

Inspection of St Andrew's CofE Primary School

Vicars Hall Lane, Boothstown, Worsley, Manchester M28 1HS

Inspection dates: 5 and 6 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2013.

What is it like to attend this school?

Pupils thrive at this school. Relationships between pupils and staff are built on high levels of trust and respect. Pupils are happy at school and delight in all that it has to offer.

Throughout the school, pupils' behaviour is exemplary. They are kind, courteous and well mannered. Teachers establish routines to support excellent behaviour in the early years and these high expectations for pupils' behaviour continue throughout the school.

Pupils achieve remarkably well. This includes pupils with special educational needs and/or disabilities (SEND). Pupils do their utmost to reach the high standards that the school sets for their achievement. Pupils tackle new learning with enthusiasm. They enjoy the challenges that each day brings.

The school also places great importance on developing pupils socially and emotionally. The impressive range of opportunities that are available nurture pupils' talents and interests. Pupils benefit from residential visits, golf and sailing alongside a range of sporting and arts-based clubs. Such activities allow pupils to develop their confidence, team building and leadership skills.

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

The school's highly ambitious and well-designed curriculum ensures that pupils' learning improves securely over time. The school provides high-quality training that enable staff to deliver the curriculum with accuracy and expertise. Across the curriculum, from the Nursery Year to Year 6, subject content is delivered meticulously.

The school uses accurate assessment information to quickly identify and address any gaps in pupils' knowledge. Consequently, pupils build a valuable and rich body of knowledge over time that they use confidently across subjects. This means that they achieve very highly.

The school has established highly effective systems to accurately identify any additional needs that pupils may have. Teachers adapt their delivery of the curriculum exceptionally well to make sure that pupils with SEND are included and succeed.

Reading is central to the curriculum. This begins in the Nursery classes where children develop a love of stories. Expertly trained staff deliver the phonics programme extremely well. The books that children in the early years and pupils in key stage 1 read are carefully matched to the sounds that they know. Pupils who find reading more difficult are given the extra support that they need. As pupils progress through school, they become confident and fluent readers. Pupils develop a love of reading. For example, they spoke passionately about the authors and books

that they like. They also understand that reading will support them in their wider learning.

The school's exceptional approach to fostering pupils' personal development helps them to develop into respectful and responsible citizens. Pupils know how to behave appropriately and how to keep themselves safe online. The school ensures that pupils keep physically healthy and mentally well. Pupils demonstrate a clear understanding of how the law is there to protect people with different characteristics. They understand fundamental British values. Older pupils are also able to discuss what life may be like in countries where such values are not recognised. Pupils demonstrate a deep understanding of other faiths and cultures. The school provides opportunities for pupils to learn about the importance of tolerance within the community and the wider world. Pupils are extremely well prepared for life beyond school.

A variety of additional clubs help to develop pupils' talents and interests. The 'mini and junior Duke' awards support pupils to develop a wide range of life skills. These include completing risk assessments prior to an activity and acts of kindness towards family members and others in the community.

From the very start of their time at the school, pupils learn how to behave. They do so exceptionally well. Pupils engage fully in lessons and demonstrate exceptional attitudes to learning.

The school places great importance on pupils' attendance and punctuality. Well-established systems allow the school to monitor pupils' rates of attendance effectively. The school supports pupils and their families when their attendance falls below the expected levels. This work is very successful. It brings about swift and sustained improvements.

Governors fulfil their role with commitment and tenacity. They monitor the school's continuous improvement closely. Governors are clear about their strategic role and responsibilities. This enables those responsible for governance to hold the school to account fully for the quality of education that pupils receive.

Staff are extremely proud to work at this school. They value the care that the school takes to keep an eye on their workload and well-being when changes are introduced.

Safeguarding

The arrangements for safeguarding are effective.

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	105933
Local authority	Salford
Inspection number	10321291
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair of governing body	Lucy Farrell
Headteacher	Michael Platt
Website	www.st-andrews-worsley.salford.sch.uk
Dates of previous inspection	14 and 15 March 2013, under section 5 of the Education Act 2005

Information about this school

- A new deputy headteacher and chair of governors have been appointed since the last inspection.
- The school is part of the Diocese of Manchester. Its most recent section 48 inspection took place in February 2018. The school's next section 48 inspection will take place before the end of 2026.
- The school does not make use of alternative provision for pupils.
- The school runs a breakfast club for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with representatives of the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, considered samples of pupils work and spoke to some pupils about their learning. The lead inspector listened to pupils reading to a familiar adult. Inspectors also viewed curriculum documents and samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times in the school day. This included during lessons as well as at playtime, lunchtime and at breakfast club.
- Inspectors considered the views expressed by parents and carers in their responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with parents as they brought their children to school at the start of the school day.
- Inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Pat Speed, lead inspector	His Majesty's Inspector
Schelene Ferris	Ofsted Inspector
Julie Peach	Ofsted Inspector

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