

Inspection of St Andrew's C of E Primary School

Nursery Way, Uxbridge, Middlesex UB8 2BX

Inspection dates: 16 and 17 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy and kept safe in school. The school is calm and orderly. Pupils behave well in school and in the playground because there are clear expectations of them. If any bullying does occur, staff deal with it well. Pupils' achievements and positive behaviour are celebrated. For example, pupils selected for the 'writers of the week' award have their work published in the school's newsletter.

Pupils study a broad range of subjects. The curriculum in reading and mathematics ensures that pupils develop and deepen their understanding over time. However, the curriculum in several other subjects is less well designed and implemented. This means that pupils are not developing their understanding as sufficiently in these areas over time.

Pupils benefit from the opportunities that they have to develop as leaders. For example, some older pupils are junior travel ambassadors, helping younger pupils to cross the road safely. Pupils elect student council members and are consulted regularly about their views to improve the school. For example, as a result of their suggestions, pupils have planned a movie night to raise money for charity and have introduced an award to recognise those who read frequently.

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

Leaders have ensured that pupils study a curriculum that matches the scope of what is expected nationally. In some subjects, the curriculum is well thought through. For example, in mathematics, the important content that pupils need to know has been clearly identified. The curriculum is structured so that pupils can return to and embed key ideas. This means that pupils develop a clear understanding of mathematics. For example, pupils practise and embed their multiplication tables. This enables them to solve a range of complex problems effectively. Similarly, in physical education, pupils understand more complex techniques, such as tackling in football, because they have already practised and secured skills in passing and dribbling.

However, there are several other subjects where leaders have not thought sufficiently about what pupils need to know and understand. This means that this content is not clearly emphasised to pupils. This impacts on what pupils know and remember over time. Teachers do not routinely check pupils' understanding of what they have learned. This means that errors and misconceptions are not typically identified and corrected. As a result, they persist in pupils' work. This is particularly noticeable for older pupils.

Pupils' early reading has been prioritised. There is a structured programme in place that begins as soon as children begin their Reception Year. Teachers have had appropriate training. This supports them to teach phonics with precision. Pupils' reading is checked regularly. Leaders use this information to provide effective

support for weaker readers. As a result, pupils develop into confident and fluent readers, who enjoy reading and being read to.

The curriculum in the early years is well designed. Clear thought has been given to how children develop their knowledge and understanding across all areas of learning. Activities are well chosen to enable children to practise and embed what they learn. For example, children in the Nursery practised ordering different objects to embed their understanding of 'bigger' and 'smaller'. Similarly, in Reception, children could successfully identify a range of shapes because they had practised tracing and drawing them.

Leaders identify pupils with special educational needs and/or disabilities swiftly. Staff provide appropriate and effective support. As a result, these pupils are well supported to access the curriculum.

Careful thought is given to pupils' wider development. For example, leaders have prioritised supporting pupils' resilience following the pandemic. Pupils develop their understanding of different faiths and cultures, including visiting different places of worship. The curriculum for personal, social and health education helps pupils to understand important concepts such as democracy. This prepares them well for life in modern Britain.

Pupils are focused on their learning, so the curriculum is taught without interruption. They understand the clear behaviour routines that are in place.

Staff feel well supported by leaders. They appreciate the consideration given to their workload and well-being. Leaders, and those responsible for governance, have not checked effectively the impact of the curriculum on pupils' learning. This means that improvement priorities are not sufficiently focused on the most important areas to secure swift improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant to the needs of pupils. Training has ensured that the latest statutory guidance is well understood. There are clear systems and routines in place for staff to raise and report any concerns they may have. Leaders follow up these referrals swiftly. This includes working closely with external agencies when required.

Pupils are encouraged to keep themselves safe, including when online. They are taught the importance of healthy relationships, including concepts such as personal space.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in several subjects does not identify the important knowledge that pupils should learn and remember. As a result, pupils do not develop their understanding as successfully in these subjects as they do in others. Leaders must ensure that they set out clearly what they expect pupils to learn. This should be sequenced carefully so that pupils develop and embed their understanding over time.
- Teachers do not routinely check pupils' understanding. As a result, misconceptions in pupils' learning persist. This limits what some pupils learn and remember. Leaders must ensure that teachers check pupils' learning so that any errors can be rectified swiftly.
- Leaders have not checked the impact of the curriculum on pupils' learning effectively. As a result, they have not identified the weaknesses in the way several subjects are designed and implemented. This means improvement priorities are not sufficiently focused on the most important areas. Leaders must ensure they check how well pupils learn and remember the planned curriculum. They should use this to consider any adaptations that might be needed to the curriculum and its implementation.

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

Unique reference number	102438
Local authority	Hillingdon
Inspection number	10241132
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	193
Appropriate authority	The governing body
Chair of governing body	Andrew Studdert-Kennedy
Headteacher	Nicola Dallibar
Website	standrewscofeprimary.co.uk
Dates of previous inspection	22 and 23 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a Christian religious character. The last section 48 inspection took place in March 2016.
- 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.

- 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 spoke with the headteacher and the deputy headteacher. They also spoke with representatives of the local authority and the London Diocesan Board for Schools.
- Inspectors carried out deep dives in these subjects: art, early reading, history and mathematics. 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 their work. Inspectors also considered the curriculum in other subject areas.

- Inspectors reviewed the record of pre-employment checks, spoke with leaders responsible for safeguarding and spoke with staff and pupils.
- Inspectors reviewed behaviour and attendance records for the school.
- Inspectors considered the views of pupils, parents and staff through both discussions and their responses to Ofsted's online surveys.

Inspection team

Sophie Healey-Welch, lead inspector His Majesty's Inspector

Milan Stevanovic Ofsted Inspector

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