# Inspection of St Andrew's CofE Primary School

King Edward Crescent, Woodhall Spa, Lincolnshire LN10 6RQ

Inspection dates: 3 and 4 October 2023

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

This school is part of St. Andrew's Church of England Academy, which is a single-academy trust. The headteacher of this school is John Whalley, who is also the chief executive officer. The trust is overseen by a board of trustees, chaired by John Powe.

## What is it like to attend this school?

St Andrew's Church of England Primary School is a welcoming community where pupils enjoy their learning and achieve well. They hold the staff in high regard. As one pupil said: 'This school is fantastic because of the teachers.'

Expectations of work and pupils' behaviour are high. Pupils rise to these expectations. Behaviour is exceptional. The '7 Knights' award scheme motivates pupils to live out the values of the school. Pupils show positive attitudes to their learning and kind concern for each other.

There is a calm atmosphere throughout the school. Pupils feel safe and happy. From Nursery to Year 6, relationships between pupils and adults are very positive. The school takes great care to meet the needs of pupils with special educational needs and/or disabilities (SEND). The school includes all pupils in everything that it does.

Parents have full confidence in the school. They appreciate the strong connection between school and home. One parent, typical of many, commented: 'Each adult in school has always made us and our children feel seen, heard and valued.'

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

The school has designed a curriculum to meet the needs of its pupils. Plans are well considered, and teachers deliver lessons with enthusiasm and skill. Checks on pupils' understanding are effective, helping to address any gaps in knowledge that may emerge. Pupils revisit knowledge to enable them to recall their learning. They find their learning interesting and remember what they have learned. For example, older pupils are keen to share their secure knowledge of geography. Pupils achieve well across the curriculum, particularly in English and mathematics.

Children in the early years learn in a caring and exciting environment. There are many activities to capture the children's imaginations. For example, children in Reception enjoy opening an outdoor restaurant. This approach to making learning memorable helps children to achieve well. Key messages, such as 'If we're not listening, we're not learning', help to prepare early years children for the next stage of their education.

Beginning in the Nursery Year, the school is quick to identify the needs of pupils with SEND. As a result of good support, these pupils become independent learners. They experience the full curriculum. Parents of pupils with SEND are very positive about the school.

Reading is a top priority. As one pupil explained: 'I love this school because we do lots of reading!' Pupils can explain how they are getting better at reading and why it is important. The school encourages a love of reading in many different ways. Regular visits to the school library are an important part of this strategy. During class story times, it is clear that pupils do not want the story to finish.

Last year, the school introduced a new phonics programme. This is being delivered well. However, pupils have not yet experienced the full programme. As a result, some pupils have some gaps in their phonics knowledge.

Pupils enthuse about their learning across the curriculum. In early years, children enjoy talking about their investigations with a magnifying glass. In key stage 2, the enthusiasm for science continues. Pupils can explain the importance of science in the world of work, such as testing new medicines.

Personal development is at the heart of the school's work. The school ensures that the curriculum extends beyond the academic curriculum. The school is working to broaden pupils' horizons in different ways. Visitors introduce pupils to a wide range of future careers. These have included a marine biologist, farmer, pilot and television editor. Most pupils take part in clubs, such as choir, tennis and book club. A distinctive feature of the school's work is the offer of public speaking courses. There are many opportunities for pupils to contribute to the school as leaders. They serve as well-being champions, school ambassadors and junior librarians. Pupils say that these roles 'help us feel responsible'. Pupils learn about differences between people and the importance of respect. Pupils know about fundamental British values. They discuss significant issues such as democracy and individual liberty.

Governors have a full picture of what is happening at the school and have developed a clear vision for the future. Leaders consider staff workload and well-being when making decisions. Morale is high, and staff are very proud to work at this school.

## Safeguarding

The arrangements for safeguarding are effective.

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

## (Information for the school and appropriate authority)

- The phonics programme has been recently introduced. Pupils have not yet experienced the full programme. Some pupils have gaps in their phonics knowledge. These gaps make it difficult for those pupils to read with accuracy and fluency. The school should ensure that the new phonics programme is fully embedded, helping all pupils learn to read successfully.

## 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

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| **Unique reference number** | 138487 |
| **Local authority** | Lincolnshire |
| **Inspection number** | 10298481 |
| **Type of school** | Primary |
| **School category** | Academy converter |
| **Age range of pupils** | 3 to 11 |
| **Gender of pupils** | Mixed |
| **Number of pupils on the school roll** | 291 |
| **Appropriate authority** | Board of trustees |
| **Chair** | John Powe |
| **Headteacher** | John Whalley |
| **Website** | www.standrews-woodhallspa.org.uk |
| **Date of previous inspection** | 6 March 2018, under section 8 of the Education Act 2005 |

## Information about this school

- The school is a voluntary-controlled Church of England school in the Diocese of Lincoln. The last section 48 inspection took place in June 2017, when the school received a judgement of good.
- The school does not make use of any alternative providers.

## Information about this inspection

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

- Inspections are a point-in-time judgement 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 and other senior leaders, groups of staff, and pupils. They met with the chair of governors and other representatives of the governing body.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. The lead inspector listened to pupils read to an 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 site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and the staff survey.
- Inspectors reviewed a range of documentation, including school improvement plans and minutes of the local governing body.

**Inspection team**

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|---|---|
| Martyn Skinner, lead inspector | Ofsted Inspector |
| Ellenor Beighton | Ofsted Inspector |
| Rebecca Jackson | Ofsted Inspector |

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