

St Andrew's CofE Junior School

URN: 112869 | Inspected: 11 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Pupils' attainment in reading, writing and mathematics over time has not been as high as it should be. Although there was clear improvement in pupils' attainment in national tests in 2025, notably in reading, the overall results over the last three years remain below the national average. Disadvantaged pupils continue to have some gaps in their foundational knowledge and skills that are not closing as quickly as they should. Pupils' ability to demonstrate secure knowledge and skills across a broad range of subjects is inconsistent. This is reflected in their limited ability to talk about their learning, and in the inconsistent quality of their written work. Leaders recognise these key issues and are taking appropriate steps to improve pupils' achievement. These measures are in the early stages of being implemented and have yet to have impact over time.

Curriculum and teaching Needs attention

Leaders are ambitious for the curriculum to be taught effectively, however, there are inconsistencies in how well this happens across the school. Where teaching is effective, staff demonstrate secure subject knowledge. They make use of appropriate questioning and assessment that enables pupils to learn and remember more. This is not consistent across all subjects and classes. Where the teaching is less effective, pupils do not learn the intended curriculum as securely as they should. On occasion, tasks are not accurately matched to pupils' capabilities. For example, some pupils with special educational needs and/or disabilities are given work that does not match the targets set for them. These inconsistencies hinder pupils' ability to develop essential knowledge and skills and to apply what they know across the curriculum. Leaders have begun to take action to improve teaching, for example, in relation to writing. This development is at an early stage. A broad and balanced curriculum is in place across all subjects and is designed to enable pupils to develop secure knowledge and skills that build on what they already know. Leaders prioritise reading and ensure that suitable help is available for any pupils who need extra support, for example in phonics.

What it's like to be a pupil at this school

The school is a happy and safe place to learn. Pupils are proud to be part of the school and they attend well. They live out the school's vision and values to 'develop compassion, responsibility and resilience in a caring environment'. Pupils understand and demonstrate the importance of respect and good behaviour. Pupils agree that staff are quick to sort out any worries they have or deal with problems that may arise. Pupils thrive because staff are kind and caring. Leaders and staff are ambitious for all pupils to achieve their potential, regardless of

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their personal circumstances or barriers to learning. The school's well-established 'MACAWS' programme is an important factor in supporting pupils' well-being, and their social and emotional needs. Pupils proudly tend the beautiful 'MACAWS' playground garden. They enjoy spending time in this quiet, calming area of school. Pupils enthusiastically take on roles and responsibilities that enhance the life of the school and promote their wider personal development. Pupils enjoy their learning and generally try hard in lessons. Their achievement in reading, writing and mathematics has been inconsistent over time. Recently, achievement in most areas has improved as a result of leaders' work to raise standards. This work has been particularly successful in improving pupils' reading. However, some pupils, including disadvantaged pupils, still do not achieve as well as they should in writing and in some aspects of mathematics.

Next steps

- Leaders need to continue their work to improve pupils' achievement, particularly in writing, and build on the improvements already made.
- Leaders need to ensure that the well-designed curriculum is taught consistently well in all subjects and year groups, so that pupils secure the knowledge and skills they need for their

next steps

- Leaders need to ensure that all pupils with special educational needs and/or disabilities receive effective support to access a suitable curriculum, dependent on their specific needs, so that these pupils can be successful.
- The governing body should make sure that it has an accurate view of the school's strengths and those areas that need to improve so that it can enhance the support and challenge that it provides to leaders.

Inclusion

Expected standard

Leaders know their pupils well. This enables them to identify the challenges faced by some pupils that may affect their learning. Leaders have a sharp oversight of key pupil groups, such as those eligible for the pupil premium, those with special educational needs and/or disabilities and those known (or previously known) to children's social care. There is a clear ambition for all pupils to achieve their potential regardless of any disadvantage. There are well-designed systems to identify and assess pupils' needs and barriers to learning. Leaders support and train staff to adapt their teaching accordingly. There are systems for staff to share important information about pupils' achievement, attendance and wellbeing. This supports pupils' smooth transition at key points, such as at the start of a new school year. The school uses the additional funding it receives, for example the pupil premium, to identify, address and reduce barriers to learning. The school works extensively with families, professionals and a range of specialist services. This informs future teaching and shapes pupils'

next steps

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in their education.

Leadership and governance

Expected standard

Leaders have a secure understanding of the school's context and its place in the community. There is a thoughtful approach to identifying school improvement priorities, based on an awareness of the school's strengths and areas for development. Leaders generally take appropriate action to steer necessary improvement. Leaders act as a united and dedicated team, providing positive professional role models for staff. Governors understand their strategic role and are supportive of the school's ethos, vision and values. They meet their statutory duties. Governors give due regard to the workload and wellbeing of staff and leaders. The chair of governors holds regular meetings with the headteacher. These meetings are both supportive and challenging, ensuring the best interests of pupils are at the forefront of decision-making. It is less clear to what extent members of the wider governing body ask similarly probing questions to hold leaders to account for the school's performance. There is a well-connected, strategic approach to providing staff with appropriate professional learning opportunities. Staff value the training that they receive. They say that they are well supported by school leaders and that their workload and wellbeing are thoughtfully considered. Leaders and governors successfully engage with parents and carers to elicit their views and build trusting relationships.

Needs attention

Attendance and behaviour

Expected standard

Pupils' attendance is typically at least in line with the national average and is steadily improving over time. This applies equally to all groups of pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders systematically check patterns of absence and step in quickly to provide appropriate support. The atmosphere around school is calm and purposeful. In lessons, pupils show positive attitudes to learning. At social times, pupils understand the routines and follow the rules. Leaders have ensured that rules are fair and accessible for all pupils. On occasion, some pupils struggle to control their emotions. When this happens, trained staff understand how to adapt the school's behaviour policy according to pupils' needs. Staff say that they feel well supported by leaders to manage pupils' behaviour. Pupils appreciate the activities available to them in the playground, including the quieter spaces. As a result, playtimes are positive social experiences for pupils. The 'MACAWS' pupil leaders play a positive role in encouraging and supporting friendships at breaktimes. Leaders promote a culture of respect in which any rare instances of bullying or discrimination are quickly addressed

[For detailed performance data including disadvantage gap analysis, historical trends, and comparison](#)

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tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-andrews-cofe-junior-school-glossop>