

# St Andrew's Southgate Primary School (CofE)

Inspection report

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<b>Unique Reference Number</b>	102030
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	376657
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	Alison Thomson

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>	Chris Binns
<b>Headteacher</b>	Louise Whitaker
<b>Date of previous school inspection</b>	1 March 2007
<b>School address</b>	297 Chase Road Southgate London N14 6JA
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 teachers and 17 lessons, and held meetings with the members of the governing body, staff and groups of pupils. They observed the school's work and analysed 79 questionnaires from parents and carers, 101 from pupils and 17 from staff. The team also looked at documents and policies, including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching and learning.

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

- Current attainment and progress, especially reading in Key Stage 1, mathematics in Key Stage 2 and also that of girls across the school.
- In lessons, how effectively teachers use assessment to help pupils improve their work and involve pupils in assessing how well they are doing.
- The effectiveness of the monitoring and evaluation of all leaders in bringing about improvements quickly.

## Information about the school

St Andrew's Southgate Primary is smaller than average. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils from minority ethnic groups is higher than average; although the proportion of those who speak English as an additional language is average. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, is lower than average. The school has Healthy School status and Activemark for the promotion of a healthy lifestyle. Separate childcare provision shares the school site, but this is not managed by the governing body and is subject to a separate inspection.

**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?**

**3**

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

**3**

## Main findings

St Andrew's Southgate Primary provides a satisfactory standard of education in a good caring, supportive environment. All aspects of pupils' personal development are good and their attendance is high. Academic achievement is satisfactory, however, and this results in satisfactory outcomes for pupils. Parents and carers, staff and pupils are very positive about the school and the school is very well regarded in the local community. The following comments from parents and carers are typical of many: 'St Andrew's is a very pleasant school – the children are well nurtured and cared for' and 'A friendly, welcoming school with a real sense of community spirit'.

Since the previous inspection, there have been some improvements, for example in attendance and in the pupils' behaviour which is good. Attainment is beginning to rise following a dip and it is above average. Overall, learning and progress are satisfactory. The progress made by girls is improving and is now more in line with that of boys. Progress in reading in Key Stage 1 and progress in mathematics in Key Stage 2 are also beginning to improve, due to an increased focus in addressing the weaker aspects. Pupils who have special educational needs and/or disabilities make good progress, better than that of their peers. This is due to the particularly good personalised care, guidance and support they receive.

Teaching is satisfactory overall with some examples of good practice. Pupils' good behaviour plays a strong part in their learning. However, sometimes they find it difficult to judge how well they are doing because they do not have a clear idea of what they are expected to learn. Assessment information is used increasingly effectively to plan lessons with work matched to pupils' needs, but this practice is not yet consistent meaning that pupils' progress occasionally slows. In addition, literacy, numeracy and information and communication technology (ICT) are not always integrated sufficiently well into enough topics to motivate and enhance pupils' learning. As a result, progress slows in these lessons and attainment is not as high as it might be.

The headteacher and the senior leadership team work well together to make the school a happy and stimulating environment for the pupils. This is recognised by the parents and carers and by the children themselves. Staff are very positive and it is clear that they want the best for the pupils. Through its monitoring and evaluation procedures the school knows its strengths and main areas for development. Subject leaders are being given more responsibility, but at present are not monitoring and evaluating their areas well enough across the whole school. The monitoring of the

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quality of teaching and learning has brought about some improvement, but lesson observations are not carried out often enough or with enough rigour. Currently, they do not focus sharply enough on pupils' learning. As a result, improvements are not occurring as fast as they might do. Nevertheless, the improvement in areas such as attendance, reading in Key Stage 1 and mathematics in Key Stage 2 indicate that the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that all teaching is consistently good or better in order to raise attainment and accelerate progress, by:
  - always giving all pupils work that is sufficiently challenging and well matched to their individual needs
  - explaining clearly to pupils what they are expected to learn so that they can judge for themselves how well they are doing
  - integrating literacy, numeracy and ICT better into more topics to stimulate pupils' learning.
  
- Improve aspects of leadership and management in order to accelerate improvements, by:
  - developing the role of subject leaders to include more effective monitoring and evaluation of learning and progress in their areas
  - observing lessons more frequently and with more rigour, focusing on pupils' learning.

### **Outcomes for individuals and groups of pupils**

**3**

Inspection evidence confirms that learning and progress are satisfactory, although sometimes good. Pupils enter Reception with skills that are generally above those expected and leave in Year 6 with attainment that is above average. However, the quality of learning and progress in lessons is inconsistent, and in a significant minority of lessons more could be expected of pupils. Achievement is therefore satisfactory. Pupils behave well; they work well independently and in groups when given the opportunity to do so. This was demonstrated well in a Year 2 English lesson on writing instructions for making a fruit salad. This lesson also exemplified improved performance in Key Stage 1 reading. Improved performance in mathematics in Key Stage 2 was seen clearly in a Year 5 lesson where pupils rose to the challenge of explaining a pattern in the numbers generated within the four and six times tables. These expectations were not seen in all lessons, however. In some lessons, pupils are unable to say if they are learning well as they are not clear what is expected of them. In these lessons, progress slows.

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Pupils are prepared well for the next stage in their learning. This is helped by high attendance, above average attainment in literacy and numeracy and the mature way they cooperate with each other. Pupils feel very safe and secure in school. They enjoy the many opportunities they have for taking on responsibilities in school and in the wider community, such as performing with a theatre company. Pupils enjoy the many opportunities to take part in sporting activities and clubs and this contributes to their good understanding of being healthy, as recognised in the Healthy Schools and Activemark awards. Their spiritual, moral, social and cultural development is good. They interact very well with each other, because of the school’s strong focus on respect.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	3
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>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The school is rightly proud of its good care, guidance and support and its reputation as an inclusive school. Pupils who have special educational needs and/or disabilities and those who speak English as an additional language benefit in particular from a personalised and proactive approach to care, guidance and support. There are examples of significant success in the way that the school helps individual pupils to overcome difficulties and achieve well. Transition arrangements for children entering the school are strong and much appreciated by parents and carers; one describing them as ‘admirable’. Links with the neighbouring secondary schools are strong, preparing pupils well for the next stage in their learning. The success of the school’s robust approach to tackling any absence is seen in pupils’ high attendance. The good curriculum impacts well on pupils’ good personal development. Enrichment is

<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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particularly strong and these activities stimulate pupils’ interest and motivation. During the inspection, Year 5 pupils and teachers were seen setting off for a visit to the Ragged School, proudly sporting Victorian attire, including very fetching ‘flat caps’. The school is beginning to embed basic literacy and numeracy skills into other lessons. However, the school recognises that it can make lessons more interesting by better integrating these basic skills into more topics.

The quality of teaching is satisfactory with examples of good practice. Generally, teaching is planned well, with a range of varied activities, and is increasingly meeting the needs of all pupils, especially those who have special educational needs and/or disabilities. Pupils enjoy lessons where there are practical activities and they are involved. For example, in a Year 5 science lesson, pupils were fascinated by King Kong’s glove inflating when they mixed bicarbonate of soda with vinegar: ‘I would never have predicted that’, exclaimed one pupil excitedly. In some lessons, teachers explain carefully to pupils what it is that they should have learned by the end of the lesson. However, this is not always the case. While much marking is good in helping pupils to improve their work, a small minority does not do this as well as it might.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<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 deputy headteacher work well together and have developed a group of committed staff with a shared vision and ambition to improve the school. The results of the staff questionnaire were extremely positive and showed that all staff feel very valued. Comments such as, ‘family-like school’ and ‘friendly, positive school’, from members of staff exemplify this attitude well. Good use is made of data on the progress of individual pupils to identify and support any who may be falling behind. The broader analysis of progress in subjects and year groups has also identified some areas for improvement. For example, the focus on reading in Key Stage 1 and on mathematics in Key Stage 2 is beginning to raise attainment in these areas. However, data analysis and lesson observations have not been sharp enough to identify all areas where progress can be improved. Equality of opportunity is satisfactory. Girls’ progress has improved and matches that of the boys better. There are extremely few racist incidents, underpinned by the school’s strong focus on respect for others and its effective focus on eliminating any form of discrimination. The governing body is actively involved with the school and knows it well. There are some good examples where it has been proactive in shaping the direction of the school, such as in seeking the views of parents and carers. However,

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it has not always received clear enough information about pupils' learning and progress to challenge the school as effectively as it might have done.

Parents and carers are positive about most aspects of the school and their engagement with it is good. Their views are sought regularly and acted upon, for example providing additional workshops in mathematics to help them to support their children's learning. There are some good partnerships; for example, sporting partnerships with a nearby primary school, and the local secondary school help pupils to have a good understanding of a healthy lifestyle. Safeguarding procedures are satisfactory, with clear policies and thorough child protection arrangements. Community cohesion is promoted well with a range of very effective programmes for supporting and reaching out into the local community. The school has a good link with a school in Africa, but a link with a school in a different area of the United Kingdom is in its early stages. The school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children start in Reception with skills that are variable but overall above those expected for their age in most areas of their development. Good induction procedures involve parents and carers well and help children to settle quickly and have a confident start to their school life. Most children play together happily and are well behaved. They make satisfactory progress and by the time they enter Year 1 most children are at or above the expected level in each of the areas of learning. The environment is welcoming and there is a range of inviting areas to capture children's interests, with an appropriate balance of activities that children choose for themselves and those directed by adults. Activities in the outdoor area complement those indoors. Language is integrated into many activities and adults successfully



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promote children’s use of a good mix of vocabulary and imagination through stories and discussions. Phonic teaching is strong and children were seen being praised well for their descriptive writing about Hansel and Gretel, although there was limited scope for the other children to contribute. Adults provide well for children’s welfare. Children feel safe and secure, as evidenced in the way they approach and speak to new adults in their setting. Leadership and management of the Early Years Foundation Stage are satisfactory. The team works successfully together to give the children a happy and productive time. Systems to check on what children know, understand and can do are becoming more robust. However, although adults are continually involved observing, assessing and recording children's development, at times the information gathered is not used well enough to ensure that activities are closely matched to the ability and interests of all the children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers are very positive about all aspects of the school. All those who returned the questionnaire said they were happy with their children’s experience at school and that their children enjoyed school. This enjoyment was very apparent during the inspection. A few parents and carers felt that the school did not act on their views and concerns. The inspectors followed up this concern and found that there were examples of where the school did this well. A very small minority of parents and carers did not agree that the school dealt well with any unacceptable behaviour. The inspectors judged that behaviour is good and that the school has appropriate sanctions in place for any unacceptable behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at St Andrew’s Southgate Primary School (Church of England) 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	73	21	27	0	0	0	0
The school keeps my child safe	52	66	26	33	0	0	1	1
The school informs me about my child’s progress	42	53	36	46	1	1	0	0
My child is making enough progress at this school	38	48	35	44	6	8	0	0
The teaching is good at this school	41	52	35	44	3	4	0	0
The school helps me to support my child’s learning	40	51	37	47	1	1	0	0
The school helps my child to have a healthy lifestyle	42	53	37	47	0	0	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)	31	39	35	44	5	6	0	0
The school meets my child’s particular needs	36	46	35	44	4	5	0	0
The school deals effectively with unacceptable behaviour	28	35	38	48	9	11	0	0
The school takes account of my suggestions and concerns	32	41	37	47	9	11	0	0
The school is led and managed effectively	39	49	39	49	1	1	0	0
Overall, I am happy with my child’s experience at this school	41	52	38	48	0	0	0	0

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.**



24 November 2011

Dear Pupils

**Inspection of St Andrew's Southgate Primary School (CofE), Southgate, N14 6JA**

Thank you for giving the inspectors a warm welcome when we inspected your school recently. We enjoyed talking to you, both in your lessons and around the school. Your comments were very helpful to us.

We judged that your school is satisfactory and getting better. Your personal development is good and your learning and progress are satisfactory. The behaviour of most of you is good and you work and play together sensibly. Well done for your excellent attendance! Your questionnaires told us that you enjoy all the things that you do at school and that you feel safe there. They also told us that you feel adults look after you well and are interested in your views.

We have asked your headteacher and teachers to make your school even better. We would like your teachers to make sure that they give you work that is sufficiently challenging and matched well to your abilities. We would like your teachers to help you to be able to tell how well you are learning. You can help by asking your teachers if you are unsure about how well you are doing in class. We would also like to see literacy, numeracy and information and communication technology (ICT) brought into as many topics as possible to make your lessons as interesting as they can be.

We have also asked your headteacher to give more opportunities to those teachers who are in charge of the different subjects to check how well you are all doing and to make sure that when your lessons are observed that it is your learning that is checked in particular.

We would like to wish you all the best for the future and hope that you continue to enjoy being at school.

Yours sincerely

Alison Thomson  
Lead inspector

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