explain what artefacts have told us about the Shang dynasty in history. In many areas of the curriculum, subjects are led well. Staff check how well the curriculum is taught and adjust the curriculum to suit

what pupils need. However, in some areas, the curriculum is not being taught as well as leaders intend. In these areas, the leadership of subjects is less developed. This minority of subjects are not evaluated as effectively to check how well pupils are learning the curriculum. This means that some pupils do not develop the same depth of knowledge as they do in more established subjects.

Pupils have positive attitudes towards their learning. For example, children in early years take turns and share well. Pupils are polite and courteous. Meticulous tracking and personalised support ensure that pupils' attendance is high.

The school has created a well-sequenced programme to develop pupils beyond the academic. From early years, children learn to look after their environment and recycle. They learn to 'choose it, use it and put it away'. Pupils fully understand that discrimination is wrong. They can talk extensively about significant people in history that tackled discrimination. Pupils enjoy clubs like art and construction, as well as serving the local community through litter picking initiatives.

Staff report high levels of support for their well-being and workload. They are proud to work at this school. Due to the many changes in leadership, some parents and carers feel that communication from the school could be improved. The school is making a concerted effort to engage with members of the community. For example, it has held phonics and mathematics workshops to help parents learn about the curriculum. Governors work effectively to hold leaders to account for the quality of education. Together with leaders, they are ambitious for the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems for checking how well the curriculum is taught are in the early stages of implementation. Because of this, the curriculum in a minority of subjects is not being implemented as leaders intend. The school does not have a detailed understanding of how well pupils are learning in these subjects. The school should develop the expertise of all leaders so they can evaluate the effectiveness of the curriculum and check how well pupils are learning.
- Because of the many recent changes in leadership of the school, parents do not always feel they are well communicated with about their child. As a result, some parents hold negative views of the school. The school should continue to strengthen its relationship with parents to ensure that they are fully aware of the work being undertaken to develop pupils' educational experiences further.

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	115680
Local authority	Gloucestershire
Inspection number	10334677
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	48
Appropriate authority	The governing body
Chair of governing body	Katy Wright
Headteacher	Nikita Smith and Anna Mason (co-headteachers)
Website	www.st-andrewsschool.co.uk
Date of previous inspection	18 December 2018, under section 8 of the Education Act 2005

Information about this school

- There have been several changes in leadership since the previous inspection. Most recently, one of the co-headteachers took up post in September 2024.
- The school is designated as having a religious character. The school is part of the Diocese of Gloucester. The most recent section 48 inspection of the school was carried out in March 2020. The school should receive its next section 48 inspection within five school years.
- The school operates its own nursery provision for three- and four-year-olds.
- There is a before- and an after-school club for early years children who attend the school.
- 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, school staff, parents, pupils, governors and representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early 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 some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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 observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including parents' free-text responses. They also looked at responses to the staff and pupil surveys.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

Wendy Hanrahan

Ofsted Inspector

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