

# St Andrew and St Francis CofE Primary School

## Inspection report

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<b>Unique reference number</b>	101536
<b>Local authority</b>	Brent
<b>Inspection number</b>	376587
<b>Inspection dates</b>	4–5 July 2012
<b>Lead inspector</b>	Nigel Grimshaw

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	470
<b>Chair</b>	Lesley Jones
<b>Headteacher</b>	Barbara Graham
<b>Date of previous school inspection</b>	9–10 October 2008
<b>School address</b>	Belton Road London NW2 5PE
<b>Telephone number</b>	020 8459 1636
<b>Fax number</b>	020 8933 7365
<b>Email address</b>	admin@sasf.brent.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	4–5 July 2012
<b>Inspection number</b>	376587



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## Introduction

Inspection team

Nigel Grimshaw

Additional inspector

Akwai Gill

Additional inspector

Liz Kissane

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 25 lessons or parts of lessons taught by 17 different teachers and looked at pupils' work. They listened to pupils read and talked to them about their reading. Discussions took place with members of the governing body, staff, parents and carers and groups of pupils. Inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at a range of documents, including those relating to safeguarding, the school's development plan and self-evaluation report, minutes of governing body meetings, reports from the local authority and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 110 parents and carers.

## Information about the school

St Andrew and St Francis Primary is larger than the average-sized primary school. Pupils come from a range of backgrounds with 18 different ethnic groups represented. The largest groups are of Black African and Black Caribbean heritage. More than two thirds of the pupils speak English as an additional language, which is well above average. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average. More pupils than average join the school at later than the usual starting points. The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress. The school runs a breakfast club which was part of this 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- St Andrew and St Francis Primary is a good school. From very low starting points on entry to the school, pupils make good progress. The school is not yet outstanding because of remaining weaknesses in attainment in mathematics and the lack of consistency of guidance given to pupils through marking and target setting.
- Children make good progress in the Early Years Foundation Stage, and the focus on basic literacy and numeracy skills provides a solid platform for similar good progress in English and mathematics in Years 1 to 6. However, pupils' attainment in mathematics, although improving, remains below that in English. Pupils enjoy reading and make good progress because it is taught well through an effective and well-structured programme that links sounds to letters (phonics).
- The quality of teaching has improved significantly and is now good, and, at times, of high quality, because senior leaders monitor it rigorously and provide effective training and support. The progress of underachieving pupils is accelerated by well-chosen support programmes. Teachers' marking and the use of individual pupils' targets are not applied consistently and consequently not all pupils are aware of their next steps in improving their work.
- Pupils feel safe and their behaviour is good in lessons and also around school largely because the school promotes their spiritual, moral, social and cultural development well. They are motivated by their work and consequently enjoy learning. Attendance has improved significantly this year and is now above average.
- Senior leaders provide high quality leadership that has successfully focused on improving the quality of teaching and consequently the pupils are making much better than expected progress over the last three years. The curriculum is effective. However there are not enough planned opportunities for pupils to extend their numeracy skills by applying them across the curriculum.

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

- By September 2013, raise attainment in mathematics through:
  - providing more opportunities for pupils to apply their mathematical skills, especially their mental mathematics strategies in problem-solving activities, in different subjects.
  - ensuring pupils are clear about how to improve their work
  - raising the profile of mathematics around the school in the same way as successfully achieved in reading and writing.
- By September 2013:
  - ensure the consistent use of good quality feedback in marking throughout the school
  - make sure individual targets are set more consistently and clearly so pupils can understand better the next steps in their learning.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills and knowledge that are well below expected levels for their age. They settle well into school life and make good progress, especially in basic communication skills and mathematics. Overall standards are improving but remain below national expectations at the end of the Reception Year. Attainment in reading has improved and is now in line with national averages at the end of Year 2 and above average in Year 6 because of the good quality of teaching in this subject area. The pupils have a real enjoyment of reading and most say that they read for pleasure outside school.

Attainment in mathematics has consistently been below that for English but the school is taking actions to address this through strategies such as the 'Whizz Maths' sessions after school, which are well attended. Attainment in English and mathematics improved again at the end of Year 6 in 2011 and is broadly average; progress has remained significantly above national expectations for the third consecutive year. Inspection evidence shows that this high level of progress has been maintained during the current academic year and is now more consistent across the school. The achievement of pupils is therefore good.

Disabled pupils and those with special educational needs make good progress because the work is tailored to their needs and they receive good quality support. Similarly, pupils who learn English as an additional language are well supported and make good progress. The induction of pupils who join the school during the academic year is very effective and consequently they soon settle into school life. The girls have in the past achieved better than the boys in English but the school has addressed this by planning theme work that appeals to the boys, for example, the study of Shakespeare's *Macbeth* in Year 6. The gaps in literacy outcomes are

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consequently narrowing. All groups, including those from different ethnic groups, make similarly good progress.

Progress in most lessons observed was good or better. Pupils enjoy learning in lessons and teachers plan work which matches their ability level and that they find motivating. This was particularly true in an outstanding Year 6 English lesson, for example, where resources were well produced, expectations were extremely high, and the pupils were challenged to write about the personalities of key characters from *Macbeth*. The quality of the vocabulary used by the pupils was exceptionally high, with words like 'demanding', 'arrogant', 'devious' and 'ruthless' being used to describe Lady Macbeth.

An overwhelming majority of parents and carers responding to the questionnaire feel that their children make good progress, have good basic skills and that the school helps them to support their child's learning. One parent wrote typically, 'My child has become a confident learner and is making really good progress.' Inspection evidence supports these views.

### **Quality of teaching**

The quality of teaching has improved significantly since the last inspection and is now good. Pupils make good progress in lessons and this has resulted in more consistent progress across the school. In almost every lesson observed, pupils were clear about the learning objective and were involved in agreeing the small steps in learning by which they could measure their own progress. They are also given longer-term targets for improving their work although their knowledge of these targets varied from class to class.

Most of the teaching is characterised by high expectations, thoughtful planning, skilful questioning and good use of resources; consequently, the pace in these lessons is challenging. In a small number of lessons the pace of learning is slowed by a lack of clarity in the instructions given by the teacher. The marking of work is generally good but is again lacking in consistency, especially in the guidance given to pupils on how to improve their work.

Disabled pupils and those with special educational needs are supported well and provided with work that is well matched to their prior learning, enabling them to progress in line with their peers. Similarly, the needs of pupils with English as an additional language are met well because of the targeted support they receive. The school's approach to the curriculum has developed well and the school makes effective use of theme weeks based around, for example, science, reading books and the Olympics. The improving links between subjects were evident in the displays around the school. Mathematics, however, does not have the same high profile around the school as reading and writing and there are missed opportunities to extend pupils' mathematical skills across the curriculum.

The teaching of reading is particularly well structured and effective and as a result

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pupils make good progress and enjoy reading for pleasure.

Teaching effectively promotes pupils' spiritual, moral, social and cultural development. This was evident in most of the lessons where, motivated by the teachers' encouragement, pupils worked exceptionally well cooperatively, valued the opinions of others, and behaved extremely well because they were highly motivated. Assemblies also provided good opportunities for spiritual development. A very high proportion of parents and carers feel that their children are taught well and are prepared well for the next stage of their education. The inspection findings support this view entirely. One parent or carer spoke for many when writing, 'My child has a joy of learning.' Another praised the staff for 'always being available to parents to discuss my child's progress'.

### **Behaviour and safety of pupils**

The behaviour and safety of pupils are good. Pupils are extremely polite, confident and very welcoming. They behave very well in lessons and generally around school, and parents, carers and pupils support this view. Routines are well established in the Early Years Foundation Stage where the children show consideration for others and work and play together harmoniously. Pupils are confident that they feel very safe at school and this is also echoed unanimously by the parents and carers who completed questionnaires. The inspection again confirms these views. School records indicate that there are very few incidents of bullying. Pupils have a good understanding of the different forms of bullying and they agree that bullying in any form only happens rarely, is seldom serious, and is dealt with promptly and effectively by the adults in school. Incidents of racial discrimination are even less common, because the pupils show mutual respect for each other. Pupils have a good understanding of potentially dangerous situations. For example, the school has ensured that the pupils are well aware of safe and appropriate use of the internet.

Attendance has improved significantly this year because the new policy has been applied rigorously and consistently and the popular breakfast club has also had a positive impact. Consequently, attendance rates are now above the national average for the first time.

### **Leadership and management**

The highly committed headteacher provides a clear vision for the school. As one parent wrote, 'Her leadership and dynamism are reflected in the positive attitudes of the teachers.' She is ably supported by the senior leadership team and subject leaders who are adding to the depth and quality of leadership within the school. The governing body is well led by the knowledgeable and actively involved Chair. However, the involvement of the governing body as a whole in monitoring the school's work lacks rigour.

The quality of teaching has improved since the last inspection through raising teachers' expectations and focused professional development, underpinned by a

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robust system of performance management.

The areas for improvement from the previous inspection have been tackled successfully: standards and progress have improved; the quality of teaching has improved and so has the pupils' attendance. The school's self-evaluation is accurate and clearly focused on the correct priorities and stems from an effective programme of monitoring and evaluation and analysis of data. Consequently, the school is well placed to sustain further improvement.

The school's promotion of pupils' spiritual, moral, social and cultural development is a key strength of the broad and balanced curriculum. The curriculum has been reviewed to enhance opportunities for enjoyable learning that are meeting the needs of the great majority of pupils. The opportunities for pupils to apply their writing skills across the curriculum have improved, but similar opportunities for applying the mathematical skills that they have learnt are not as well developed.

School leaders, governors and staff are successful in promoting equality of opportunity and tackling discrimination. There are effective systems for identifying groups and individuals who need additional support. These have proved successful in providing appropriate strategies to accelerate pupils' learning and close any gaps in their outcomes compared with their peers. School leaders ensure that safeguarding procedures meet statutory requirements. The site is secure and all visitors are checked on arrival at the school before they can gain entry. Consequently, parents and carers were unanimous that their children feel safe at school. They also agree that the school keeps them well informed and responds well to any concerns raised. The inspection team fully supports these views.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



6 July 2012

Dear Pupils

**Inspection of St Andrew and St Francis CofE Primary School, London NW2  
SPE**

On behalf of the inspection team, I would like to thank you for making us feel so welcome when we visited your school. Thank you to those of you who responded to the questionnaire. We really enjoyed our time with you, talking to many of you in lessons, in our meetings with you and at break times. We were pleased with your enthusiasm for your work and the progress you are making, especially in English and mathematics.

We have judged that yours is a good school. You behave very well, get on well together and value each other's cultures and backgrounds exceptionally well. We know from talking to you and from your questionnaires that you like coming to school very much and enjoy your learning. This is because the teachers try to make the work interesting and fun and so you are making good progress. You report that you feel safe at school.

Although yours is a good school, your headteacher, senior leaders and teachers are keen to make it even better. We have asked them to help you to improve your mathematics so that it is as good as your reading. We have also asked them to make sure that all the teachers provide you with clear guidance on how to improve your work through their marking and through the targets that they set with you.

Having met you, we are very confident that you will want to help too. You can do this by trying your best at all times and checking that your work in lessons is as good as possible. We would like to wish you all the very best in the future at St Andrew and St Francis Primary School and also when you move on to your next school.

Yours sincerely

Nigel Grimshaw  
Lead inspector

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