

St Andrew's CE Primary School

Matilda Street, London N1 0LB

Inspection dates 18–19 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress pupils make varies too much from year to year. This has held back their attainment, particularly in writing.
- Pupils do not always write at length, especially if they are not enthused by the writing tasks. The quality of pupils' handwriting and presentation varies across the school.
- Teaching and learning have not been consistently good over time to make sure that all groups of pupils make good progress.
- The impact of senior leaders, including governors, has not been effective in supporting good achievement or teaching over time.
- Leaders in charge of subjects are not given enough opportunities to contribute fully to school improvement.
- School development planning does not clearly show how actions will improve pupils' achievement. Plans do not clearly identify how this improvement will be checked.
- Past weaknesses in the use and analysis of information on pupils' achievement have meant that some pupils falling behind in their work have not been supported quickly.

The school has the following strengths

- Pupils behave well throughout the school. Pupils from a wide variety of backgrounds and heritages get on exceptionally well with one another.
- Children are given a stimulating start in the Reception class because good, well organised teaching creates learning opportunities that are personalised to the needs of every child.

Information about this inspection

- Inspectors observed 10 lessons or part lessons. The majority were observed jointly with senior leaders. Inspectors listened to pupils read, visited an assembly and observed playtime activities.
- Meetings were held with two groups of pupils, staff, including senior and middle managers, four members of the governing body, and representatives from the local authority.
- Parents' views were taken into account through a meeting with parents held on the second day of the inspection, the 38 responses to the Ofsted online survey (Parent View), meeting parents on the playground and the school's most recent survey of parents' views. The inspection team also considered 16 staff questionnaires.
- The inspection team looked at a number of documents, including information about safeguarding, information on the progress and the attainment of pupils, the school's self-evaluation and records of monitoring in relation to teaching, pupils' behaviour and attendance.
- Inspectors looked at books in lessons, as well as a substantial number out of lessons, in order to evaluate the progress made by pupils over time.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Gill Whalley

Additional inspector

Full report

Information about this school

- St Andrew's is a smaller-than-average-sized primary school.
- Most pupils are from White British backgrounds. The proportion of pupils who come from minority ethnic backgrounds is high. Whilst many nationalities are represented, the largest group is of Black or Black British heritage. There are high proportions of pupils who speak English as an additional language.
- A higher-than-average proportion of pupils are known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those from service families).
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported through school action plus or with a statement of special educational needs is also above that found in most schools.
- The numbers of pupils joining and leaving the school outside normal times is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Inspectors were aware during this inspection that serious allegations of a child protection nature have been investigated by the appropriate authorities. Whilst Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

What does the school need to do to improve further?

- Ensure that all teaching is good or better, so that pupils make consistently good progress in reading, writing and mathematics by:
 - ensuring all staff ask pupils challenging and probing questions
 - using assessment information to provide suitably demanding work in all lessons for all pupils, particularly for the more able
 - developing pupils' enthusiasm for writing through creative and stimulating tasks, for example through drama
 - improving pupils' handwriting and the presentation of their work.
- Improve the effectiveness of leadership and management by:
 - strengthening the contribution of subject leaders to improving teaching and learning
 - ensuring that long term planning focuses on making sure that actions will lead to improvements in pupils' achievement, and how this is to be checked
 - making sure that data are always used effectively to identify pupils at risk of falling behind, so that that swift action can be taken to support them
 - ensuring monitoring and checking of all aspects of the school's work are rigorous.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because there is too much variability in the standards pupils reach. Year 6 pupils leave the school with broadly average attainment. Results show pupils make better progress in mathematics than in English. Past weaknesses in the quality of teaching have contributed to this variability.
- Children begin school with skills and knowledge that are below those typical for their age group, and sometimes well below expectations. In the Reception class, they benefit from a good range of well-planned activities carefully matched to their needs. They make good progress, particularly in their literacy and mathematical development. By the time they enter Year 1, children have made good progress and their skills and knowledge have improved well to be broadly in line with typical expectations.
- The teaching of early reading skills, including the sounds letters make (phonics), is a key priority in the Reception and Years 1 and 2 classes. Inspectors observed a significant number of parents enjoying reading in school with their children. This is helping to improve attainment in reading.
- In 2012 the results from the national reading check for Year 1 pupils indicated an above average amount of pupils met the required standard. The school is predicting a similar outcome this year.
- Pupils' achievement in writing is not as strong. For example, in a number of lessons observed, pupils were not given enough challenge to extend their thinking and did not learn as much as they could have done. Pupils are not given enough motivating tasks to encourage them to write at length and develop their skills.
- Pupils' mathematical skills develop well, especially in the ability to perform calculations and develop efficient methods. They successfully learn how to collect and use data and gain awareness of shape, space and measures. Pupils are also increasing their skills to use problem-solving approaches.
- The progress made by pupils in the early stages of learning English is variable because not enough teaching is consistently good. Consequently, the progress made by these pupils in reading, writing and mathematics is as should be expected, but no better.
- The additional support provided for disabled pupils and those with special educational needs ensures that they make progress in line with similar pupils nationally. The school has used the pupil premium funding to target support for groups of pupils who may be falling behind in their work. As a result of introducing more frequent checks on pupils' progress by both teachers and senior leaders, early signs of underachievement are dealt with quickly through well-delivered support sessions. Consequently, the gap between the attainment of pupils eligible for pupil premium funding and that of their peers, narrowed in 2013. Provisional results suggest that these pupils are approximately three terms behind in English and one term behind in mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because the good progress made by pupils in the past has not been sustained since the last inspection. This is due to inconsistency in the quality of teaching, which has led to gaps in pupils' knowledge and understanding.
- Teaching has improved this year but there is not enough good or outstanding teaching to make sure all pupils make consistently good progress.
- The most effective lessons are planned carefully and teachers set tasks which engage all of the pupils in their learning. Teachers make clear what pupils are going to learn and link this to previous learning, discussing 'steps for success' with pupils. For example, in a Year 2 mathematics lesson, pupils solved problems involving a mixture of operations. They worked individually and collaboratively, making their learning relevant. In several lessons teachers used well prepared resources to support learning and interactive whiteboards to emphasise teaching

points.

- Assessment information is not always used carefully to provide pupils of all abilities with demanding work that will help them learn well enough to make good progress. They are sometimes given work that is too easy. This is particularly the case for more-able pupils who do not achieve as well as they should. Additionally, learning at times is slow because teachers' questioning is weak; teachers do not use pupils' answers to questions to probe or assess their learning further.
- Effective individual support and a well organised approach are ensuring that pupils have good knowledge of phonics, enabling them to tackle texts appropriate to their age and interests.
- Pupils' workbooks show that the quality of pupils' handwriting varies. Their work is not always tidily presented, especially when they are not fully engaged with learning.
- Pupils' work is nearly always marked and teachers write positive comments to praise pupils. However, pupils are not always told what to do to improve their work and there is little evidence of pupils responding to the marking to show that they have improved their skills.

The behaviour and safety of pupils

are good

- Inspectors observed pupils moving sensibly, quietly and calmly around the school building, showing respect and consideration towards each other and adults. Pupils engage well with visitors and are confident in making their views known.
- Teachers manage behaviour well. Lessons are rarely disrupted by inappropriate behaviour because teachers have very good relationships with their pupils and build well upon their positive attitudes to learning.
- Pupils from a wide variety of backgrounds and heritages get on exceptionally well with one another. This contributes effectively to pupils' spiritual, moral, social and cultural development.
- Pupils say they feel safe in school; they benefit from clear guidance on how to keep themselves and others safe. They are able to talk about their understanding of the different forms of bullying and they know the difference between bullying and other forms of misbehaviour. Pupils in discussions with inspectors reported that there is hardly any physical bullying, name calling or cyber bullying. When there is an incident it is dealt with quickly and fairly by staff.
- There are effective links with external agencies to meet the needs of those pupils whose circumstances make them the most vulnerable. Effective routines for monitoring safety are well established and observed by all. As a result, pupils are confident that they are healthy and safe.
- Reception children learn to follow routines quickly and behave well. Their good progress arises out of the positive relationships they build with adults and the stimulating environment in which they learn and play.
- Attendance is improving and is broadly average.

The leadership and management

require improvement

- Since the last inspection not enough has been done to maintain the quality of teaching and the high standards of pupils' achievement. The headteacher, ably supported by the deputy headteacher, has ensured staff focus on raising achievement to halt the variability in standards seen in the past three years. The improvements to pupils' achievement in 2013 are an indication of this. However, school's leaders are aware of the need to ensure that such progress is maintained in order to provide a convincing track record of improvement over time.
- Middle leaders, such as those in charge of subjects, are not always involved fully in checking the quality of teaching and learning. Consequently, their contribution to school improvement is limited.
- Support given to the development of the several newly qualified teachers in the school is good. This has helped to improve morale in the school and develop a shared determination to innovate and improve as rapidly as possible.

- The school development plan correctly identifies the main areas for development, such as the quality of teaching in writing. However, some of the actions outlined are not linked closely enough to improving pupils' progress. Additionally, plans do not always clearly identify how this improvement will be checked. This limits the effectiveness of leaders and the governing body as they are unable to evaluate accurately and frequently the progress that the school is making.
- The school's arrangements for safeguarding meet statutory requirements. Recruitment and vetting arrangements are thorough and meet statutory requirements. School leaders are working effectively with partner agencies in relation to child protection.
- The involvement of parents and carers in aspects of school life is growing. During this inspection, parents and carers were observed attending an informal meeting with their child's new Reception class teacher. The school's most recent parent questionnaire was overwhelmingly positive about most aspects of school life. The majority of parents and carers who spoke to the inspector informally were full of praise for the school's work. On Parent View a significant minority of parents and carers expressed concerns about bullying and the leadership and management of the school. Inspectors investigated these concerns and inspection evidence shows that the school has rigorously followed procedures to keep children safe.
- The use and analysis of data have improved; pupils' achievements are now carefully and regularly checked. If pupils fall behind effective action is taken to provide any additional support required.
- The improvements to the learning and progress of most groups of pupils illustrate the school's commitment to tackling discrimination and providing equality of opportunity.
- Staff know that they will be held accountable for the progress that pupils make and that the quality of their work will be considered when making decisions about salary progression.
- A well-developed range of subjects in the curriculum helps pupils to learn important basic skills, such as literacy and numeracy. Good use is made of whole-school curriculum events to enable teachers to share good practice and pupils to work on collaborative projects, such as anti-bullying week, calculations week, and science week.
- The local authority believes the school is improving rapidly. Support provided by the local authority for the governing body and staff has contributed to improving the quality of teaching and progress.
- **The governance of the school:**
 - The governing body is committed to the school and is keen to see it improve. The governors know the areas where the school needs to improve, although they are not sufficiently involved in monitoring and checking arrangements to improve these priorities. The governing body's support for the school is not yet matched by sufficient challenge to senior leaders, and the governing body does not play a strong enough part in shaping the school's strategic direction. Governors know how teaching effectiveness relates to pay and promotions, but do not link this closely enough to pupils' progress. The governing body is aware of the way pupil premium money is spent and the impact this is having on these pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100448
Local authority	Islington
Inspection number	412452

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Michael Learmouth
Headteacher	Dionne Shears
Date of previous school inspection	June 2008
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