



St Andrew's CofE Primary School

Inspection Report

Unique Reference Number 102029
LEA Enfield LEA
Inspection number 276639
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Alan Jarvis AI

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

Type of school	Primary	School address	116 Churchbury Lane
School category	Voluntary aided		Enfield
Age range of pupils	3 to 11		EN1 3UL
Gender of pupils	Mixed	Telephone number	02083635003
Number on roll	465	Fax number	02083639618
Appropriate authority	The governing body	Chair of governors	Cllr Michael Rye
Date of previous inspection	5 December 2000	Headteacher	Ms Faith Hood

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Andrew's Church of England Primary is a larger than average sized school. The headteacher and her deputy have been in post for two years. Most pupils come from relatively privileged homes where education is valued. Standards on entry approach above average levels. Around nine in ten of pupils are from White British backgrounds. The remainder come from Mixed, Black African, Black Caribbean or Indian minority ethnic backgrounds. A slightly higher than normal proportion than normal speak English as an additional language but almost all of these are fluent in English. A low proportion has a disability or learning need. Approximately 14% have been identified as gifted and talented. There are extremely strong links with local churches, especially St Andrew's church, Enfield. The school has achieved Investors in People status in 2005 and a Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, a judgement that matches the school's own evaluation. When the current headteacher joined two years ago it was not performing as well as it might. Since then weaknesses have been robustly tackled and provision and achievement are improving. However, there is still some way to go before all groups of pupils reach their full potential and achieve very well. Standards are much above average by Year 6. Overall progress is good, especially in the Foundation Stage. The school correctly identifies that more less confident average attaining and some higher attaining pupils ought to reach the higher levels in the National Curriculum tests. There are two reasons for this. Firstly, teaching, although good overall is not consistently so. In some classes learning could be more challenging. Secondly, assessment information could be used better to set more challenging targets and spur learning. Pupils' personal development, including their spiritual, moral, social and cultural education is good. This is because pupils' welfare has a high priority. Pupils with learning difficulties or disabilities are given good support and so achieve well. Inspectors agree with the school that leadership and management are good. It is well placed to improve further. However, the work of subject leaders in reviewing performance and making learning even stronger, needs to be further strengthened. Resources are used well. The school gives good value for money.

What the school should do to improve further

Focus on: * ensuring more higher attaining and less confident average attaining pupils reach the higher levels in the National tests in Years 2 and 6; * using assessment information and targets more effectively to improve achievement throughout the school; and * continuing to improve the effectiveness of subject managers.

Achievement and standards

Grade: 2

Inspectors agree with the school's judgement that achievement is good overall. In the Foundation Stage most children are working at or beyond the learning goals expected for their age. This is because of good teaching, a lively curriculum and very good use of assessment data to set challenging work. In Years 1 and 2 pupils' progress slows. Pupils make steady progress in reading, writing and mathematics. This is because the teachers' expectations of what pupils can achieve are not uniformly good. Consequently, more pupils are capable of reaching the higher level 3 than they currently do. By the time pupils leave in Year 6, standards are consistently much above average. The very able group of pupils in 2004 reached standards in English, mathematics and science that were the best on record. Progress was also exceptional in that year. However, both standards and progress were lower in 2005 with fewer pupils reaching the higher level 5. Progress is good overall in Years 3 to 6 and is improving, but again, is not consistently good. Most, but not all, pupils reach the challenging targets set by staff.

Teachers are now focusing on the less confident average attaining and higher attaining pupils and are developing strategies to meet their needs more effectively.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. The school judges it outstanding. Their smiles show that pupils enjoy school. They usually work hard in lessons and behave well around the school, especially in the playground where they feel safe. This results from the good care. They say there is little bullying and rare instances are dealt with effectively. Assemblies support personal development well. For example, the headteacher's assembly celebrated, as part of a theme of Festival of Light, the cultural diversities in the community. Attendance is above average. However, the pattern dips when some parents take pupils out of school, mainly in the summer term, for family holidays. The school council enables pupils to be involved in decision-making and to decide on charity funding projects and purchases for the school library. This allows them to make a positive contribution to school life. Pupils make healthy choices in their eating. There are clear guidelines to help them make sensible decisions about a healthy lifestyle. Some Year 6 pupils gave an inspector enthusiastic advice that salads are good to eat.

Quality of provision

Teaching and learning

Grade: 2

The school correctly judges teaching and learning as good. Consistently good teaching and very effective use of assessment information help children in the Foundation Stage to achieve well. Although some good teaching was seen in Years 1 and 2, over time its impact on achievement has been satisfactory. In Years 3 to 6 teaching is good overall. It remains more effective in some classes than others but is more consistent than two years ago, especially in Years 3 and 4. In some classes planning does not always meet the needs of the less confident average attaining and higher attaining pupils and consistently provide them with good challenge in their learning. There is some top rate practice that is being shared. For example, in an outstanding Year 2 lesson, the teacher set an extremely brisk pace. She used the interactive whiteboard very effectively to stimulate learning and enjoyment. All pupils were engaged and effective praise was used to extend pupils of all abilities so that all made extremely strong progress and enjoyed their learning. Teachers are beginning to use data to track pupils' progress so that the teachers' expectations more accurately target pupils' level of ability. Teachers do not involve pupils consistently in identifying what they need to do to improve or in asking them to explain how they have solved problems.

Curriculum and other activities

Grade: 2

The good curriculum makes a positive impact on achievement. There is a wide range of well-planned activities to engage pupils' interest and support their progress. Pupils with learning difficulties or disabilities are included well in all activities. Music and sport feature highly. Pupils benefit from specialist teaching and the chance to perform in concerts, productions and sports fixtures. In Year 6, pupils learn to speak French. A new computer suite and the introduction of interactive whiteboards are considerably strengthening provision. Good educational visits and visitors to school support pupils' personal development. Many lunchtime and after-school activities are well attended. These include a good range of sporting, musical and leisure pursuits. Links have been established with local secondary schools to enrich opportunities in French, mathematics, information communication technology (ICT) and science.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. As a result, they feel that there is always someone to go to if they have problems or are upset. There is a clear set of playground rules, which supports this. Teachers and support staff are sensitive to the needs of all pupils. Pupils with learning difficulties and disabilities are supported well by all adults, especially by teaching assistants who are very well deployed. Good systems are in place to assess how well pupils are progressing. However, the guidance and targets that result from this should be sharper. The school acknowledges this and knows what to do to improve. Parents are given clear information about the school although some would like to see improvements in this area. The support they give to fund raising events, the running of school clubs and in assisting on school trips is highly valued. The procedures to deal with Child Protection issues, accidents and incidents are robustly in place. The school carries out detailed risk assessments to ensure pupils' health and safety. The site is well maintained and secure.

Leadership and management

Grade: 2

The headteacher and senior leadership team have led the school well through a period of change and modernisation. The fruits are now starting to pay dividends, but need to be more clearly communicated to parents. Recent improvement is good. For example, teaching which was unsatisfactory is now good and provision in the Foundation Stage is better. As a result children now make a good start to school and achievement is more even and improving. The school's self-evaluation takes into account the views of parents and pupils and is generally accurate. The headteacher has a very clear view of standards, progress and teaching. She rightly assesses that these could be even better. However, the outcomes of pupils' personal development are not as clearly identified. This leads the school to over-estimate how good this aspect is. Clear systems are in place to help subject leaders monitor pupils' learning and the curriculum, and

to gather assessment data. However, some are fairly new to their role and their skills require further strengthening. More rigour needs to be brought to bringing more even consistency to teaching and ensuring all groups of pupils achieve equally highly. Traditional committee structures have served the governors well. They recognise there is scope for them to develop new approaches to working to enable them to distribute their workload and work more effectively with staff. The budget is managed well to ensure the curriculum is well resourced.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming when we visited your school recently. We enjoyed talking to you and looking at your work. A special thanks to those who told us about all the interesting things you do in and out of school. We think you are in a good school; it is improving and could be better still.

These are the things we are most pleased about: :) the way in which the children in the youngest classes have settled in, happily work with each other and show a real interest in learning. :) your good behaviour at all times, your positive attitudes to work and good attendance. All of these are helping you do well. Keep them up! :) there is very little bullying in the school and you are very keen to keep it that way. :) the good progress you make in your learning because of your teachers' good teaching skills. Many of you told us how they made your lessons enjoyable. :) the way your headteacher, senior staff and governors run the school and are keen to continue to modernise it so that you do even better.

These are the key things that could be improved: * more of you could be reaching the higher levels in the National Curriculum, especially in the tests in Years 2 and 6. We have asked your teachers to identify which of you could do even better and help you achieve this. * teachers need to give you clearer targets to aim for and make sure you know what you need to do to improve. * some teachers help develop subjects in the school. We have asked them to make sure they are doing all that they need to do to improve these. We hope you carry on enjoying your education and help your teachers all you can. We hope you have a nice Christmas. Remember what it really means! With our good wishes for the future.