

# Inspection of St Andrew's CofE School and Nursery

Marymans Road, Hampton, Evesham, Worcestershire WR11 2QN

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Inspection dates: 13 and 14 December 2022

**Overall effectiveness** **Good**

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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 are happy in school. Parents and carers say that St Andrew's is a 'home from home' and that the school nurtures their children. Pupils feel safe in school and say that poor behaviour is rare. Where pupils need support to focus on learning, staff manage this calmly and consistently. If bullying happens, staff work with pupils to sort out issues quickly.

Leaders have high expectations for all pupils. They have designed a curriculum that enables pupils to achieve well. Pupils and staff have very positive working relationships. This helps pupils to have good attitudes to their learning. Pupils are very enthusiastic about reading. They enjoy the many opportunities to read to an adult or to themselves. Pupils say the 'time to read' sessions are one of their favourite times of the day. Leaders place literacy and numeracy at the heart of pupils' learning, which enables pupils to develop these skills securely.

Leaders place a strong emphasis on pupils' personal development. Pupils can explain their understanding of fundamental British values, equality and diversity. Pupil ambassadors are proud to support other pupils. Pupils share positive ideas with leaders on the school council, for example suggesting using pupils' artwork to display in the library.

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

Leaders have designed an ambitious curriculum that all pupils follow. Some staff have recently changed their leadership roles. This means that some subject leaders are still developing expertise in leading their subject. Some leaders check and evaluate what is working well in their subjects. This helps them to further refine and develop the curriculum. However, this is not consistent, so some subjects are developing more quickly than others.

In the early years, there are positive relationships between staff, children and parents. This helps children to be confident and happy. However, leaders have not set out and shared the precise information they want children to learn clearly enough. This means that staff in key stages 1 and 2 are not always clear about what children learn in early years and how to build on that learning.

Some teachers carefully check what pupils know and remember. They then act quickly to close any gaps. Some pupils draw on their prior knowledge well to make sense of new learning. For example, pupils in Year 5 could explain how Roman life is different to our modern lives by applying their learning in history from Year 4. However, some teachers do not identify and address gaps in pupils' knowledge. Pupils then struggle to remember and build on their previous learning.

Leaders prioritise the teaching of early reading. Some staff are experts in teaching pupils to read. Staff utilise every opportunity to develop pupils' knowledge of sounds. For example, staff model letter sounds when using pupils' names and

throughout the Christmas and Nativity activities. Staff make sure that books match the sounds that pupils learn. Staff understand well how to support individual pupils who struggle to read. Leaders make sure that pupils who need help to catch up receive support quickly. This helps pupils read with confidence and enthusiasm. Pupils love to read, and can talk about their favourite characters and authors with passion.

Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as other pupils. Teachers adapt their teaching effectively so that pupils with SEND can access the learning and achieve well.

Pupils' attitudes to learning are mostly positive. Most pupils focus on their learning and talk enthusiastically about their work. Excellent relationships between pupils and staff create a calm environment. A few pupils lose focus on their learning, which can affect other pupils. Staff manage these pupils calmly and effectively. They help pupils to refocus successfully and to take part in the learning.

Leaders talk with pupils and parents about the importance of high attendance. Pupils know they must be in school every day, and understand why. This is helping to improve attendance. Leaders ensure that pupils catch up with learning quickly when they are absent.

Leaders' work to promote pupils' personal development is highly effective. Pupils have a clear understanding of healthy relationships and respecting the views of others. Pupils speak confidently about being kind and understanding differences in people. Pupils voice their opinions about the school. This encourages a strong sense of belonging across the school.

Senior leaders, including those responsible for governance, put the 'whole child' at the heart of the school. They prioritise workload and staff's well-being. Staff feel supported by this. Governors understand their role and challenge senior leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that pupils may be at risk of harm. They recognise that keeping pupils safe is everyone's responsibility. Leaders check staff's understanding of safeguarding regularly. They make sure that staff understand any local risks that may affect pupils and know what to do if they have concerns.

The curriculum helps pupils learn how to keep themselves safe, including around e-safety, stranger danger and road safety. Pupils say there is always someone they can talk to about being safe. Leaders ensure that help for pupils and families is always available.

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

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

- Some teachers do not use assessment carefully enough to check pupils' gaps in their learning. Consequently, in some subjects, pupils struggle to recall and build on their prior learning. Leaders need to ensure that all teachers use assessment well to identify and address any gaps in pupils' learning.
- Senior leaders have not ensured that all subject leaders check how effectively pupils learn in their subjects. This means that some subject leaders do not know how effective the curriculum is. Senior leaders need to ensure that subject leaders have the appropriate knowledge and skills to successfully check and evaluate the effectiveness of their subject areas.
- Leaders have not ensured that the early years curriculum is clearly set out and shared with other teachers. This means that teachers in key stages 1 and 2 are unsure about what children have learned in early years and how to build on that learning. Leaders should ensure that the early years curriculum is carefully set out and shared so teachers can build on the knowledge and skills successfully in key stages 1 and 2.

## 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>	116811
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10242095
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emma Ames
<b>Headteacher</b>	Andrea Bailey
<b>Website</b>	<a href="http://www.st-andrews.worcs.sch.uk/">www.st-andrews.worcs.sch.uk/</a>
<b>Date of previous inspection</b>	4 July 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- The school received its last section 48 inspection of church schools on 16 November 2015. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors focused on the following deep dives: reading, mathematics, geography, and art and design. Inspectors examined leaders' curriculum planning, visited lessons, heard pupils read to a familiar adult, looked at pupils' work and

talked with pupils about the way these subjects are taught. They also looked at other subjects to check how they are planned and taught.

- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with governors, the school improvement partner, the headteacher, senior leaders, subject leaders, pastoral leaders, teachers and pupils. They also talked informally to pupils and staff to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered the responses to Ofsted's staff survey and pupil questionnaire.

### **Inspection team**

Stuart Clarkson, lead inspector	His Majesty's Inspector
Corinne Biddell	His Majesty's Inspector
Janet Satchwell	Ofsted Inspector

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