

# St Andrew's CofE Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	101327
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	376550
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Jacqueline Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kim Archer
<b>Headteacher</b>	Helen Lockham
<b>Date of previous school inspection</b>	26–27 March 2009
<b>School address</b>	The Green Totteridge London N20 8NX
<b>Telephone number</b>	020 8445 6157
<b>Email address</b>	office@standrews.barnetmail.net

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	18–19 October 2011
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw teaching and learning in 15 lessons, observed 12 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They observed the school's work and looked at the school's documentation, policies, including those relating to safeguarding, data on pupils' progress, attendance figures and the school's development planning. They scrutinised pupils' work and evaluated 86 questionnaire responses received from parents and carers, 119 from pupils and 23 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for improving the learning and progress of girls and the most-able writers.
- The use staff make of assessment information to support and challenge pupils' learning, particularly pupils from different ethnic heritages and those pupils in Key Stage 1.
- The effectiveness of leaders in checking, reviewing and taking actions to raise the quality of provision in teaching and secure good or better progress.

## Information about the school

This is an average-sized primary school. The pupils come from predominantly White British or Other White backgrounds as well as from a range of minority ethnic backgrounds. About half of the pupils are learning to speak English as an additional language and, of these, a third joins speaking little or no English, with 25 different first languages recorded. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is below average. A higher proportion of pupils than usual joins or leaves the school at times other than the expected. Since the previous inspection, there have been many changes to staff, with most of the teaching staff appointed over the last three years. The school has recently been awarded status as an Intermediate International School and Silver Travel Plan.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Since its previous inspection, it has successfully maintained high standards while also improving many aspects of its provision. Good levels of pastoral care, guidance and support are effective in ensuring that pupils feel safe and well cared for and thrive in their personal development. Pupils benefit from good relationships with staff and their behaviour is good, both in lessons and at play. They show considerable support for one another, regardless of age, gender or ethnicity. They talk with enthusiasm about their school and have positive attitudes towards their learning.

The school has focused effectively on improving teaching and learning for the pupils during a period of staff changes. Senior leaders have a very clear awareness of the school's effectiveness and what it needs to do to bring about improvement. For example, there is a strong and shared commitment to raise achievement. Achievement has risen steadily since the previous inspection, with an increasing number of pupils reaching the higher levels in national tests. The school has systematically developed the use of assessment to plan tasks that are engaging and matched to pupils' abilities well. Accurate self-evaluation, combined with the improvements in all aspects of its work, shows the school's good capacity for sustained improvement. Good relationships with parents and carers support pupils' learning well.

Pupils achieve well because teaching is good and enables them to make effective progress in lively and interesting lessons. In this caring school, staff know pupils' abilities well because teachers check regularly on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Although there is some variability between different classes, all groups of pupils, including the most-able, make good and sometimes better progress from their starting points. Through good use of assessment information, an appropriately adapted curriculum and well-focused support, staff make sure that pupils from all backgrounds perform to a similar standard, while ensuring the potentially most vulnerable pupils have the opportunities to achieve as well as their peers. Day-to-day assessment is good overall. However, marking in pupils' books is not always used well enough to ensure all pupils are made aware of the next small steps to improve their work and, consequently, this limits their ability to take responsibility for their learning. Similarly, opportunities are missed sometimes to use questioning to challenge and stretch pupils, particularly the most-able, at the start of lessons.

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## What does the school need to do to improve further?

- Accelerate pupils' progress, particularly in writing, by:
  - developing teachers' use of marking so pupils understand always exactly what to do to improve their work and know the next steps in their learning
  - ensuring assessment information is always used effectively to target questions that challenge pupils to do their best, particularly the most-able.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well academically. They are clear about their learning, talk with confidence and share their ideas willingly with one another. During a numeracy session on co-ordinates, pupils in Year 2 were keen explain to their group and adults their methods for solving the problem of finding pirate treasure. The most-able tackled eagerly the added complication of following compass directions. Using skills from good prior learning and a sound knowledge of what they were learning in the lesson, they discussed each step confidently and thoughtfully contributed their own suggestions, reminding one another of the basic principles, if they made mistakes. Pupils of all ages talk eagerly about what they have been learning and know they have individual targets. While they are keen to know how to improve when teachers comment on their work orally during lessons, they do not always have the opportunity to respond to teachers' comments in their books and this slows their progress.

The trend in attainment in the Year 6 national tests in English and mathematics remains consistently high and has improved at the higher Level 5. Progress in lessons throughout the school has improved and is securely good. The school is now focused on accelerating progress in writing. Though progress in writing is good, it is less strong than in reading or mathematics. The improvements in pupils' achievement are the result of the whole-school focus on developing the quality of checks made on pupils' achievement, through which the school has ensured different groups are targeted effectively to enable them to make similarly good progress from their above-average starting points. Consequently, all pupils in each key stage, including girls, those from different backgrounds, those in the early stages of learning English, and those known to eligible for free school meals, make good progress in English and mathematics.

Across the school, pupils achieve well in their personal and social development. Behaviour is managed well, with the overwhelming majority of pupils saying that they enjoy school, feel cared for and know exactly who they can talk to if they have any problems. Pupils' enjoyment of school life is evident in their above-average attendance, eagerness to take on responsibilities and their very supportive approach to one another, which helps make the school a very safe and welcoming place. Pupils of all ages have a very good understanding of how to stay safe, explaining clearly

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where they can and cannot play and the reasons for this while temporary fencing is in place on the playground. The keen take-up of extra-curricular clubs demonstrates their clear understanding of how to lead a healthy lifestyle. Pupils’ spiritual, moral and social development is good and, with many different ethnic heritages represented in the school population, their cultural awareness is particularly strong. Pupils’ ability to work well together from an early age and their good communication skills are key factors in pupils’ good development of basic skills and preparation for their future life and learning.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils’ keenness to learn is due in large part to the good relationships adults have with pupils and the interest and fun generated in lessons through the creative implementation of the curriculum. Engaging visits, visitors and topics help to bring the curriculum alive. Creative links between subjects help to stimulate and foster pupils’ interest and provide opportunities to engage pupils in their learning. All staff play their part in delivering this rich, stimulating and engaging curriculum. In a Year 5 English lesson, the teacher used the interactive whiteboard well to stimulate pupils’ vocabulary and enable them to take on the role of the different personalities. A video clip of a fictional detective at work helped the pupils to imagine how they might portray their own characters. During the subsequent role play, the teacher and other adult used open-ended questioning successfully to extend pupils’ ideas. As a result, pupils playing the part of detectives developed and refined their questioning of suspects, while those acting the part of suspects were able to add increasingly to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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their fictional evidence. Pupils were given many chances to talk about their ideas and, consequently, were very motivated and worked well collaboratively. However, in some lessons, opportunities to use questioning to extend and stretch pupils' understanding are overlooked. During lessons, adults discuss with pupils just how they can improve their work and the next steps in their learning, contributing effectively to their good progress. That level of pupils' engagement in their learning is also evident where marking is best. However, the very good marking is not yet a consistent feature in all classes because opportunities are missed to show pupils how to improve their work and accelerate progress.

Pupils' welfare and personal, social and health needs are catered for well because the school works closely with parents and carers as well as with outside agencies. The effective links, combined with the school's success in providing well-targeted additional support, ensure that those pupils with special educational needs and/or disabilities make good and sometimes better progress. The school's particularly effective efforts to support the whole school community are evident in many ways. For example, the school's work with pupils and families who join at times other than usually expected ensures these pupils make similarly good progress to their peers. The school is effective in supporting its pupils and their families with popular workshops which involve parents and carers successfully in improving their understanding of the curriculum.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior leaders have a clear vision for the school. Their drive and determination have been instrumental in the upward trend in achievement and improvements to provision. There is a positive team spirit among the staff, who are clearly ambitious for the school and with most feeling they take an active role in driving improvements. Subject leaders, some new to post, play a full part in checking how well pupils are doing in their subjects by becoming involved in monitoring teaching and learning, in order to raise the quality and consistency of provision further. The governing body is conscientious in fulfilling its statutory duties and ensuring the safety of the pupils. It, too, plays an important role in challenging the headteacher and playing an ever more effective role in checking how well the school is doing. It ensures that pupils' achievement and setting high aspirations continue to be the school's main aims. Good links with parents and carers are helping the school to achieve its goals, for example the election of the parent representatives over the

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last year. Regular meetings each half term with parent governors are encouraging even more parents and carers to play an active role in the life of the school. Those, along with effective links with other partners, are contributory factors to the school's success.

The school's promotion of equality and diversity is good because it takes effective steps to tackle discrimination and makes sure that pupils from all backgrounds, including those from different ethnic heritages, perform to a similar standard. Staff ensure that pupils whose circumstances make them potentially vulnerable have the same good opportunities to achieve as well as their peers. Pupils are encouraged to play their part in the school and the local community, which they do, as well as in a global context. The school is making good progress in promoting pupils' understanding of communities and cultures in national contexts, for example through its links with a school in Devon. Staff ensure that safeguarding procedures are good, with the governing body making regular and rigorous checks on the school's procedures and systems, particularly regarding site security. With recent staff changes and new staff joining the school, effective and regular staff training ensures everyone in the school is particularly vigilant in keeping the school as a safe and secure place in which to learn.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Reception class grow in confidence and quickly become enthusiastic learners because of the sharp focus on providing good care. In general, children start with above-expected levels of understanding, showing particular strengths in their skills in linking sounds and letters and using numbers as labels for counting.



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Children make good progress in their learning because teaching is good and the children learn well from the wide range of activities and learning opportunities that are available. However, opportunities are missed sometimes to plan activities that specifically extend children’s learning and accelerate their progress, particularly for the most-able. During teacher-led activities, children make good progress because adults have good subject knowledge and use their knowledge of the children well to ensure they achieve the next steps in their learning. That is particularly successful in developing children’s vocabulary, especially for those at the early stages of learning English. Similarly, as children play independently, learning opportunities are planned well to engage them and stimulate their curiosity effectively. As a result, the children build on their knowledge and understanding both indoors and outdoors, with adults often using the children’s own interests to engage them in learning.

Communication with parents and carers is good, with regular opportunities for them to discuss their children’s learning. Assessment information is used effectively to promote learning and to demonstrate the good gains that children make in all areas of learning. Since the previous inspection, the Early Years Foundation Stage team has worked hard to develop the outdoor learning experiences for children. Additionally, as part of making sure children have free access to the outdoor learning environment, thorough systems have been developed to ensure adults focus at all times on ensuring children’s safety. Indeed, older pupils play their part also in maintaining the safety of the site diligently during playtimes in the shared playground.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The return of questionnaires from parents and carers was above average for this type of school. A very large majority of the responses were positive and most of the written comments expressed considerable satisfaction with the school. Typical comments about the school included: ‘We are delighted with the school. We wouldn’t want our children to be anywhere else’, ‘The school is a very friendly and warm environment where our children are well nurtured and taught the important values in life’, ‘We are over the moon that our child is in this school’ and ‘It has a lovely atmosphere of community’.

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A few reported concerns over how the school helps parents and carers with their children's learning, prepares their children for the future and takes account of their views and suggestions. Evidence gathered during the inspection showed that regular meetings are held to discuss pupils' progress and learning, as well as their transition between classes and key stages. Inspection evidence showed the school makes considerable efforts to engage with parents and carers both individually and collectively in a wide variety of ways. One parent commented, 'We are confident that the school will attend to all our issues and deal with them efficiently.'

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. A single questionnaire was sent to each family. In total, there are 210 pupils registered at the school from 151 families.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	70	20	23	5	6	0	0
The school keeps my child safe	35	41	44	51	7	8	0	0
The school informs me about my child's progress	34	40	41	48	9	10	1	1
My child is making enough progress at this school	29	34	39	45	15	7	1	1
The teaching is good at this school	32	37	3	0	8	9	0	0
The school helps me to support my child's learning	31	36	40	47	11	13	3	3
The school helps my child to have a healthy lifestyle	35	41	41	48	7	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	30	38	44	8	9	5	6
The school meets my child's particular needs	24	28	42	49	14	16	1	1
The school deals effectively with unacceptable behaviour	30	35	41	48	5	6	4	5
The school takes account of my suggestions and concerns	24	28	37	43	12	14	4	5
The school is led and managed effectively	34	40	40	47	9	10	2	2
Overall, I am happy with my child's experience at this school	40	47	35	41	7	8	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 October 2011

Dear Pupils

**Inspection of St Andrew's Church of England Voluntary Aided Primary School, London, N20 8NX**

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school a lot and know how important it is to come to school regularly. We agree that your teachers plan many interesting things for you to do. You get on with one another and behave well in lessons and around the school. We think your school gives you the right help so that you know how to keep safe, particularly on the playground.

The inspection team has found that your school gives you a good education. The curriculum planned for you meets your needs well and teachers help you to make good progress in your work. The leaders in the school know what needs to be done to make your education better. In order to help you to make faster progress, particularly in your writing, we have asked the staff to do two things:

- make sure you get good advice when your work is marked, so that you always know just what to do next to improve your work
- make sure the questions you are asked are challenging and stretch you to do your best, especially the most able of you.

You can all help by continuing to come to school regularly and be kind and considerate to one another. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall  
Lead inspector (on behalf of the inspection team)

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