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Mrs Felicity Djerehe
Headteacher
St Andrew's (Barnsbury) Church of England Primary School
Matilda Street
Islington
London
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Dear Mrs Djerehe

No formal designation inspection of St Andrew's (Barnsbury) Church of England Primary School

Following my visit with David Lloyd, Ofsted Inspector, to your school on 9 and 10 March 2022, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss your school.

This inspection was conducted under section 8(2) of the Education Act 2005 and in accordance with Ofsted's published procedures for no formal designation (NFD) inspections. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school as concerns had been raised with Ofsted.

We do not give graded judgements on NFD inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a section 5 inspection and will be brought forward. If we have serious concerns, we will deem the NFD inspection as a section 5 inspection immediately.

Evidence

We scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We met with the headteacher, deputy headteacher and other leaders responsible for safeguarding. We held telephone conversations with the chair of the governing body and three representatives of the local authority. We met with groups of pupils and staff. We scrutinised governing body documentation, safeguarding

audits and records related to absence and exclusions. We looked at the school's arrangements for storing and administering medicines.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

This is a small school with a Christian religious ethos. The school has higher than average proportions of pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language.

The impact of the COVID-19 pandemic remains a significant factor for the school. The number of parents and carers that need help to manage challenging circumstances has increased sharply over the past year. Leaders told us that their work to support pupils' and parents' mental health needs has also increased.

Main Findings

Pupils, staff and parents all told us that the school is a happy, safe and inclusive place where pupils are very well cared for. This is because the school has a strong and well-embedded culture of keeping pupils safe.

The size of the school means that all staff get to know pupils very well. Staff use their safeguarding training effectively to identify any pupils that might be at risk. Staff feel well supported by the leaders with specific responsibility for safeguarding. Staff know that they can report any concerns about a pupil's welfare, however, minor these may seem.

Leaders make sure that everyone knows what to do to keep pupils safe. Leaders respond quickly and appropriately to any referrals they receive about pupils' safety or well-being. Leaders responsible for safeguarding meet each day to discuss pupils' needs. This means that they keep on top of any concerns and act quickly when pupils or families need extra help. Leaders keep safeguarding documentation secure and make sure that record-keeping is thorough and accurate. Leaders intend to adopt an electronic record-keeping and referrals system in the coming months to further streamline the information they have about pupils.

Leaders work effectively with social workers and other professionals to keep pupils safe from harm. They have established good working relationships with the local authority in order to seek advice and get pupils the right help at the right time.

Pupils feel safe in school. They told us that they would readily speak with any member of staff if they were worried about something. Pupils said that the 'worry boxes' work because teachers check them regularly and any concerns are addressed.

Leaders and site staff keep the premises safe and secure. Pupils know how to use playground equipment sensibly to keep themselves and others safe. They follow the school rules and know where they are allowed to play. For example, they know not to speak with strangers through the perimeter fences and know to tell an adult when the footballs go over into the public park. Pupils told us that there are no places in school where they feel unsafe. Pupils are well supervised throughout the day, including at lunchtimes.

Staff apply the school's behaviour policy consistently. Pupils told us that staff treat everyone fairly. They said that staff sort out any problems quickly. Pupils move around the school sensibly. They told us that behaviour in school is very good, including outside in the playground. Some pupils need additional support to help them to manage their feelings and behaviours. These pupils have individual plans that set out what staff need to do in different situations in order to keep them safe.

The school's personal, social, health and economic (PSHE) education programme provides many opportunities for pupils to learn about safety. Pupils are taught about the dangers they might face when using the internet or on social media apps. They know about cyber-bullying and understand the risks of strangers posing as friends. Pupils also understand the risks of sharing personal information with others online, including images of themselves. They know that they must tell an adult if they see something inappropriate online. Pupils learn about road safety and the risks that they may face outside school. Older pupils understand the dangers related to carrying knives and joining gangs.

Leaders make sure that staff are well trained to deal with injuries and accidents. Staff follow diligently the school's first-aid arrangements. Pupils told us that when they hurt themselves, staff quickly help them to feel better. Parents are notified of any injuries and staff keep records of all incidents.

Leaders make sure that pupils' medication is stored safely. The school nurse works with staff to ensure that they are well trained to administer pupils' medication. Pupils' individual medical care plans are in place. Parents told us that when their children have needed medication in school, staff followed procedures meticulously.

Governors put safeguarding at the top of their agenda. The chair of governors and the governor responsible for safeguarding work with leaders to check that everyone is doing the right things to keep pupils safe. The headteacher reports to governors regularly, so that they are aware of the school's safeguarding context at any given time. All governors have attended a range of training to keep up to date with legislation, and local and contextual safeguarding issues.

Additional support

The school has a well-established partnership with the local authority. The local authority has provided training and support for governors, leaders and other staff. This training, alongside various audits of the school's work, has supported leaders' work in keeping pupils safe.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Islington. This letter will be published on the Ofsted reports website.

Yours sincerely

Gary Rawlings
Her Majesty's Inspector