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Miss Jayne Mitchell
St Andrew's Church of England Primary School
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Dear Miss Mitchell

Short inspection of St Andrew's Church of England Primary School

Following my visit to the school on 20 February 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

Since the previous inspection, the school has entered into a federation with a local primary school and members of your leadership team work across both schools. Supported by your school leaders and a skilled governing body, you have successfully managed a period of change. You have invested in your workforce and staff feel supported by your leadership as a result.

The Christian ethos of the school underpins its values, which are evident across the school. Standards of behaviour are high and relationships between adults and children are based on mutual respect. These strong relationships ensure that pupils receive the support they need and are kept safe.

The previous inspection report highlighted pupils' achievement in writing, compared to reading and mathematics, and their handwriting as areas for improvement. A concerted effort by you and your staff has ensured significant improvements in these areas. You and your governors have rightly highlighted the achievement of the most able pupils as an area for improvement.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose.

Leaders and governors monitor safeguarding concerns carefully. They make sure all incidents are logged and followed up meticulously. The safeguarding team meets frequently and discusses any concerns about pupils. Training is arranged for staff that ensures all have the necessary skills to identify issues early. The school helps families with their wider needs, including advice on who they should approach for support.

Pupils receive information to help keep them safe. The school delivers anti-bullying and online safety weeks, which develop pupils' understanding of key issues. Pupils say that they feel safe and they know who to speak to if they have a problem. Parents and carers agree and praised staff on how they listen and act on their concerns.

Inspection findings

- At our initial meeting, we discussed the priorities for the school, its direction and the areas that you have identified for improvement. We agreed on a number of key lines of enquiry.
- The first was to consider the accuracy of the school's systems for tracking pupils' academic progress and how this information is used to address any underperformance. The systems and the termly progress review meetings have had a positive effect. These meetings focus adults' attention on individual pupils, the gaps in their learning and the impact of extra support. Further support is used to help pupils who made less than expected progress in key stage 1 to catch up in key stage 2.
- Pupils regularly attain above the national standards in reading, writing and mathematics. In 2017, progress at the end of key stage 2 was average in reading, writing and mathematics. From discussions with pupils and staff, and from scrutinising work, it is evident that current pupils are making strong progress. You have invested in the curriculum for the most able and initial outcomes are positive, but there is more work to be done.
- The second line of enquiry was to look at leadership and management, and its capacity to support a number of new staff at the school. The school's self-evaluation includes this as an area for focus. Within leadership and management, we also assessed the impact on the school of working in a soft federation.
- Experienced leaders support newly qualified teachers in crafting their classroom skills. Mentors observe their lessons and give accurate and insightful feedback. New teachers readily take on board advice and use it to improve their classroom practice.
- Both schools have invested time and finances and are benefiting from the collaboration. The shared training and expertise gives the strength of a two-form

entry school while maintaining a small village school feel.

- Teachers of similar aged pupils work together to improve teaching and learning. Teachers are able to collaborate with colleagues, moderate pupils' work and share ideas. Your investment in middle leaders who work across both schools has significantly raised the profile of mathematics and English. The school has identified long-term cost savings from working within a federation.
- The final line of enquiry was to look at the sustainability of the school's high attendance rates. These high attendance rates have continued. Absence rates are below the national average and give pupils every opportunity to benefit from their learning. The school works closely with parents, pupils and outside agencies to ensure that attendance attitudes are positive. This has led to historically consistent improvements in attendance.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the progress of the most able pupils is consistently strong.

I am copying this letter to the chair of governors, the director of education for the Diocese of Southwark, the regional schools commissioner and the director of children's services for Lambeth. This letter will be published on the Ofsted website.

Yours sincerely

Jason Hughes
Ofsted Inspector

Information about the inspection

During the inspection, I met with senior leaders, governors, the safeguarding team, a group of middle leaders and a representative from the local authority. Along with senior leaders, I observed teaching across the school. I reviewed a range of pupils' workbooks, held discussions with pupils and listened to pupils from Years 1 and 3 reading. I analysed teacher surveys and scrutinised a range of school documents, including policies and safeguarding records, minutes of governors' meetings and information on the school's website. I took account of the 13 responses to Ofsted's online survey, Parent View, and I also spoke with parents and pupils on the playground.