

Inspection of a good school: St Andrew's Church of England Primary School

Kay Road, Stockwell, London SW9 9DE

Inspection dates:

5 and 6 June 2024

Outcome

St Andrew's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy their learning at St Andrew's. The school's six core values of faithfulness, joy, kindness, peace, love and perseverance are reflected in how pupils behave and the relationships they have with staff. Pupils are polite and welcoming to visitors. They are proud of their school.

Pupils have faith that, on the rare occasions that bullying occurs, it will be dealt with by staff. They know staff will support them if they have any worries. The school is highly inclusive, and pupils feel safe and happy.

The school has high expectations for what pupils should achieve. Children make a wonderful start to their school lives through exceptional provision in the early years. Pupils continue to show curiosity in their learning and work hard in lessons as they move through the school.

The school provides a range of opportunities for pupils' personal development. Pupils learn what healthy relationships look like. They learn to stay safe online. Some pupils explained how visiting the Houses of Parliament helped them to learn about democracy.

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

Children in the early years begin to learn to read as soon as they start in reception. The school's approach to the teaching of early reading is rigorous, and assessment is precise. Children who are struggling to keep up receive extra help that is specifically matched to their needs. Those who are new to English and older pupils who are struggling to read are also given additional help that helps them to catch up. There is a sharp focus on reading throughout the school and pupils develop a love for reading as a result. Pupils particularly enjoy 'Friday reading' sessions, in which they are trusted to move around the school responsibly to go to their choice of teacher-led storytelling session.

Leaders have developed an ambitious curriculum that, in most subjects, follows a logical sequence and meets the requirements of what is expected nationally. Pupils spoken with during the inspection say they all love mathematics. The well-designed curriculum supports pupils of all ages to secure an understanding of number. This begins in Reception, where children develop a deep understanding of number composition. This strong foundation supports older pupils to use their knowledge to tackle more challenging concepts, such as understanding fractions.

Some subjects are in an earlier stage of development than others. In these subjects, there are occasions where pupils are given work that doesn't help them to learn the curriculum. Typically, adults check pupils' work but, in some lessons, they do not routinely address their misconceptions. Sometimes, they move pupils on to more complex learning before they are ready. This means that some pupils, including pupils with SEND, do not build on their knowledge, and consequently they develop gaps in their understanding.

Pupils' conduct in lessons and around the school site is excellent. Low-level disruption is very rare and is dealt with effectively when it does occur. Pupils are clear about what the expectations are and rise to meet these. The school maintains a sharp focus on attendance. Leaders have a detailed grasp of the barriers faced by some pupils who have low attendance. Tackling the causes of these issues and working closely with families has helped the school to sustain high attendance.

The development of pupils' character is a high priority at St Andrew's. Their values-based approach as well as focus on mental health and well-being results in pupils being increasingly able to regulate their own emotions. Pupils enjoy having positions of responsibility, such as school council, faith group, well-being ambassadors, eco monitors and gardeners.

Leaders are mindful of staff workload and well-being and have put in place a range of strategies to support them. Nevertheless, some staff feel they have difficulties managing their workload. Although those responsible for governance have highlighted staff workload as a concern, they do not have a clear oversight of leaders' work in this area. Leaders at all levels as well as all staff are proud to work at St Andrew's.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in the delivery of the intended curriculum. Occasionally, the work given does not enable pupils to achieve the aims of the curriculum, and on other occasions teachers move pupils on before they have embedded their understanding. This means that some pupils, including pupils with send, do not build

their curriculum knowledge as securely as they could. The school should ensure that the planned curriculum is implemented consistently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2019.

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 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

Unique reference number	100613
Local authority	Lambeth
Inspection number	10327625
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair of governing body	William Garrod
Headteacher	Jayne Mitchell
Website	www.standrewsprimaryschoolstockwell.org
Dates of previous inspection	30 and 31 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school's headteacher is executive headteacher for another local primary school as part of the SW9 federation.
- The school has a Church of England religious character and is part of the Diocese of Southwark. The school had its last section 48 inspection in March 2019.
- The school leadership team was restructured in September 2023.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

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

- The inspector discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders, teachers and pupils. The lead inspector met with members of the board of governors, including the chair of governors.

- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to some pupils read to staff.
- The inspector also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector took account of a range of other information, including the school's improvement plans, policies and minutes of governing body meetings.
- The inspector took account of the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Sabrina Edwards, lead inspector

His Majesty's Inspector

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