

Inspection of St Andrew's C of E (VA) Junior School

Waterloo Road, Brighouse, West Yorkshire HD6 2AN

Inspection dates: 6 and 7 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils at St. Andrew's C of E Junior school thrive within a caring and supportive ethos. Leaders and staff care deeply about the well-being of all pupils in the school. They go above and beyond to support pupils and families. Staff ensure that pupils are safe in school and know how to stay safe out of school. Pupils build the strength of character and self-confidence they need to be successful in later life.

Leaders have extremely high expectations for all pupils. At every level of the curriculum, high aspirations and a determination to deepen pupils' knowledge and experiences shine through. Teachers provide excellent support for pupils with special educational needs and/or disabilities (SEND). Highly effective inclusion is a key feature of the school. There is a genuine determination that all pupils will be included in every learning opportunity.

Pupils are courteous and confident. They are excited about their learning. Pupils want to do well. They have the confidence to persist with their learning, even when it is challenging. Relationships between staff and pupils are extremely positive. Leaders have established consistently high expectations for behaviour. Pupils understand these expectations and rise to meet them. Pupils learn and play well together. Bullying is very rare. When it does happen, leaders deal with it effectively. Leaders help pupils to understand the impact of their behaviours on others.

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

The teaching of reading is superb. Leaders have implemented a well-structured phonics programme which aligns with the infant school's programme. This has helped to provide seamless support as pupils move between Years 2 and 3. Leaders have trained all staff to deliver phonics well. As a result, all pupils who enter the school still struggling are supported to make rapid progress. Teachers use a carefully selected range of texts to teach whole-class reading well. Pupils confidently read in class. Adults expertly model fluent reading. Teachers use assessment well to address any gaps in learning quickly and effectively. Leaders work hard to remove any barriers to reading for pupils with SEND. Specially adapted texts and daily individual and small group support help all pupils to see themselves as successful readers.

Curriculum leaders are passionate about their subjects. They provide highly effective support to teachers and support staff. Teachers understand the most important subject knowledge that pupils need to learn and the order in which this should be taught. There are regular opportunities for pupils to recap and build on their prior learning. In subjects such as mathematics and geography, pupils demonstrate excellent use of key subject vocabulary. Pupils have an impressive rapid recall of number bonds and multiplication facts. They demonstrate fluency in the application of their mathematical understanding.

Teachers celebrate pupils' 'marvellous mistakes and misconceptions'. Pupils are not worried about being wrong. They share where they have gone wrong with the class and know that this helps them all to learn. Teachers use effective questioning to help pupils deepen their learning. The special educational needs coordinator (SENCo) provides expert support to all staff. Pupils with SEND achieve exceptionally well. Teachers use strategies such as pre-teaching of vocabulary, partner work, sentence starters and precise support from additional adults to ensure all pupils thrive.

The programme for personal development is first-rate. Leaders provide a wide range of experiences and activities to help pupils become safe, healthy and active citizens. Leaders have thoughtfully adapted the curriculum for personal, social and health education (PSHE) to ensure that it meets the needs of all pupils. The local police community support officers provide preventative support on areas such as firework safety and anti-social behaviour. Pupils have high aspirations for themselves and are positive about the future. Teachers help pupils to understand what it means to be a good citizen in modern Britain. Pupils appreciate what it means to be a Christian. There are spaces in school for quiet reflection or prayer. Pupils have enjoyed visiting other places of worship and listening to speakers from other cultures and religions. As a result, pupils demonstrate a deep knowledge of the beliefs held by children of different faiths as well as Christianity. Leaders provide pupils with regular opportunities for leadership. These include the school council, play leaders, Year 6 buddies and the Year 5 lesbian, gay, bisexual and transgender ambassadors.

Leaders prioritise staff well-being and have taken active steps to reduce workload. They provide high levels of guidance and support to teachers in the early stages of their career. There is a very special team ethos. Everyone pulls together to achieve the best outcomes for pupils. The governing body are highly effective. They provide challenge to leaders to ensure there is a continuous drive for improvement. Governors actively promote the caring church school ethos that permeates the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders care deeply about the care and safety of all pupils. They provide all staff with regular training and updates throughout the year. Staff understand the procedures for raising concerns well. The designated safeguarding lead (DSL) provides outstanding levels of additional support to families. She works well with a range of external agencies to ensure pupils and their families access any support needed. Staff have a strong understanding of the local risks to pupils, such as drug abuse and mental health issues. Governors monitor the provision for safeguarding diligently.

Teachers provide pupils with a range of opportunities to learn how to stay safe in the community and online. Pupils work with external groups such as Barnardo's to

strengthen their understanding of positive relationships. Older pupils have a mature understanding of consent and respect.

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	107547
Local authority	Calderdale
Inspection number	10240212
Type of school	Junior
School category	Voluntary aided
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Glenys Phillips
Headteacher	Karen Smith (Executive headteacher), Amanda Jocelyn (Head of school)
Website	www.standrews.calderdale.sch.uk
Dates of previous inspection	10 and 11 November 2021, under section 8 of the Education Act 2005

Information about this school

- St. Andrew's C of E (VA) Junior School is federated with St. Andrew's C of E (VA) Infant School. There is one executive headteacher and governing body for both schools.
- The school uses one registered alternative provision.
- The last Statutory Inspection of Anglican and Methodist Schools (SIAMS) was completed on 14 February 2017. Inspectors judged the school to be good. The next SIAMS inspection is scheduled for this academic year.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher and head of school, the assistant headteacher, the SENCo and representatives of the governing body, diocese and local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and French. For each deep dive, an inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the subject leaders for PSHE and looked at examples of work from a range of curriculum subjects other than the deep dive subjects.
- Inspectors observed pupils' behaviour and relationships in lessons and at breaktimes and lunchtime.
- To judge the effectiveness of safeguarding, inspectors scrutinised the record of recruitment checks, reviewed staff training records and met with the DSL to discuss case studies of specific concerns raised by staff and any subsequent actions and support.
- Inspectors spoke to parents at the start and end of the school day and considered the responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text responses. Inspectors also considered the responses to the staff and pupil surveys.

Inspection team

Alex Thorp, lead inspector	His Majesty's Inspector
Zoe Helman	His Majesty's Inspector

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