

Tribal Group
1-4 Portland
Square
Bristol
BS2 8RR

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5236
Direct F 0117 315 0430
alison.storey@ofsted.gov.uk



5 November 2009

Mrs B Graham
St Andrew and St Francis CofE Primary School
Belton Road
London
NW2 5PE

Dear Mrs Graham

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 20 October 2009 and for the information which you provided before and during my visit. Please pass on my particular thanks to the staff I met formally or talked with, to your Chair of Governors, the representative from the local authority and the group of pupils who met with me to share their perspective of the school.

Since the last inspection, pupil numbers have increased slightly and, as a result, the school has employed an additional teacher in the Early Years Foundation Stage. A new science coordinator was appointed internally at the end of September.

As a result of the inspection on 20 October 2009, the school was asked to:

- raise achievement and standards particularly in writing and for the more able
- improve the overall quality of teaching so that lessons are consistently challenging
- improve attendance levels.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and in demonstrating a better capacity for sustained improvement.

Standards at the end of the Early Years Foundation Stage in 2009 were not as high as at the time of the last inspection. However, this was due to different starting points and the particularly high mobility of last year's Reception children. Data indicates that there has been improvement over time across all the areas of learning. In particular, it shows the positive impact the daily teaching of letters and sounds is having on children's early reading and writing skills.

The daily teaching of letters and sounds and the whole-school focus on developing the teaching of writing, together with withdrawing targeted pupils for additional teaching, has improved standards in reading and particularly writing at the end of



Key Stage 1 since the last inspection. Around three quarters of pupils reached Level 2 in reading, writing and mathematics in 2009. However, standards remain below those found nationally and there has been no significant improvement in the numbers of pupils reaching the higher levels.

Standards at the end of Key Stage 2 fell in 2009. However, the school's data shows that over 90% of pupils had made the expected rate of progress in English and mathematics from very low starting points at the beginning of Year 3 and that around 40% made good progress in reading and writing. On the other hand, in areas which have not been as high priority in the last year, for example mathematics or those pupils capable of reaching the higher levels, progress was not as strong.

Overall, pupils' achievement is satisfactory. Standards are still low with the high number of pupils leaving and joining the school during the year having an adverse impact. However, the progress pupils make in lessons and over time is improving. First, this is due to the school's ongoing focus on developing the quality of teaching. The work to improve standards in writing over the last year by teaching pupils specific skills which they then have to apply in extended writing sessions has been successful. Pupils' enjoyment and understanding of what they are learning is evident in the way they talk about these lessons being more structured. Support and coaching for individual teachers is improving their practice. There is no longer any inadequate teaching, but the proportion of good or better teaching is not yet strong enough to ensure that learning and progress are consistently good. Second, the school uses its analysis of data to plan interventions to meet the specific needs of groups of pupils. Sometimes, this extra teaching is necessary, for example where there has been high mobility, but quite rightly the school is aiming for high quality classroom teaching that meets the needs of all pupils. In particular, this year it is planning to improve teaching for the more able pupils and those who are at an advanced stage of learning English as an additional language. The school has also identified that it needs to address standards and progress in knowledge and understanding of the world in the Early Years Foundation Stage and in science in Key Stages 1 and 2. To date, this has been limited by the turnover of science coordinators.

In partnership with the local authority, the school is using a combination of rewards and sanctions, including court action, to impress upon pupils and parents the importance of good attendance. It was successful last year with some poor attenders and their families, but overall attendance was still low. So far this term, attendance has been satisfactory, but the school is well aware that it **still faces the challenge that some families continue to take extended holidays, even though these are unauthorised by the school.**

There is a solid foundation for further improvement. The headteacher has clear ambitions for the school, which are understood and shared by her deputy and senior leaders and helped by more stable staffing and the development of middle managers. She is determined that after a period of being led by national priorities



local authority support the school will steer its own development, based on ensuring high quality provision that meets the needs of all pupils. Regular monitoring gives an accurate picture of both the quality of teaching and pupils' learning and progress and is used to identify where further improvement is needed. In turn, this informs professional development and performance management. However, the plans for future improvement lack sharpness and detail, and target setting is not always challenging enough. The governing body is now at full strength and aware of the school's strengths and areas for improvement, but is not yet rigorously holding senior leaders to account. Support from the local authority in recent years has been good and appreciated by leaders and managers at all levels.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Alison Storey
Her Majesty's Inspector

