



St Andrew and St Francis CofE Primary School

Inspection Report

Unique Reference Number 101536
LEA Brent LEA
Inspection number 296547
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Neil Sortwell HMI

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

Type of school	Primary	School address	Belton Road
School category	Voluntary aided		London
Age range of pupils	3 to 11		NW2 5PE
Gender of pupils	Mixed	Telephone number	020 8459 1636
Number on roll	368	Fax number	020 8933 7365
Appropriate authority	The governing body	Chair of governors	Father Scott Anderson
Date of previous inspection	8 March 2004	Headteacher	Mrs Barbara Graham

Age group	Inspection dates	Inspection number
3 to 11	27 June 2006 - 28 June 2006	296547

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector

Description of the school

St Andrew and St Francis is a large, Church of England primary school serving an ethnically mixed community. It attracts pupils from a wide range of backgrounds, although more enter the school with poorly developed skills than in most schools. The school faces many challenges including high turnover of pupils and staff. A large proportion of pupils have special educational needs and 2 have formal statements. Over a third is eligible for free school meals. Well over half of the pupils do not have English as their first language. The school was placed in special measures in March 2004, since when a new headteacher and deputy headteacher have been appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St. Andrew and St Francis is an effective school, because pupils from Nursery to Year 6 are well cared for, encouraged to work hard and achieve satisfactorily. Governors and staff have ensured that it provides satisfactory value for money. This is a view shared by most parents. Inspectors confirm that the leadership has a largely accurate view of the school and knows what its main priorities are. The headteacher and her leadership team have successfully driven the school to improve since it was placed in special measures so that it now provides a satisfactory standard of education.

Standards remain well below average, but as a result of considerable effort to improve teaching, pupils' progress has improved. The quality of work and progress in Foundation Stage is good. Progress overall is satisfactory but there is still much to be done to ensure that all groups, including the more able, make good progress in writing and in science. While the curriculum is broad, teaching which brings subjects together in lessons is not well developed. Opportunities for pupils to work in teams on practical, investigative and enterprising activities are missed.

Pupils' personal development is a strength which reflects the good quality of care and guidance which is offered. Pupils feel safe, healthy and valued. Overall attendance is below national averages because of overseas visits which reflect the cultural diversity of the school population. Not all parents are working well enough with the school, despite its best efforts, to ensure that their children arrive punctually at school.

The leadership of the school has tackled the main issues from the previous inspection with determination and professionalism. It has clearly demonstrated that the school has the capacity to secure further improvements.

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

What the school should do to improve further

To improve further the school should:

- Continue to raise standards by ensuring that teaching is consistently good;
- Ensure that all pupils, including the more able, make good progress, particularly in writing and science
- Develop more cross- curricular approaches in lessons and in doing so increase practical opportunities for enterprise, team and investigative work
- Work more closely with parents to involve them in their children's learning

Achievement and standards

Grade: 3

Children enter the Nursery with less well-developed skills than is found in most schools. They make good progress in the Nursery and Reception year as a result of good teaching. The school is working hard to ensure that this is maintained when they enter

Year 1. Most seven- to eleven-year-olds make satisfactory progress although standards remain well below average and a minority of pupils do not make the progress they should. This group includes some of the pupils who arrive mid-year from overseas and are at early stage in learning English. Pupils with special educational needs make satisfactory progress overall and some make good progress.

After a period of steady improvement, in 2005 the results declined in the Year 2 assessments and Year 6 test results. This was in part due to staffing difficulties and as a result the school missed its targets. Not enough of the Year 6 pupils who achieved average test scores when in Year 2 went on to do so in Year 6. The school has rightly identified that some groups, including older boys of black Caribbean background should do better. Initiatives to increase the rate of pupils' progress in reading, writing and mathematics in several year groups have born fruit and a larger proportion of pupils are now making better progress. The school is planning to build on these initiatives and particularly so in writing and science where standards are below average. This is reflected in good progress in classes and in pupils' work but not yet in national tests. School monitoring, confirmed by inspectors shows that the school should meet challenging targets set for 2006, although too few pupils are likely achieve higher grades. More could be expected of the most able pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and particularly lessons which are practical and which provide them with opportunities to find out things for themselves. They are keen to come to school and are proud of their achievements. Pupils say that they like the wide range of activities offered to them. While attendance is below average, this is not because of truancy. The school has worked very hard with parents to promote good attendance. The school council provides pupils with the chance to make decisions and become more involved in the life of the school. Members have a mature attitude and appreciate the influence they have; they would like to have more. The school is satisfactorily preparing pupils for their adult lives and the world of work. It does this by encouraging them to take responsibility for participating in the school and its wider community.

On arrival, new pupils settle very quickly because they are encouraged to care for each other. Pupils are very tolerant of each other's different lifestyles, languages and religions. Pupils are happy to sing in Swahili in Mass. They are very aware of life beyond the material and of worship in particular. Pupils know what is right and wrong. There has been significant improvement in their behaviour which is now satisfactory. A small number of parents have concerns about behaviour, which inspectors do not share. Pupils know how to keep healthy and they say they feel safe and know where to go for help. One Year 5 boy explained that 'school was like being part of a big family'.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning has been steadily improving and is satisfactory overall. It is good in the Foundation Stage. During the inspection more good rather than satisfactory teaching was seen in lessons. Teachers have been well supported and are now better at matching learning to pupils' needs. They make very effective use of classroom assistants to support learning. Teachers use what they know about pupils' progress to inform lesson planning but this knowledge is not always well used to inform marking, which is too variable. Pupils say that some teachers' marking is more helpful than others. Nevertheless they know how well they are doing and can broadly say what they need to do to improve.

With better behaviour in lessons, teachers have increased confidence to use a range of methods to make lessons interesting. In the best lessons, there are practical and engaging activities for pupils who are asked to take responsibility for their learning, work together and alone in equal measure. Approaches are varied and the pace of learning is kept brisk with teachers constantly questioning pupils' understanding. Pupils enjoy their learning in these lessons and make good progress. These characteristics were not seen in all lessons but partly featured even in those which were less successful. A small proportion of teaching remains inadequate, which the leadership is addressing.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory. It meets national requirements and the needs of most pupils, although further development is required to extend the most able. The curriculum is adapted satisfactorily for pupils with special educational and language needs. This has been a high priority; one teacher commenting 'All teachers are special needs teachers in this school'. The school delivers a broad curriculum with sufficient opportunities for pupils to respond creatively in music and the arts. It is enhanced by extra-curricular trips, visitors and special events.

Appropriate emphasis has been placed on teaching basic literacy and numeracy skills. Teachers are now looking for ways to teach these skills more imaginatively across all subjects to enable pupils to write at length and to carry out investigations, particularly in science. Opportunities for teamwork and enterprise are currently underdeveloped. The school has made considerable investment in computers and the computer suite is well used by all groups. The quality of the school environment continues to improve, as seen in re-decorated classrooms and colourful displays of pupils' work.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good and has a positive impact on pupils' personal development. Staff work very hard to support pupils and to create a safe place for learning. They know pupils well and track their learning carefully to ensure that they are making progress. The school's Christian ethos pervades all that it does, with considerable sensitivity shown to those families and pupils of other faiths. The headteacher is very rigorous in carrying out safety checks and risk assessments. She takes personal responsibility to ensure that adults are cleared to work with children. She has also ensured that there are robust procedures in place for keeping children safe.

The school works extremely well with outside agencies to promote pupils' welfare and learning. Good support is provided for vulnerable families and children. Support for pupils with special educational needs and for those learning English is good, which is reflected in the progress they make. Problems with punctuality are being tackled rigorously by the school and welfare service with the support of most parents. However, some parents and carers disregard the need for children to be at school on time. The school believes that not all parents support their children's learning well enough. It is actively encouraging more to come into school by hearing readers or helping with sports.

Leadership and management

Grade: 3

The headteacher and her deputy have established a clear and strategic drive to improve teaching and learning, which is now being successful. Staff and governors share that unity of purpose and because of regular, satisfactory self-evaluation, know what must be done to raise standards. They routinely consult with parents, pupils, the local authority and diocese and have an accurate view of their school's strengths and weaknesses. Despite consulting with parents, not all parents feel that they know enough about their children's learning. Governors are effective in supporting the school.

The new leadership team prioritised its work, ensuring that poor behaviour was tackled early on and that there were sufficient staff employed to meet pupils' needs. This enabled the school to provide better care and allowed teachers to focus more clearly on pupils' progress with some success in raising standards. The team has been effective in tackling key issues from the previous inspection.

The leadership team knows that to boost progress, teaching needs to be consistently good. Consequently, teachers are regularly observed, supported and challenged in lessons; they are given feedback which has led to improvements. A programme of sharing good practice in teaching within and beyond the school is having a positive effect on the quality of teaching. It also has added benefits because teachers feel well supported and this has helped to significantly reduce the annual turnover of teachers.

The leadership team has enjoyed some successes and has demonstrated that it has the capacity to achieve more.

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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	NA
The attendance of learners	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

Children

We have enjoyed visiting your school and watching you learn and play together. We particularly enjoyed talking with you about your work and the school. It was good to see that many of you are very involved as school councillors. We were impressed with what you have achieved to make your school a better place to be. We hope that you will become even more involved in the future.

We were particularly pleased with the way that you look after each other. We agree with you that most children behave well in lessons and in the playground. This has not always been the case, so thank you for helping to make things better. We are very pleased that you feel well cared for in school and agree that you are. We were also delighted that you enjoy coming to school but disappointed that some of you arrive too late in the morning. We have asked the school to work more closely with your parents to tackle this and to help you in your learning. It is good that so many of you know how well you are doing and know what you need to do to improve. We would like to thank you for trying hard in lessons and are pleased to see that many of you are now doing much better. This is because your teachers have worked hard to improve their teaching and to make lessons more interesting for you. They will continue to do so with your help. We would like you to work with your teachers to improve your writing and science. We have asked your teachers to ensure that this happens. We believe that some of you are capable of even better work.

We believe that your headteacher, her staff and governors have worked hard to improve your school and have said that it no longer needs special help to improve.

Yours sincerely

Neil Sortwell

H M Inspector