

St Andrew's CofE Primary School

Inspection report

Unique Reference Number	102029
Local Authority	Enfield
Inspection number	323572
Inspection date	5 March 2009
Reporting inspector	Paula Protherough

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	467
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Rex Bourne
Headteacher	Ms Faith Hood
Date of previous school inspection	14 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	116 Churchbury Lane Enfield EN1 3UL
Telephone number	020 8363 5003
Fax number	020 8363 9618

Age group	3–11
Inspection date	5 March 2009
Inspection number	323572

© Crown copyright 2009

Website: 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 two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- Are the high standards and apparently excellent achievements of pupils reflected in their current work?
- Has recent work on the curriculum ensured that the needs of all groups of pupils are being suitably addressed?
- Can staff and governors at all levels account fully for the standards achieved by pupils and the quality of education within their areas of responsibility?

Evidence was gathered from lesson observations, work in books, and conversations with staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but inspectors 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 the report.

Description of the school

St Andrews is a larger than average Church of England primary school with an Early Years Foundation Stage which comprises a Nursery and two Reception classes. The school has a stable population. The majority of pupils are of White British ethnicity with slightly more than a quarter coming from other groups that include pupils of mixed heritage, Black British Caribbean or Black British African backgrounds. Most are competent speakers of English and very few are at the early stages of learning the language. The proportion of pupils eligible for free school meals is low compared with most schools. The proportion with special educational needs and learning difficulties and/or disabilities is well below the national average, although there has been an increase in pupils arriving in the Nursery with autistic spectrum disorders. The school has received many awards including the Healthy Schools and Extended School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that provides an excellent education for its pupils. As one parent commented, it is 'warm and happy and children thrive and excel'. School leaders are reflective and analytical with a sharp focus on school improvement. There is a robust management structure which enables all staff to contribute their own enthusiasms and expertise in support of the pupils' excellent achievements. As a result, the school is successful and popular and has a very strong capacity to continue to flourish.

When children enter the Nursery the majority are at levels just above those expected for three-year-olds. From the outset, they make excellent progress that continues as they move through the school. National test and assessment results show that standards for seven- and eleven-year-olds are exceptionally high and have been for several years. Inspection evidence drawn from lesson observations and the analysis of work confirm that pupils of all backgrounds and abilities are successfully supported to achieve very well. This is because individual needs are swiftly identified and appropriate support provided. This is especially the case for those children with either statements of special educational needs or learning difficulties and/or disabilities. The progress of all pupils is tracked assiduously and teachers set challenging targets which are shared with pupils. Teachers work together effectively in their teams to plan exciting lessons. They use challenging questioning techniques very well, giving time for pupils to think and explain their understanding in depth. Consequently, pupils find their work interesting and are motivated to succeed.

All adults model positive and encouraging relationships so that pupils feel well looked after and supported. Adults have high expectations of behaviour in lessons and around school. Pupils respond well with self-disciplined, reflective and calm attitudes. They understand how to behave and care for each other. A few parents feel that bullying is an issue, but inspectors saw no evidence of this. The pupils report that they feel safe and that any concerns they have are well managed and quickly dealt with. School initiatives such as the anti-bullying club are important aids to pupils' emotional welfare.

The curriculum is well planned to ensure that all subjects are taught very well. It is enhanced by visits and activities such as the trip to Whipsnade Zoo. The use of information and communication technology (ICT) has improved very well since the last inspection and is now effectively used throughout the school day by teachers and pupils. However, links between subjects are underdeveloped. Although pupils have high-level skills in literacy and numeracy, they currently have insufficient opportunities to use these in more demanding activities such as research. Senior managers and subject leaders are well aware that this is an important next step and have put in place appropriate plans for development.

Governors offer appropriate levels of challenge and support for the headteacher and staff and know their school well. Some parents express the view that communication could be improved and that the school could be more approachable. Inspectors agree with the great majority of parents who are very happy with the quality of education their children receive and the ways that the school has sought to develop communication through the weekly newsletters and school website. However, the many strengths of this excellent school are not yet successfully communicated to all parents and carers.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The leadership of the Early Years Foundation Stage is outstanding. The coordinator provides a continuous drive for improvement and is ably supported by a well-qualified and highly motivated staff team. Together they provide an imaginatively taught curriculum that enables the youngest children to make an excellent start in the school. The attractive, well-planned and supportive learning environment includes an outstanding outdoor classroom. The great attention to safety and welfare means that children flourish because they feel secure and well looked after.

The excellent teaching throughout the Early Years Foundation Stage ensures that the needs of all children are met. When children enter the Nursery they generally have levels of skills and knowledge slightly above those of other three-year-olds. The profile of the children starting in September 2008 shows that in letters, sounds, calculation and fine motor skills, their attainment is slightly lower. They quickly catch up and exceed the national expectations in early literacy skills and in numeracy, reasoning and problem solving, and make exceptional progress in all other areas of learning. Children with learning difficulties and special educational needs are swiftly identified and well catered for so that they too make good progress. Children's personal development is outstanding; they enjoy all of their activities and are well-behaved and sociable, independent learners. For example, they loved talking about the features of insects when they were encouraged to look underneath a log.

Teachers know their children well and monitor children's progress thoroughly with high-quality observations and tracking systems. Parents appreciate their very positive and close relationship with the Nursery adults and the strong partnership which is developed to maximise the potential of all children.

What the school should do to improve further

- Provide more opportunities for pupils to apply their skills and abilities in research and investigative activities across the curriculum.
- Ensure senior staff and governors communicate and celebrate the many strengths of the school more effectively to parents and carers.

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.

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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 March 2009

Dear Pupils

Inspection of St Andrew's CofE Primary School, Enfield, EN1 3UL

We enjoyed visiting your school recently. Thank you very much for your friendly welcome and your help with the inspection. It was good to see you working so hard in lessons. Your work is excellent and you make outstanding progress because your teachers expect a lot from you and plan exciting lessons and activities. Your behaviour is excellent, your attendance is good and you take part in many clubs with great enthusiasm. You also show kindness and care to each other and to other people in the world through your charity work. You have an active school council who represent your views, and the adults in school listen to them and help you change the school for better. The staff take great care of you and you tell us that you feel safe and have people who listen to you.

You are right to be proud of your school because it is outstanding. The people who lead your school know what to do to make the school better and they put your needs first. To help them carry on making your excellent school even better we have suggested that they:

- give you the chance to do more research and investigative activities in lessons and at home
- make sure that everyone knows what an excellent school you go to.

You can help this to happen by giving the staff and governors some ideas about how to do this. For example, perhaps you could write your own newsletter.

Yours faithfully

Paula Protherough

Lead Inspector