

# Inspection of St Andrew's Primary School

St Andrew's Road, Bishop Auckland, County Durham DL14 6RY

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Inspection dates: 2–3 October 2019

**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**

Overall effectiveness at previous inspection Good

## What is it like to attend this school?

Pupils enjoy their time at St Andrew's Primary School. They describe it as a happy school and parents agree.

Pupils feel welcome, safe and included in a school community that cares for them. Older pupils have seen their school improve over time. They say that the headteacher and staff help them to be more confident. Pupils appreciate practical and outdoor-based learning experiences.

Pupils take a pride in their school and its surroundings. Each month, pupils and staff explore one of the school's core values. This helps pupils understand concepts such as taking responsibility and pride. Older pupils take part in ecological projects such as clearing a stream or picking up litter.

Pupils enjoy visiting places of interest, like the Angel of the North. Such experiences inspire pupils' work in art back at school. Pupils say that school is exciting and interesting and that they don't want to miss a day.

Pupils told us that they rarely see their classmates upset at playtime. The learning mentor helps to sort out everyday problems. Bullying is rare. Pupils are confident that if it occurred, staff would deal with it immediately. Pupils behave well and show respect to each other and to adults.

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

The headteacher has provided a clear focus on improving the quality of education. Leaders and teachers have put in place a curriculum that is ambitious for all pupils and staff. Pupils get on well with their teachers and enjoy their learning. Pupils enjoy the range of subjects including physical education (PE) and art. Leaders have designed plans for what pupils will learn in each subject of the curriculum. Teachers organise English and mathematics lessons so that pupils build on what they know. Most subjects follow this approach. In some subjects such as history, the sequencing of learning is not yet as well developed.

Subject leaders have put in place new teaching plans and worked with the local authority to further develop their skills. As a result, the quality of teaching continues to improve. However, some subject leaders have only been in post for a very short period of time and are just starting to have a significant impact.

Staff make sure that all pupils are included in the curriculum. They provide pupils with physical, academic and pastoral support. Pupils with special educational needs and/or disabilities say that they feel well supported.

Children settle well in the early years. Teachers plan curriculum activities to interest the children and develop their independent skills, for example making soup.

Adults pay careful attention to children's needs. In the early years, there is a clear focus on developing early reading skills and instilling a love of books. Teachers identify children who struggle to grasp the early reading skills. Staff make sure that those children catch up throughout Reception and key stage 1. This helps more pupils become fluent readers by the end of Year 2.

Leaders and staff expect all pupils to behave well and have high attendance. Pupils behave very well in lessons and around the school. The proportion of pupils who attend school on a regular basis is below average. For some pupils, absence is a regular occurrence.

Staff bring the school's curriculum to life by arranging visits and trips. They teach pupils about religions and cultures and help them to appreciate art and music. There are a large number of sports and activities on offer in breakfast and after-school clubs. Assemblies link to the school's core values. Pupils learn about modern British life and to show respect and tolerance to other people.

Staff encourage parents to be part of the school. There are regular information meetings. Teachers discuss with parents what their children learn and about teaching methods. The school's website is useful and easy to find your way around. Parents say that they feel supported to help their children to learn. One noted, 'I am very happy with the school. Communication is excellent and the school cares for the children and their future.'

Governors know the strengths and weaknesses of this school. They check on how well the school is doing when meeting with leaders. Governors contribute to the effective management of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The culture of safeguarding is in line with the caring and supportive ethos of the school. Leaders and staff receive regular training. They apply this knowledge and understanding well and take timely action when required. Leaders always follow up safeguarding issues. They persist with external agencies and families to make sure that pupils who need help get it.

Pupils are taught how to be safe in different situations. This includes those specific to the school's local community. Pupils can explain how to keep themselves safe when using social media. They understand that online behaviours can have consequences in the real world.

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

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

- In reaching their judgement, inspectors have taken into account the fact that the school is in a transition period as far as its curriculum is concerned. Leaders have taken effective steps to implement an ambitious relevant curriculum. The way pupils are taught is well planned and sequenced in most subjects, including reading, writing and mathematics. However, it is not yet fully the case in some of the foundation subjects, including history. Leaders need to ensure that the adjustments that are required in these subjects are made in line with their plans.
- Leaders and governors should ensure that the initiatives designed to reduce persistent absenteeism and improve attendance continue to be embedded.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	114188
<b>Local authority</b>	Durham
<b>Inspection number</b>	10110683
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Hardy
<b>Headteacher</b>	Nicola James
<b>Website</b>	<a href="http://www.st-andrews-pri.durham.sch.uk">www.st-andrews-pri.durham.sch.uk</a>
<b>Date of previous inspection</b>	12–13 November 2015

## Information about this school

- The headteacher was appointed in September 2018.
- The proportion of pupils with SEND is higher than average.
- The proportion of disadvantaged pupils is higher than average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher and other senior staff, leader of SEND, class teachers and a newly qualified teacher. Meetings were also held with a group of six governors including the chair. A discussion was held with a representative of the local authority.
- We visited lessons, looked at pupils' work and spoke to them about their experience of school.
- The school's records of safeguarding checks and referrals to the local authority were reviewed. We spoke to staff about how they keep pupils safe. We also asked pupils how they keep themselves safe and what to do if they have concerns.

- We observed pupils playing at playtime and lunchtime and talked to the staff who supervise them.
- One inspector talked to a group of parents at the beginning of day two of the inspection. We took 27 responses to Ofsted's online survey, Parent View, into account, along with 11 free-text responses. The views of a parent who wrote a letter and another who contacted an inspector by telephone were also considered.
- As part of this inspection, the following subjects were considered: reading, mathematics, physical education and history. For each of these subjects, inspectors did the following: discuss the provision and quality of teaching with senior leaders and subject leaders; visit lessons; discuss their experience of learning with groups of pupils selected during lesson visits; and look at work in pupils' books, on display and through photographs. An inspector reviewed the school's plans for pupils' wider personal development.

### **Inspection team**

Jonathan Chicken, lead inspector                      Ofsted Inspector

Susan Waugh    Ofsted Inspector

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