

Inspection of St Andrew's C of E Primary School

Nursery Waye, Uxbridge, Middlesex UB8 2BX

Inspection dates:	23 and 24 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and feel safe at this friendly, caring school. The school's values, including resilience and responsibility, are part of pupils' daily life. For example, pupils take on various roles of responsibility from early years onwards. These include class monitors, school council members, worship ambassadors and safeguarding leaders. In each of these roles, pupils show their empathy while making their valuable contributions to the school.

Pupils have positive relationships with each other and staff. Learning is very rarely disrupted. Pupils know that staff will deal with any incidents if they occur. Pupils understand the school's high expectations of their work and behaviour. Pupils are rising to meet these expectations and achieve increasingly well in most subjects.

The school is inclusive and skilful in supporting pupils' individual needs. This enables pupils to learn and achieve together successfully.

The school provides opportunities for younger children to develop their confidence and explore nature through outdoor learning and play. Older pupils play an active role in supporting and helping younger children. Pupils visit the local library, perform as a choir and work with a local charity that supports those in need.

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

The school has made significant changes to the curriculum in recent times. The curriculum design is ambitious and sequenced well. Pupils revisit curriculum themes and concepts regularly to help them to know and remember key information. Pupils with special educational needs and/or disabilities (SEND), as well as those who speak English as an additional language, benefit from teachers' helpful adaptations to the curriculum. This means that all pupils can access the curriculum and learn well.

The curriculum highlights the important knowledge, vocabulary and skills that pupils need to learn. Teachers check pupils' understanding regularly. When misconceptions occur, teachers address these quickly. However, in some subjects, the curriculum is still developing. In these areas, some activities given to pupils do not enable them to develop depth in their knowledge and understanding. This means that pupils, on occasion, find it difficult to explain their learning beyond simple facts. This limits some pupils' written and oral explanations.

Reading is a high priority for the school. Pupils start learning phonics from the start of the Reception Year. Staff are skilled. They make sure that pupils learn phonics well. They provide effective extra teaching and support for those pupils who need extra help with reading. Children in the early years love reading the range of picture books in their 'reading areas'. Leaders have reviewed and improved the key stage 2 reading curriculum. This is having a positive impact on raising pupils' achievement. Pupils show confidence in their skills to understand the texts they read. They retrieve information well and can identify underlying meaning in a text. Teachers provide many opportunities in class for

pupils to read aloud. Pupils read with fluency and expression. They talk enthusiastically about the books they regularly read at home and at school.

The school identifies and supports pupils with SEND quickly. Staff support pupils well, including through adaptations to their learning. The school ensures that pupils with SEND progress well through the curriculum and are fully included in school life.

Pupils are polite and courteous. In the early years, established routines support children to behave very well and show great care for each other. Pupils throughout the school understand the different steps to regulate their behaviour. They value rewards such as special merits and 'writer of the week' certificates. Attendance is a high priority. The school has clear ways of checking on pupils' attendance. Staff work closely with families to break down the barriers that pupils may face about attending school each day. This is helping to reduce absences, and attendance is improving.

Pupils benefit from a well-thought-out personal, social and health education programme of learning. They learn about different faiths and cultures and are highly respectful towards others. Pupils know how to keep themselves safe and maintain healthy relationships. Trips to places of interest and visitors to school enhance the curriculum. The school's work to support pupils' personal development is a strength. Pupils are well prepared for life beyond school.

Leaders and the governing body continue to benefit from working with external advisers. They now systematically monitor the impact of changes on the quality of education. Staff value the developments in curriculum design. They appreciate leaders' concern for their well-being and workload. Parents and carers appreciate the school's communication and the care given to their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not fully developed. On occasion, in these subjects, the activities teachers provide do not support pupils to learn important subject content effectively. The school should ensure that the curriculum for all subjects supports teachers to provide learning opportunities to help pupils to learn consistently well, particularly in their oral and written explanations.

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	102438
Local authority	Hillingdon
Inspection number	10379110
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	214
Appropriate authority	The governing body
Chair of governing body	Reverend Andrew Studdert-Kennedy
Headteacher	Nicola Dallibar
Website	www.standrewscofeprimary.co.uk
Date of previous inspection	25 January 2024, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school offers a before- and after-school club.
- This is a Church of England school, within the Diocese of London. The most recent section 48 inspection took place in January 2023.

Information about this inspection

The inspector(s) 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.

- The 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 leaders and staff in the school, including those responsible for the quality of education, behaviour, attendance, personal development, safeguarding and the early years.
- Inspectors met with members of the governing body. They also spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in lessons and around the school site and spoke to pupils to discuss their views about the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's online staff and pupil surveys. They considered the online survey, Ofsted Parent View, including parents' free-text comments.

Inspection team

Janice Howkins, lead inspector	Ofsted Inspector
Meena Walia	Ofsted Inspector
Nneoma Thomas	Ofsted Inspector

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