

St Andrew and St Francis CofE Primary School

Belton Road, Brent, London NW2 5PE

Inspection dates

28–29 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The school's leaders have driven significant improvements since it became an academy. They have created a culture of high expectations for members of staff and pupils. As a result, all aspects of the school's work are good and improving.
- The trust and local academy committee (LAC) provide rigorous challenge and support to school leaders. They make a strong contribution in securing ongoing improvements.
- Leaders make sure that teachers and teaching assistants benefit from regular, good-quality training. They have introduced robust systems for holding members of staff to account for their performance. Teachers use their knowledge of pupils' starting points to plan learning that meets their needs. Consequently, the quality of teaching and learning is good.
- Teaching assistants help to make sure that pupils who have special educational needs (SEN) and/or disabilities and those for whom English is an additional language learn well and make good progress.
- On occasion, teachers do not set work that is challenging enough to stretch pupils, especially the most able. This limits their progress.
- Pupils show positive attitudes towards their learning. They work hard and are keen to succeed. Pupils behave well and treat people with respect.
- Leaders pay close attention to ensuring pupils' safety and welfare. Pupils know that adults care for them and will help them deal with any problems that they may have.
- Children settle quickly into the early years. They make strong progress from low starting points and leave Reception well prepared for entry into Year 1.
- Changes to the curriculum and new programmes for teaching English and mathematics have led to marked improvements in pupils' outcomes. Pupils make consistently good progress, attaining increasingly higher standards in these subjects.
- Planning in other curriculum subjects is still at the early stages. This limits pupils' progress in those subjects.
- Pupils' cultural development is not as strong as their spiritual, moral and social development. Their knowledge and understanding of current affairs and different lifestyles in modern Britain are limited.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' outcomes so that more is outstanding, by:
 - teachers having higher expectations of what pupils can achieve, especially the most able.
- improve the effectiveness of leadership and management, by:
 - implementing plans for improving the teaching and learning of foundation subjects
 - extending opportunities for pupils' cultural development so that they gain a deeper knowledge of current affairs and understanding of the different lifestyles people choose in modern Britain.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, trust and local governors have transformed the school's culture since it became an academy. They raised expectations for the performance of all members of staff and increased pupils' self-belief of what they can achieve. They systematically improved the quality of teaching, raised the standards of pupils' behaviour and increased rates of attendance. Leaders have created a can-do, caring and ambitious ethos. As a result, leaders have secured significant improvements in all aspects of the school's work. They have robust plans to drive further improvements and demonstrate a strong capacity to do so.
- Leaders provide teachers with high-quality training and support. Senior leaders, for instance, work with groups of teachers in using assessment information to plan effective lessons to meet pupils' needs. Senior leaders and external advisers regularly observe lessons and give teachers developmental feedback on how to improve. Teachers benefit from learning from best practice in other schools, and through the trust's programmes of professional development. They welcome opportunities that help them develop their skills. As a result, teaching is good and improving.
- The new inclusion leader has introduced rigorous systems for identifying pupils who have SEN and/or disabilities and, subsequently, plans sharply focused support to help them succeed. She organises weekly training for all teaching assistants. Consequently, they are now developing a deeper understanding of the range of SEN needs and expertise on how to provide these pupils with effective support. As a result, current pupils who have SEN and/or disabilities make the same good progress as their peers.
- Given the historical low standards achieved in the predecessor school, leaders have placed a strong emphasis on developing the curriculum in English and mathematics. They have introduced new schemes of learning and assessment practices that ensure pupils systematically develop their knowledge, understanding and skills in these subjects. The programmes of study motivate pupils so they enjoy their learning. Pupils also benefit from well-planned schemes of learning in physical education and music, taught by subject experts.
- Although pupils learn a range of other foundation subjects, leaders have not developed the quality of planning and teaching to ensure that pupils consistently learn in those subjects with sufficient breadth or depth. Leaders, in their own self-evaluation, have identified this as a key priority for development. They have drawn up plans to address this later in the academic year.
- Curriculum enrichment makes a positive contribution to pupils' learning and to their spiritual, moral and social development. For example, pupils take part in the trust's annual Shakespeare project. Last year, pupils joined other schools, with each school performing an act of 'Romeo and Juliet'. They also participate in the 'Brent makes music' event. In activities such as these, pupils develop skills of collaboration, communication, performance, technology, and art and design. They benefit from educational visits to museums and art galleries, as well as from speakers at assembly, such as the local Member of Parliament.

- Pupils' cultural development is not as strong. Pupils' knowledge of and opportunities to debate current affairs is inconsistent. Although pupils are respectful of all people, they have an underdeveloped knowledge and understanding of the different lifestyles found in modern Britain.

Governance of the school

- The trust-appointed LAC forms the governance of this school.
- Governors bring a range of experience and expertise to the LAC, including from the world of education. They visit the school regularly to gain first-hand information about the quality of teaching, pupils' progress and their behaviour and safety.
- The governors have appointed a quality assurance consultant to visit the school twice a term, and report on the effectiveness of teaching and pupils' progress. They receive regular reports from the headteacher and senior leaders. As a result, governors are keenly aware of the school's strengths and weaknesses, and use these to hold leaders to account.
- Governors are supportive of the headteacher and other leaders. They encourage all members of staff to participate in professional development, often in collaboration with other trust schools.
- Governors have played a major role in securing school improvement and transformation since it became an academy.

Safeguarding

- The arrangements for safeguarding are effective.
- Four members of staff are trained as designated safeguarding leaders. They make sure that procedures are robust, and training for staff is in place and regularly updated. Governors and trust leaders check regularly on safeguarding processes at the school.
- Members of staff are vigilant. They know the pupils and their families well and report any changes in behaviour or signs that raise concerns.
- Leaders work closely with a range of agencies to ensure pupils' safety and welfare. They run workshops for parents on safety-related topics, such as, for example, the dangers of social media.
- The curriculum makes a strong contribution to helping pupils understand how to keep themselves safe. They have workshops, for example, on drug misuse, how to stay safe on the streets and on domestic violence.

Quality of teaching, learning and assessment

Good

- Teaching is good and improving. This is because leaders provide teachers and teaching assistants with effective training and support. As a result, pupils are making increasingly better progress in their learning across the school.
- Teachers and other adults have high expectations for pupils' behaviour. They establish

a strong rapport with pupils and, as a result, pupils respond positively and work hard.

- Leaders have introduced new assessment systems to track the pupils' progress. They support the teachers in using the information effectively to plan activities that meet the needs of pupils and to support those falling behind.
- In line with the school's feedback policy, teachers consistently tell pupils how well they are doing and what they need to do to improve. Teachers give pupils opportunities to correct their work and learn from their mistakes. This helps pupils make good progress.
- In reading, writing and mathematics, teachers plan lessons using a scheme of learning that leaders have introduced. Learning in these subjects is well structured and lessons build on pupils' previous learning so that they make steady progress.
- Teaching makes good contributions to pupils' spiritual, moral, social and cultural development. For example, in a writing lesson on non-chronological reports pupils used, as an example text, an article on the transatlantic slave trade.
- Teaching assistants contribute to the successful learning of pupils who need extra support. They help pupils with SEN and/or disabilities, those who speak English as an additional language and others who fall behind to make good progress.
- Homework consolidates pupils' learning and gives them opportunities to research new topics outside the classroom.
- While teaching has considerably improved and helped a greater proportion of pupils to reach the standards expected for their age, it is less effective in challenging the most able. Teachers do not consistently set the most able with work that is hard enough to stretch their thinking and deepen their understanding. As a result, most-able pupils do not consistently reach the higher standards of which they are capable.
- In some foundation subjects, planning is not rigorous enough to ensure that teaching helps pupils to make consistently good progress. Leaders have identified the need to address this as a priority for improvement and have plans in place to start doing so next term.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- With improved attitudes to learning and greater academic success, pupils are gaining self-confidence. They understand that with hard work and determination, they can succeed and achieve their ambitions.
- Leaders make sure that pupils learn about and have opportunities to promote their physical well-being. A qualified sports coach teaches all physical education lessons and pupils have opportunities to attend a range of sports-related clubs, and to take part in sporting tournaments. These activities help them keep fit. Pupils and parents have benefited from workshops given by a chef on how to prepare healthy meals, including packed lunches, so that they can learn to eat more healthily.
- Leaders work with external agencies to support vulnerable pupils and their families. In

addition, the school uses specialist professionals to support pupils' emotional and mental well-being.

- Pupils are aware of how to keep themselves safe, such as when using the internet. They know about the different forms of bullying, but say that it is rare. They are confident that adults will resolve any difficulties that they might experience.
- Pupils gain an understanding of democracy through, for example, electing candidates for the two school councils. During the general election, pupils discussed and considered party political manifestos. Pupils undertake activities to raise funds for a range of local, national and international charities. This gives them an understanding of people who are less fortunate than they are, such as those who live in communities that do not have running water, lepers and the local homeless.
- Pupils do not regularly keep up to date with the news and current affairs. Further, leaders have not made sure that they teach pupils about the different lifestyles found in the United Kingdom, such as those in same-sex marriages. This lack of knowledge and understanding about what is happening in the world and in modern Britain limits their cultural development.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly and welcoming to visitors. They take pride in their school so, for instance, they make sure that it is litter free.
- Leaders have worked successfully with parents and pupils to increase attendance and reduce persistent absence. In the last academic year, attendance increased, although it remained just below average. Persistent absence reduced from the previous high rate to below average. Attendance to date for this academic year is above average for primary schools nationally.
- Pupils behave sensibly when they move around the school, and when they eat in the lunch hall.
- Pupils have positive attitudes to learning. They work well in pairs and in groups, and follow their teachers' instructions without any fuss. As one pupil put it, 'Everyone is friendly, everyone gets on with their work and people help their partners.'
- On the odd occasion, if there is some off-task behaviour, the teacher addresses this quickly and learning proceeds.

Outcomes for pupils

Good

- The 2017 data shows that, in comparison to 2016, outcomes improved across the school.
- The proportion of Year 1 pupils who met the expected standard in the phonics screening check increased by 13% in 2017.
- In the 2017 national tests, pupils in Year 2 reached broadly average standards in reading, writing and mathematics. The proportion reaching greater depth moved from

zero in all three subjects in 2016 to close to national average in 2017. These results represent a significant improvement and good progress from pupils' low starting points.

- In the 2017 national tests, the proportion of Year 6 pupils who reached the expected standard for reading, writing and mathematics increased by 8%, although this is still below the national average. The proportion who reached the more challenging standards dropped by a few points, however. Nonetheless, overall rates of progress from the cohort's low starting points increased. Pupils made good progress in reading and writing, and outstanding progress in mathematics.
- Inspection evidence confirms the school's view that all groups of pupils, including disadvantaged pupils, make at least good progress in all year groups. The most able, although they make good progress, are not consistently reaching the higher standards of which they are capable. This is because teachers do not challenge them enough.
- Leaders tailor support for pupils who have SEN and/or disabilities and those who speak English as an additional language. As a result, these pupils make at least good progress in all year groups.
- Progress in physical education and music is steady, as pupils benefit from subject-specialist teachers who plan learning to ensure secure progression of skills.
- Although there are a few examples of pupils making good progress in other subjects, this is too inconsistent. As a result, overall progress across all the foundation subjects is not yet good. Leaders have plans in place to start training teachers next term to improve their teaching skills so as to raise standards across the entire curriculum.

Early years provision

Good

- In 2017, an average proportion of Reception children transferred to Year 1 with a good level of development. This was a considerable improvement on 2016. The improvement reflects the good progress that children made, as they arrived with skills below what is typically expected for their age. The current cohort is making similar good progress. This includes those who are disadvantaged and those who have SEN and/or disabilities, because leaders use the additional funding effectively to support these children.
- The early years team works closely with parents to make sure that they are involved in their children's learning. For example, they organise parental workshops to help parents support their children's learning and ensure their safety. Each week, they send homework tasks home for children to complete with their parents.
- Children feel safe, grow in confidence, behave well and follow adults' instructions. This is because relationships between adults and children are strong and built on trust.
- Teaching is good. Adults provide children with a range of learning resources, both indoors and outdoors, that capture children's imaginations and promote effective learning and well-being. During the inspection, for instance, children were learning about firefighters and fire safety. Adults read books on the topic with the children, and children developed their creative and physical skills by making their own fire engines. Outdoors, children worked together in the 'fire engine' to put out a 'fire'. They knew and used key words, such as 'fire stations' and 'fire alarm'. Equally, they knew that people could put out fires using water, sand or foam. They were looking forward to

their visit to the local fire station later that day.

- Leadership of the early years is good. The leader knows the strengths and weaknesses of the setting. She is effectively driving forward improvements. She is currently focusing on developing teaching further, so that there is greater consistency in challenging the children, especially the most able, so that more exceed the expected standards at the end of Reception.

School details

Unique reference number	141672
Local authority	Brent
Inspection number	10044093

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	Board of trustees
Chair	Richard Walton
Headteacher	Troy Sharpe
Telephone number	020 8459 1636
Website	www.standrewandstfrancis.org
Email address	admin@sasf.brent.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- St Andrew and St Francis CofE Primary School is a well-above-average-sized primary school.
- The school became a sponsor-led academy on 1 July 2015. It is part of the London Diocesan Board for Schools Academies Trust. When Ofsted last inspected its predecessor school, St Andrew and St Francis CofE Primary School, it was judged to be inadequate overall.
- The multi-academy trust leaders delegate day-to-day governance responsibility to the LAC. The chief executive officer oversees the trust's overall management.

- The proportion of pupils known to be eligible for support through the pupil premium is above that found nationally.
- Pupils come from a range of minority ethnic backgrounds and the proportion of pupils for whom English is an additional language is well above average.
- A below-average proportion of pupils have special educational needs support. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is above that found nationally.
- The school had a Section 48 (denominational) inspection in January 2015.
- The new headteacher took up his post in September 2015. There has been a large turnover of members of staff since the school became an academy. Two of the three current assistant headteachers took up their posts at the start of this academic year.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- Inspectors observed pupils learning in 24 parts of lessons. Senior leaders joined inspectors during some of these observations.
- Inspectors looked closely at pupils' work to inform further the judgements made about pupils' outcomes and the quality of teaching and learning. Inspectors also listened to pupils read.
- Inspectors met with two groups of pupils and spoke informally to other pupils in lessons and during breaks and lunchtimes. Inspectors also met with school leaders and other members of staff.
- Meetings were held with the chair and two other members of the LAC together with the chief executive of the trust.
- Inspectors examined a range of documentation, such as that relating to pupils' attainment and progress, information about how teachers' performance is managed, and minutes of governing body meetings. They also looked at records and documentation about pupils' behaviour, attendance and exclusions, and the ways in which the school keeps pupils safe.
- Inspectors considered the 16 responses to the online questionnaire for parents, which included 14 written comments in the free-text responses. They also had informal conversations with parents in the playground. Inspectors took account of the views of 26 members of staff who responded to the inspection questionnaire.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
Rani Karim	Ofsted Inspector
Raj Mehta	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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