

# Inspection of St Andrew's Catholic School

Grange Road, Leatherhead, Surrey KT22 7JP

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Inspection dates: 22 and 23 May 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2012.

## **What is it like to attend this school?**

Pupils are extremely proud of their school. Its values of kindness and respect are evident in the exceptionally positive relationships pupils have with each other and with staff, and their excellent behaviour in lessons and social time. Sixth-form students are impressive embodiments of these values for younger pupils.

The school is ambitious and inclusive. Staff share the strong belief that all pupils can succeed and flourish, including pupils with special educational needs and/or disabilities (SEND). The school has successfully established a culture and systems which support everyone to make this belief a reality. Staff know pupils as individuals and take seriously any concerns raised. Consequently, pupils feel empowered to speak up and thus feel safe and happy.

The school's curriculum reflects its academic ambitions. Pupils study a broad range of subjects from Year 7 onwards and they rise to high levels of challenge from the start. As a result, pupils are very successful in public examinations, including pupils with additional needs.

Parents and carers are hugely supportive of the school. They embrace its high standards because of the care shown to pupils and because they know the school will help their children to 'be the best they can be'.

## **What does the school do well and what does it need to do better?**

The curriculum prepares pupils extremely well for examinations but also inspires them to see their learning in a wider context. Very occasionally, pupils follow bespoke programmes but mostly pupils follow the same curriculum as their peers. In all key stages, the curriculum is designed and delivered to an excellent standard. Staff understand clearly what pupils must know and be able to do at each point. They select approaches and resources which help all pupils to embed learning. Teachers receive clear information about any pupil's additional needs and how to help them. They adapt their teaching accordingly. Staff introduce new content and ensure that pupils practise applying what they have been taught in a deliberately stepped way. Tasks become increasingly demanding over time. Pupils approach them enthusiastically because of the resilience and skills they develop from key stage 3 onwards. Staff routinely check understanding and provide feedback which pupils use to help improve their work. Consequently, pupils become confident and independent learners, regardless of starting points. One pupil described learning as being 'like building bricks'.

Pupils read widely and routinely in school, including in their different subjects. Where necessary pupils receive effective help which targets any specific reading gaps they have. Students in sixth form benefit from a strong emphasis on deepening their learning and thinking, for example through academic reading.

The school's culture of respect for self and others demands high standards of behaviour and attendance. Clear routines and systems ensure that both are excellent. Where pupils struggle to meet these expectations, individualised support is provided. Staff are relentless in their efforts to help pupils and families. The school has a 'we do not give up on them' approach. Indeed, the school's pastoral work is very strong, supported by its chaplaincy. Pupils value highly the care they receive.

Character development is an important part of school life. For example, sixth-form students embody generosity and service through their leadership of charity work and pupil voice. Pupils in all years participate enthusiastically in the wide range of activities on offer such as clubs, trips and formal schemes such as the Duke of Edinburgh Award. These support character development but also enable pupils to nurture existing interests and talents and discover new ones, with new friends. The school ensures that all pupils can join in, regardless of background.

The personal development curriculum is carefully and ambitiously sequenced from Year 7 to 13. Pupils revisit themes in each year, in age-appropriate ways. They learn how to navigate safely the complex world they inhabit, both real and online. Staff help them explore contemporary social issues sensitively and maturely. Through the excellent careers programme, pupils learn about different possibilities for the future. They are regularly exposed to a variety of representatives from the world of work, education and training. Consequently, pupils are extremely well prepared for their next steps but also for citizenship in modern Britain.

Governors know the school very well and share its relentless drive for continuous improvement. They provide strong support and challenge, not least linked to safeguarding and equality. The school holds staff to very high standards but does so supportively and kindly. Staff receive high-quality professional development, and they value the consideration shown of their workload and well-being. Staff feel respected and are very loyal to the school. They are extremely proud to work here.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125275
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10321887
<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1570
<b>Of which, number on roll in the sixth form</b>	370
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emma Smith
<b>Headteacher</b>	Alan Mitchell
<b>Website</b>	<a href="http://www.st-andrews.surrey.sch.uk">www.st-andrews.surrey.sch.uk</a>
<b>Date of previous inspection</b>	13 and 14 December 2012, under section 5 of the Education Act 2005

## Information about this school

- The school is a Roman Catholic voluntary aided school, part of the Diocese of Arundel and Brighton. The most recent section 48 SIAMS inspection took place in March 2018. The next section 48 SIAMS inspection is due to take place before July 2025.
- The school currently uses one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with school leaders. The inspectors also met representatives from the local governing board, the local authority, and the diocese.
- Inspectors carried out deep dives in these subjects: English, science, history, languages and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to a wide range of pupils and observed their behaviour in lessons and at social times.
- Inspectors considered a range of documentation provided by the school. This included the school's self-evaluation, published information about pupils' performance and minutes of trustees' and governors' meetings.
- Inspectors considered responses to Ofsted Parent View questionnaire, including freetext responses. They also took account of the responses to the staff and pupil surveys and gathered the views of parents, staff and pupils throughout the inspection.

## Inspection team

Mary Davies, lead inspector	Ofsted Inspector
Sarah Brinkley	Ofsted Inspector
Ian Cooksey	Ofsted Inspector
Keith Pailthorpe	Ofsted Inspector
Cathy Reid	Ofsted Inspector

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