

St Andrew's Church of England Primary School

Kay Road, Stockwell, London, SW9 9DE

Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well across the school. They make good progress overall, although it is much better in reading and mathematics than it is in writing.
- Teaching is consistently good across the school. Teachers have good subject knowledge so they plan activities that enable pupils to make good progress.
- Pupils behave well in class and around the school. They have very positive attitudes to work and they want to learn. They feel safe in school because adults care for them.
- Pupils are friendly and welcoming and they get on well together, regardless of background. Discrimination on any grounds is not tolerated.
- The curriculum is broad and balanced and contributes well to the development of pupils' spiritual, moral, social and cultural development. The quality of both music and art is impressive.
- School leaders regularly check the quality of teaching to identify where improvements can be made. They have established a culture in which everyone wants to improve.
- School leaders and governors have an accurate view of the strengths and weaknesses of the school. They have well-founded plans in place to show how further improvements will be made.

It is not yet an outstanding school because

- Pupils do not achieve as well in writing as they do in reading and mathematics. Their handwriting is untidy and they do not write enough in their books.
- Although teachers mark pupils' work regularly, they do not ensure that pupils correct and improve their work, particularly in writing.

Information about this inspection

- Inspectors observed 13 lessons or parts of lessons and they scrutinised work in pupils' books. They listened to pupils in Year 2 and Year 6 read and they attended two assemblies. They also observed some small teaching groups led by teaching assistants.
- Meetings were held with senior leaders, three governors, teaching assistants and pupils. A discussion also took place with a representative from the local authority.
- Among documents scrutinised were plans for school improvement, minutes from governors' meetings, pupil progress information, records relating to pupils' behaviour, and documents to show how staff and pupils are kept safe in school.
- The views of parents were considered by analysing the 12 responses to the online survey Parent View and by looking at the school's own recent survey. Inspectors also spoke informally to parents during the inspection. Staff views were considered by reviewing the 12 responses to the staff survey.

Inspection team

Joy Considine, Lead inspector

Additional Inspector

Fatihia Maitland

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It has one class in each year group and there is provision for children in the Early Years Foundation Stage in the Reception Class.
- About half of the pupils are known to be eligible for the pupil premium, extra funding provided for looked after children, pupils known to be eligible for free school meals and children of service families. This is higher than the national average. Most pupils are from minority ethnic backgrounds and about half of the pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion who are supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club and an after-school club for pupils.
- The headteacher is a local leader of education (LLE) and provides support to other local schools.

What does the school need to do to improve further?

- Improve pupils' attainment and progress in writing by:
 - insisting that pupils across the school correct and improve their writing so that they do not make the same errors
 - providing more opportunities for pupils to write in other subjects by reducing the number of photocopied worksheets, so they regularly practise their skills
 - teaching pupils to write legibly and fluently to improve the presentation of their work
 - ensuring that each literacy lesson builds securely on previous learning so that pupils reinforce and consolidate their skills to make better progress.

Inspection judgements

The achievement of pupils is good

- Pupils, including those who speak English as an additional language, work hard and make good progress overall. They reach standards in reading and mathematics that are well above average by the end of Year 6. Their standards in writing are average.
- All groups of pupils, including those who are more able, achieve well, reflecting the school's promotion of equal opportunity. Consequently, they are well prepared for the next stage of their education.
- Highly trained teaching assistants provide good support to disabled pupils and those who have special educational needs. They deliver small group lessons as well as one-to-one support in class to help pupils to understand what they are expected to do. Consequently, these pupils make progress at similar rates to their classmates.
- Pupils eligible for the pupil premium funding reach similar levels to other pupils. They make good progress because they receive effective support from skilled teaching assistants. The school uses the additional funding to provide additional support for teaching letters and sounds (phonics) and by increasing the number of adults working with identified pupils.
- Children in the Reception class start school with skills below those expected for their age, particularly in communication, language and literacy. They achieve well because staff check their learning carefully and provide additional support when required. By the time they start Year 1, most confidently count to 10 and beyond and read and write simple sentences.
- Achievement is not yet outstanding because pupils do not make as much progress in writing as they do in reading and mathematics. They often complete prepared worksheets in literacy and other subjects instead of writing independently and so they do not practise their skills. Their handwriting and presentation of their work are often untidy.
- Pupils make good progress in mathematics. They have a secure grasp of number by the time they leave Year 2. They solve number problems related to real-life situations and so they understand the purpose of their work. For example, in a Year 2 mathematics lesson, pupils used their knowledge of measurement to investigate if the tallest people have the biggest feet.
- 'Reading is the best thing ever!' was how one Year 6 pupil described her attitude to reading. By the time they leave school, pupils read fluently and confidently and have developed a real love of books. This is because reading is taught well and so pupils read often, both for pleasure and to find information.

The quality of teaching is good

- There are good relationships between teachers and pupils and consequently pupils are attentive and listen carefully in class. Pupils respond enthusiastically to teachers' questions because they know that teachers value what they have to say. Pupils readily discuss and share their ideas and this helps to deepen their knowledge and understanding.
- Teachers have a good understanding of the learning needs of pupils and consequently they set work that is at the right level. They frequently check pupils' understanding and provide extra help for those who struggle as well as further challenge for those who need harder work. This ensures that all pupils make good progress, particularly in reading and mathematics.
- Children in the Reception class learn well because adults plan activities that help them to develop and make good progress. The environment is bright and attractive and allows children to work and play indoors as well as outside. This allows them to choose some activities for themselves as well as to join in with those that are led by adults.
- Teachers' good subject knowledge enables them to provide activities that inspire and motivate pupils. In a Year 6 literacy lesson, pupils thoughtfully responded to a short video clip showing

how poachers in Africa are damaging wildlife. One pupil reflected, 'If we don't stop the poaching, all these animals are going to be extinct and it will be a very sad world.'

- Marking is thorough and provides pupils with detailed information informing them of what they have done well and what they need to learn next. However, there are some occasions, particularly in writing, when pupils do not correct and improve their work so they repeat their mistakes.
- Teaching is not yet outstanding because, occasionally, work does not always build on previous learning. This is particularly evident in writing where pupils often write for a different purpose too often and are not given enough chance to re-draft and edit their work. Therefore, writing skills are not developed or reinforced and this slows their progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They listen attentively in class and they move carefully around the school. School records show very few reported incidents of poor behaviour and there have been no exclusions in recent years.
- The school's work to keep pupils safe and secure is good. All adults are carefully checked and the school uses outside agencies to help provide additional help for those pupils who find some aspects of school difficult to manage. Parents who responded to the survey and those who spoke informally to inspectors believe that their children are happy, well looked after and behave well.
- Pupils know how to stay safe and how to prevent bullying, including cyber-bullying. They say that bullying is rare but that, should pupils have a disagreement, there are always helpful adults on hand to resolve problems.
- Pupils from different backgrounds get on well together and respect each other's cultures and differences. The school successfully fosters good relationships and consequently the school is a very harmonious community.
- Staff have high expectations for pupils' behaviour and they consistently implement the school's behaviour policy so pupils clearly understand what is expected of them. The learning mentor provides good support for the very few pupils who struggle to manage their behaviour. Consequently, these pupils remain in class and do not miss out on learning.
- Pupils' behaviour is not outstanding because at times pupils do not take as much care as they could when presenting their work and because attendance is broadly average.

The leadership and management are good

- The school's motto, 'Reach for the Stars', underpins all aspects of the school's work. School leaders and governors are ambitious and they have high expectations for staff and pupils. Leaders have established a strong team of staff who work closely together. Consequently, staff morale is high and pupils achieve well.
- School leaders have an accurate view of what the school does well and where further improvements need to be made. All staff and governors are involved in planning for the future and so ensure that plans are consistently implemented. The issues from the previous inspection have been successfully addressed, demonstrating that they can improve further.
- School leaders know that standards in writing need to improve and have good plans in place to address this. However, these are at an early stage of development and that is why leadership is not yet outstanding.
- Leaders regularly check teachers' work by formally observing their teaching, informally 'dropping into' lessons and by looking at pupils' books. Leaders set targets for teachers and provide coaching and support to help them to develop their skills. There is a culture of continuous improvement so that teaching is consistently good with some that is outstanding.
- A significant number of teachers are new to the profession and, consequently, the current

leadership structure does not include any middle leaders. However, younger teachers are receiving training to prepare them for middle leadership roles in the future.

- The curriculum is broad and balanced and includes a wide range of enriching activities that add to pupils' enjoyment and successfully promote their spiritual, moral, social and cultural development. The quality of singing is high and displays of pupils' work reflect some high quality drawings and paintings.
- Pupils thoroughly enjoy the wide range of sports activities that help to keep them fit and healthy. The school has used the primary sports funding to 'buy into' the local authority programme to train staff to teach physical exercise. The breakfast club provides pupils with a nutritious and calm start to the school day and the after-school club provides pupils with a safe place to play at the end of the school day.
- The local authority provides light-touch support for this good school and spoke highly of the headteacher's work with other schools in her role as a local leader of education.
- **The governance of the school:**
 - Governors provide good support and challenge to school leaders and hold them to account. They visit the school formally as well as informally. For example, some governors volunteer in school to listen to pupils read and so they see for themselves how pupils behave. Others regularly attend school assemblies and this gives them a good understanding of how the school is led and managed on a day-to-day basis. Governors receive good quality information from the headteacher regarding the performance of staff. They know that leaders have addressed weaker teaching and that only the best teaching is rewarded. Governors are familiar with a wide range of performance information and so they know how well the school is doing in relation to all schools nationally. They keep a tight grip on finances to ensure that money, including the pupil premium, is spent wisely. They ensure that all adults and pupils are safe at school by monitoring policies and seeing for themselves how well leaders ensure that pupils are safe.

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	100613
Local authority	Lambeth
Inspection number	431300

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	210
Appropriate authority	The governing body
Chair	Andrew Brookes
Headteacher	Jayne Mitchell
Date of previous school inspection	17 March 2009
Telephone number	020 7274 7012
Fax number	020 7733 4593
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