

Inspection of St Andrew's Church of England Infant School

Church Lane, Eastern Green, Coventry, West Midlands CV5 7BX

Inspection dates: 7 and 8 May 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Outstanding**

Previous inspection grade Good

What is it like to attend this school?

This is a happy and welcoming school. Pupils and families describe the school as a 'family' where staff know each child well. Pupils feel safe and thrive in the school's supportive atmosphere. They have confidence that staff will help them resolve any worries or concerns. Children in the early years get off to the best possible start. They flourish academically and personally in the school's nurturing and stimulating environment.

Pupils are enthusiastic about their learning and keen to share what they are doing. They enjoy working together and discussing their ideas. Staff have high expectations for all pupils' achievements. Pupils benefit from 'wow' events that bring learning to life. Their understanding of subjects is enriched through opportunities such as workshops. Pupils want to do well. They achieve well and are prepared well for the next stage of their education.

Pupils behave positively throughout the school. They embody the values of the school: 'responsibility', 'respect' and 'peace'. Pupils are extremely kind to one another and show respect to adults. They celebrate differences and know the importance of treating one another with kindness. Pupils are proud to walk calmly around the school and make the most of the opportunities that the school provides.

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

The school's curriculum is broad and ambitious for all pupils. The school has made recent changes to strengthen the curriculum to develop pupils' subject-specific vocabulary. Staff receive training and support so that they deliver the curriculum effectively. However, in a small number of subjects, the identification of skills and knowledge that pupils need to learn is not yet fully embedded, which means that pupils do not build their knowledge as well as they do in other subjects.

The curriculum promotes a love of learning to prepare pupils for learning after key stage 2. In Reception, children develop a secure understanding of number. For example, they use cubes to confidently show how they can double numbers. In Years 1 and 2, they practise and extend these skills to confidently create number sentences. Teachers explain and model subject knowledge effectively. They provide appropriate and engaging learning activities for pupils. As a result, pupils learn the curriculum well. In most subjects, staff check what pupils understand carefully. They then address any misconceptions that pupils may have effectively. However, in some cases, this is not consistent. This means that, sometimes, pupils continue to have misconceptions or gaps in their knowledge.

Pupils learning to read is a priority. The school has established a high-quality approach to teaching phonics. Pupils begin to learn to read as soon as they start school. Staff teach the reading curriculum well. From Reception, teachers introduce new sounds in a consistently effective way. This familiar routine helps most pupils learn how to sound out unfamiliar words. Staff identify any pupils who struggle and given them extra help. Pupils recall familiar words and words at speed. They apply their knowledge of phonics

confidently when they are writing. The books that pupils read match the sounds that they are learning in the classroom. As a result, pupils quickly become confident readers.

Staff identify the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Staff know how to make adaptations to the curriculum where necessary to best support pupils. This results in pupils with SEND achieving well alongside their peers. The early years provision is highly effective. Staff have high expectations of children's achievement. Language is modelled expertly by adults. They weave important vocabulary deliberately into conversations with children. Children manage their emotions incredibly well and play cooperatively with one another. Children in the early years make exceptional progress. Pupils behave well in lessons. They demonstrate positive attitudes to learning. Leaders ensure that attendance is a key focus of the school. As a result, attendance rates are positive.

The school provides a range of opportunities for personal development. Pupils understand democracy and equality, and they learn about different religions. In Reception, children learn about the democratic process as they vote for the story of the day. The school teaches pupils to keep themselves healthy. Pupils hold positions of responsibility in the classroom. These include lunchbox monitors, pencil monitors and book monitors. Pupils know how to keep themselves safe online.

A dedicated staff team ensures that there is a strong culture of support and teamwork at the school. Staff feel well supported by leaders. They feel valued and listened to. Staff appreciate the support that leaders have for their well-being and their workload. Governors know the school well. They provide the school with a balance of support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not consistently use the school's approach to checking pupils' understanding during lessons. This means that some pupils continue to have misconceptions or gaps in their knowledge. The school should continue to embed their expected pedagogical approaches to assessment and ensure that all staff use them consistently.
- In a small number of subjects, the skills and knowledge that pupils need to learn is not yet fully embedded. This means that pupils do not build their knowledge as effectively as they do in other subjects. The school should focus on embedding its agreed curriculum in these subjects so that pupils can learn equally well across all subjects.

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	103703
Local authority	Coventry
Inspection number	10378201
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair of governing body	Alan Tillman
Headteacher	Allison Underhill
Website	www.st-andrews-coventry.org.uk
Dates of previous inspection	6 and 7 November 2019, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England infant school in the Diocese of Coventry. The school had an inspection of its religious character, under section 48 of the Education Act 2005, in April 2024.
- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and science. 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 and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils in Years 1 and 2 reading to staff.
- Inspectors met with groups of pupils across the school.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered views of both staff and pupils throughout the inspection.
- Inspectors met with the headteacher, members of the school senior leadership team, teachers and support staff.
- Inspectors met with leaders to discuss early years, SEND, disadvantaged pupils, behaviour, attendance and personal development.
- The lead inspector met with representatives from the governing body. The lead inspector also had a meeting with a representative from the local authority and the diocese.
- Inspectors scrutinised a wide range of documents, including those related to pupils' wider development, behaviour and attendance. They also observed pupils' behaviour in lessons and around school during breaktime.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school and minutes of governor meetings.
- 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

James Dean, lead inspector

His Majesty's Inspector

Mary Maybank

Ofsted Inspector

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