

Inspection of St Andrew's Church of England Primary School, Chinnor

Station Road, Chinnor, Oxfordshire OX39 4PU

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 May 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils enjoy being part of this friendly and welcoming school. The school ensures that pupils behave with respect and tolerance. Relationships between pupils and staff are positive and mutually respectful. The school has developed a wide range of opportunities to develop pupils' talents and interests beyond the taught curriculum.

The school is a calm and purposeful learning environment, with high expectations of pupil achievement. Recently, achievement has fallen below these high expectations in some subjects. The school has taken swift and effective action to address this. As a result, pupils are achieving better in school now than some published results indicate.

The school has high expectations of behaviour and makes sure that these expectations are understood clearly by staff and pupils. In the rare instances that behaviour does not meet these high expectations, adults work with pupils to make sure they understand how they should behave. For example, occasionally, there is some unkind behaviour during lunchtimes, which staff address swiftly with pupils.

Pupils know that they can speak to any adult in the school about their worries. Pupils know that adults will take these worries seriously and they trust adults to help them. As a result, pupils are happy and safe here.

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

The school has high ambition for all pupils, including those with special educational needs and/or disabilities (SEND) and other disadvantaged pupils. The school has designed a curriculum to match this ambition, which identifies what it wants pupils to learn from early years onwards. Staff have strong subject knowledge, and the school provides training to ensure this is the case.

The school has a reading curriculum which helps pupils to become capable readers. Those at the early stages of reading are supported well by adults. Adults make sure that pupils from early years onwards have the knowledge they need to become fluent readers and they provide extra support where needed. Staff check carefully that pupils understand what they are reading. As a result, pupils, including those at the early stages of reading, read increasingly well.

Recent improvements to how the school checks pupils' understanding in phonics and mathematics are having an impact on all pupils' achievement, including those with SEND. In these subjects, the school now checks carefully what pupils understand and identifies where they have misconceptions. Following these checks, teachers design lessons so that pupils attain as well as they can. Published outcomes for 2023 do not reflect the progress that current pupils now make through the curriculum.

In some subjects, teachers check pupils' understanding with the same careful approach that the school uses with phonics and mathematics. However, in some other subjects, careful checking is not as well established. This means that pupils do not attain as well as

they could in all subjects. Teachers know how to identify pupils who may need additional support to access their curriculum. They design lessons to make sure that all pupils can access their curriculum fully. As a result, pupils, including those with SEND, attain well.

Pupils behave well in lessons and around the school, including at play and lunchtimes. They engage actively with their lessons and enjoy the many opportunities to learn together. The school has high expectations of attendance and works well with parents and carers to make sure that pupils attend school regularly. As a result, attendance at the school is high.

Pupils and parents value the wealth of opportunities that the school provides to nurture pupils' talents and interests. These opportunities include many activities that enhance the curriculum, such as trips and visits. The school makes sure that all pupils, including those with SEND and other disadvantaged pupils, benefit fully from these opportunities. Pupils know the school values of protection, trust, love and perseverance. They are able to talk about the fundamental British values, for example by being respectful to others, following rules and valuing difference.

The school prioritises opportunities for character development through many pupil leadership activities such as the school council and school ambassadors. The strong pastoral team provides additional encouragement to pupils where needed, so that all pupils are represented in and benefit from these roles in their school. Pupils speak highly of the range of clubs and opportunities available, and they recall with excitement their learning on school trips such as geography field trips and visits to a local farm.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils' learning is not checked as carefully as it is in other subjects. This means that staff do not always know precisely what pupils need to do to improve to learn more and remember more over time. The school should ensure that staff assess pupils' learning carefully in all subjects and use these checks to inform their teaching.

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	123126
Local authority	Oxfordshire
Inspection number	10321864
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Co-Chairs of governing body	Mark Oliver and Anna Edwards
Headteacher	Annette Mashru
Website	www.st-andrews.oxon.sch.uk/
Dates of previous inspection	1 and 2 May 2013

Information about this school

- This is a Church of England school in the Diocese of Oxford. Its last section 48 inspection took place in April 2023.
- The school has specially resourced provision for 10 pupils with speech, language and communication needs.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. 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 the headteacher, senior leaders, subject leaders and members of the governing body, including the two co-chairs of governing body, a representative from the Diocese and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and physical education.
- 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 also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

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