

Inspection of St Andrew's CofE Aided Primary School

Townfield Lane, Bebington, Wirral, Merseyside CH63 7NL

Inspection dates:	20 and 21 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils relish attending this warm and caring school. They are proud to be members of its community. This is particularly evident through whole school activities, such as singing assemblies, where pupils sing joyously together. Pupils benefit from the strong relationships that they have with adults and each other. There is an atmosphere of harmony and inclusiveness throughout the school. Pupils are tolerant and respectful towards others.

Pupils arrive happily at school. This enjoyment continues throughout the school day, visible in the cheerful smiles on pupils' faces and their positive attitudes to learning. Pupils work and play cooperatively and kindly together. They particularly enjoy 'Family Fridays' where they can play with their siblings and 'buddies' from across the school.

The school has high expectations for pupils' achievement, both academically and in their wider lives. Many pupils meet these high standards. They enjoy the educational offer and say that they appreciate adults making their learning fun and engaging.

Pupils readily participate in the wide range of sporting opportunities available to them. This includes representing their school at tournaments. Pupils benefit from the range of clubs on offer, such as knitting and choir, which help to develop their talents and interests.

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

In recent times, the school has undergone significant changes in leadership. Governors, together with the school, have maintained a clear focus on ensuring that staff and pupils' well-being remain at the forefront of its actions. This has paid dividends. Staff are highly appreciative of the consideration given to support them in managing their workload. Governors offer support and challenge appropriately. They have ensured that curriculum developments have continued during this period of change. Consequently, the school has a strong, ambitious curriculum offer in place.

In the main, pupils are helped to learn well. Staff check that pupils are learning the important curriculum content. They address misunderstandings in the lesson so that pupils typically do not carry misconceptions in their knowledge. However, in a few subjects, approaches that are used to deliver lesson content do not help pupils to learn as deeply as they could. Sometimes this is added to by pupils not being introduced to key vocabulary as fully as the school intends. Where this happens, pupils are less able to make connections in their learning or embed the subject-specific content as fully as the school intends.

The school places a sharp focus on helping pupils to learn to read. This starts as soon as they join the school. Pupils practise these skills by reading from books which match the sounds that they know. Where pupils struggle to keep up with the pace of the school's phonics programme, they are quickly identified and given appropriate support to help them to catch up. Pupils benefit greatly from this approach. As a result, by the end of Year 2, most pupils can read confidently and fluently. Older pupils enjoy reading from the

wide range of books that the school has carefully selected. They enjoy the additional events and celebrations which help to enthuse them as readers, such as World Book Day activities and reading in a range of interesting locations.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly and offered additional support. This support is mostly appropriate and is delivered with passion and empathy. However, staff have not had the opportunity to fully develop their understanding of how to adapt learning to meet the needs of pupils with SEND. Consequently, on occasion, some of the learning and intervention activities that pupils with SEND access do not help them to know and remember more over time.

Pupils follow the well-known rules which makes the school calm and orderly. Pupils are sensible and polite. They are welcoming to visitors and are keen to share their favourite aspects of school life. Pupils attend school regularly. Families are well supported by the school.

Pupils are keen to engage with wider school life. They are encouraged to do this by being involved in projects and activities which help to promote positive citizenship. These often include raising money for charities, celebrating national events and taking on responsibilities, such as digital leaders and team leaders. Older pupils can take part in a residential visit which helps them to build characteristics such as confidence and independence. Pupils learn about people from different backgrounds. They visit different places of worship. The school helps them to be prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the approaches that are used to deliver learning do not help pupils to acquire important information as well as they could. This means that pupils do not learn the curriculum content, including some subject-specific vocabulary, as deeply as the school intends. The school should refine its pedagogical approaches to enable pupils to learn the curriculum content fully and to consistently achieve high standards.
- On occasion, the school's adaptations and interventions for pupils with SEND do not help to address their needs as fully as they could. As a result, some pupils with SEND do not learn as securely as the school intends. The school should ensure that staff have the requisite information, knowledge and expertise to effectively implement adaptive practice, including interventions, to ensure that pupils with SEND know and remember more over time.

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	105077
Local authority	Wirral
Inspection number	10321258
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Mark Woodger
Headteacher	Ryan Neal
Website	www.standrews.wirral.sch.uk
Date of previous inspection	28 and 29 March 2023, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school, which is part of the Diocese of Chester.
- The school's most recent section 48 inspection, for schools of a religious character, took place in September 2023. Its next section 48 inspection is not due before the academic year starting in September 2028.
- The school does not 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.

- Inspectors discussed any continued 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 early reading, mathematics and physical education. They met with subject leaders and with staff. Inspectors visited lessons, looked at examples of pupils' work and spoke with groups of pupils about their learning.
- The lead inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They looked at documentation and reviewed pupils' work in these subjects.
- Inspectors held discussions with the headteacher and other leaders in school.
- The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority and a representative from the Diocese of Chester.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils during meetings throughout the school day, including at break and lunch times. No pupils responded to Ofsted's online survey for pupils.
- Inspectors looked at a range of policies and documentation relating to pupils' attendance, welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents and carers during the inspection.
- 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.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

Sue Mills

Ofsted Inspector

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