

# St Andrew's CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	102438
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	308007
<b>Inspection date</b>	5 March 2008
<b>Reporting inspector</b>	Nicola Davies

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Malcolm Underhill
<b>Headteacher</b>	Mrs Elizabeth Wakling
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Nursery Way Uxbridge UB8 2BX
<b>Telephone number</b>	01895 232768
<b>Fax number</b>	01895 811645

---

<b>Age group</b>	3-11
<b>Inspection date</b>	5 March 2008
<b>Inspection number</b>	308007

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated whether more able pupils are sufficiently challenged, the impact of changes in provision and curriculum in the school, and the work of the Foundation Stage. Evidence was gathered from the analysis of pupils' test results, discussions with the headteacher, staff, pupils and the chair of governors, observation of lessons and pupils' work, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a small, one form entry Church of England school in Uxbridge with a Nursery. The majority of pupils are of White British heritage but the school has a growing proportion of pupils from a range of other ethnic heritages. Most, but not all, pupils are Christian. The percentage of pupils who are entitled to free school meals is well below average. The percentage of pupils with learning difficulties and disabilities is average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The overall effectiveness of this well led and managed school is good. The school sees education '...as a partnership between parents, school and the church' and aims to ensure that children are happy, secure and see learning as a positive experience. To meet these aims, leaders and managers have recognised the importance of ensuring children build their skills steadily as they go through the school. Making sure this happens consistently has been a major and successful branch of the school's work over the past few years. Staff keep track of pupils' progress carefully over time and set challenging targets for them to reach. Pupils understand what they are aiming for, and are increasingly involved in assessing whether they have met their goals. The success of this approach can be seen in the improved progress that pupils from all backgrounds and of all abilities have made in the last three years. Pupils at the end of Year 2 are now reaching standards that are often significantly above average. At the end of Year 6, they reach standards that are above average and make good progress from their starting points.

Achievement is good because pupils are keen to learn and are taught well. Teachers are alert to the different abilities in their classes and prepare well to meet pupils' varying needs. In addition, class teachers and other staff work with small groups to help enhance their progress, for example, if they are struggling in particular areas or to provide extra challenge. One example is a small group of pupils who work together to write and publish their own school paper. They particularly enjoy this, as do pupils who manage and market the school's healthy snacks. The school council is well organised and takes a lead in advising leaders and managers on how pupils feel about different issues. Such opportunities, alongside pupils' good basic skills, help them to develop and mature well in their time at the school. One issue that concerns some pupils is the poorer behaviour, which a few pupils display during playtimes and lunchtimes. Pupils are understanding of those who find behaving well more difficult and plans are in place to further develop the playground environment with additional activities and quieter areas. Pupils are adamant that there is no racism in the school and regular surveys of their views indicate that they feel safe and well cared for. Parents agree that the school cares well for their children. A number of children attend the school for relatively short periods, as their families are posted at the nearby RAF base. The school has good links with the base, which helps pupils to settle well and quickly. As one RAF family wrote 'We have experienced many schools, but our children settled instantly at this friendly and caring school.'

Since the last inspection, the school has remodelled its facilities for the benefit of pupils. One area they were asked to improve was the way that information and communication technology (ICT) was used across the curriculum. Facilities for ICT have improved and teachers are making better use of ICT in their lessons, using the interactive whiteboards, for example, to introduce pupils to key points. Pupils also have much better opportunities now to use ICT in their learning in their lessons through the school's set of mobile laptops. Pupils note that, on occasions, their planned activities are disrupted by technical hitches, which is frustrating for both them and their teachers. However, the curriculum is good overall. Basic skills are well taught and pupils take part in a wide range of activities, which develop their social and academic skills. Pupils particularly enjoy creative and sporting activities such as the after school clubs run by staff, organising their own assemblies or singing with the choir at the Albert Hall. Such opportunities, along with good links with the local church and community, help pupils make good gains in their personal development and well-being. They develop an excellent understanding of healthy

living. Pupils enjoy school a good deal and attendance has improved significantly since the last inspection.

The school's systems for evaluating its own effectiveness highlight its strengths and weaknesses well. Plans for improvement are thorough and involve staff and pupils. The strong governing body monitor and evaluate these plans with considerable rigour. A weaker aspect of leadership and management is the involvement of parents. Whilst parents are involved well in their own children's education and contribute a good deal to the school through, for example, the parents' association, they do not yet have good opportunities to evaluate the work of the school. As a result, although parents' views of the school are positive, a minority feel that the school does not take enough account of their opinions. The school's track record of steady improvement since the previous inspection, demonstrates its good capacity to tackle this shortcoming, whilst continuing to improve other aspects of its work.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Since the beginning of this academic year, the school has significantly changed its provision for its youngest children. Facilities for the Foundation Stage have been remodelled and children from 3-5 years old now benefit from a very bright, lively and stimulating indoor environment. Children from Nursery and Reception work and learn together, rather than in age-related classes. Enthusiastic and caring Foundation Stage staff work well together and plan interesting activities for children across all areas of learning. This includes learning in the outdoor area, which they rightly plan to develop further. Overall, children join the Nursery with the skills and experiences expected for their age. They make good progress to exceed age-related expectations by the end of their Reception year. Staff carefully note the progress of children and plan adult-led activities to meet children's different needs and interests. Their records demonstrate that children are making similar gains in their learning in the newly organised setting. However, observations, staff evaluations and parents' comments show that there is more to be done to ensure activities consistently match the different needs of children across the setting, particularly when children choose activities for themselves.

## **What the school should do to improve further**

- Involve parents more in evaluating the work of the school.
- Ensure that activities for children in the Foundation Stage are well matched to their particular needs.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

14 March 2008

Dear Pupils

Inspection of St Andrew's CofE Primary School, Uxbridge, UB8 2BX

Thank you for helping me when I visited your school recently. I very much enjoyed my day with you and your teachers. I was sorry I was not able to stay longer and talk to even more of you. However, it will not surprise you to know that your head boy and girl and your school council did a very good job in honestly and fairly representing your views. So, I would like to say a particular thank you to them.

Your headteacher had told me a great deal about your school before I arrived and had shared with me what the school is proud of and what it would like to improve. Like your teachers, I judge that you go to a good school and that you make good progress. One of the good things about the school is how well the staff have worked together to help you to make consistent progress as you get older. Another is your excellent understanding of how to keep fit and healthy.

Your teachers and governors think carefully about what they need to do to make the school even better. They ask for your ideas and tell you about what they are planning. This works well and I have asked them to involve your parents more in this too. As you know, everyone has also been working hard on the new Foundation Stage. Your school now has a good space for the youngest children. They have also organised this differently to before, and I have asked them to 'fine-tune' the new system to make sure that all the children have good opportunities to learn when they choose their own activities. I have written more about the school in the full report, which I am sure some of you will want to read for yourselves.

Thank you again to you, your parents and your teachers for helping me with the inspection.

With best wishes for the future

Nicola Davies

Lead Inspector