

St Andrew's Catholic Primary School

Polworth Road, Streatham, London, SW16 2ET

Inspection dates 4–5 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher, school leaders and governors have extremely high expectations of staff and pupils, which have led to strong improvement in all aspects of the school's work since the last inspection.
- Standards have risen rapidly since the last inspection, so that, by the end of Key Stages 1 and 2, attainment in reading, writing and mathematics is significantly above the national average and improving.
- The school is welcoming, caring and supportive of pupils from all backgrounds. Staff are skilled at bringing together pupils from different cultures and developing their language and communications skills right from the start in the Early Years Foundation Stage.
- Excellent personal, spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of the school's strengths.
- Teachers and support staff are highly trained and supported to extend their knowledge and skills. They constantly strive to do their best and, as a result, teaching is outstanding.
- The wide variety of themes and activities provided by the school, including the after-school clubs and visits, ensures that pupils develop skills in a broad range of subjects and are well prepared for their next stage of education.
- Pupils are exceptionally motivated and eager to learn and are unreservedly polite and caring of one another. Their behaviour in lessons and around school is exemplary.
- Pupils are well trained to respond to their teachers' thorough marking and guidance and these support their excellent progress.
- The governing body holds the school robustly to account for its performance and its management of the finances and this has strongly contributed to rising standards.

Information about this inspection

- Inspectors observed 24 lessons, four of which were joint observations carried out with the headteacher and the deputy headteacher. Inspectors also carried out a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff, pupils, the Chair of the Governing Body and three other governors, as well as a representative from the local authority.
- Inspectors took account of 120 responses to the online Parent View questionnaire and three letters from parents as well as the views of parents they met. Inspectors also considered 37 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement, the school's self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Cheryl Millard

Additional Inspector

Avtar Sherri

Additional inspector

Full report

Information about this school

- This is a larger-than-average-size primary school, which has two forms of entry and an additional class in Reception.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children whose parents are currently serving in the armed forces, is in line with the national average.
- The proportion of pupils from minority ethnic groups is very high. A large number of ethnic groups are represented.
- The proportion of pupils speaking English as an additional language is well above the national average. Approximately 15% are at an early stage of learning to speak English.
- The proportion of pupils supported at school action plus, school action or with a statement of special educational needs is in line with the national average.
- The school meets the government floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that higher attaining pupils are always well challenged and moved on as soon as they are ready for more demanding work.

Inspection judgements

The achievement of pupils is outstanding

- Many children enter the Early Years Foundation Stage with skills appropriate for their age, with a small proportion speaking little or no English. As a result of high quality teaching, pupils make good progress from their initial starting points. Pupils' achievement is strong throughout the school and exceptionally rapid in Years 2 and 6. As a result, by the time they leave, all pupils, including those from the range of ethnic groups, have reached above average standards in English and mathematics.
- Many pupils' books demonstrate exceptional communication, English and mathematics skills across a range of subjects, directly resulting from the high quality teaching the pupils have received over a long period of time. Pupils' books are extremely well presented; close attention is paid to neat, legible handwriting and it is evident that all pupils take pride in their work.
- The phonics check (letter and sounds) for six-year-olds in 2012 and 2013 demonstrates exceptional reading skills and this is having a strong impact on pupils' reading which is of a high standard. Pupils also benefit from regular access to a well-equipped and stimulating library, visits from authors and themed book weeks, ensuring they are supported to read widely and often.
- Evidence from this inspection indicates that the school's strategies to accelerate the progress of all pupils, especially high attainers, throughout Key Stage 2 in English and mathematics, have been effective in securing higher attainment levels. The attainment of higher attaining pupils in reading, writing and mathematics is significantly better than it was previously and the overall profile is now well above average.
- Adults who provide one-to-one tuition and small group interventions for pupils in need of extra help, including pupils who have special educational needs and those for whom English is an additional language, are well trained and highly effective in the role. They make a very strong contribution to pupils' exceptional progress.
- Pupils eligible for support from the pupil premium funding initiative are making more progress in English and mathematics than all pupils nationally. The available evidence confirms that where there are any gaps in the achievement of this group of pupils they are very small, and less than a term, when compared with those who are not eligible for the pupil premium funding. These gaps are closing rapidly. This is because funding for pupils supported through the pupil premium has been well spent on meeting the needs of identified pupils through very well targeted one-to-one support and small group teaching within lessons.

The quality of teaching is outstanding

- Teachers create an attractive and welcoming learning environment; they establish very positive relationships with pupils and know their classes well. Having extremely high expectations of themselves and their pupils, the combination of the teachers' enthusiasm and passion for teaching, together with the pupils' excitement for learning, has led to exceptional achievement for a great many pupils.
- Where learning is at its very best, which constitutes the vast majority of lessons, teachers display excellent subject knowledge; ensuring that the learning activities, together with the pace of learning, are accurately matched to the abilities of every pupil present. They extend their pupils' learning experiences through the innovative use of music, periodic exercise and refresher breaks to sustain concentration and provide time for reflection. For example, in one highly successful Year 5 English lesson, classical music was played in the background as the pupils reflected on the quality of each other's imaginary detective reports; they marvelled at the wide variety of detective clues and drew out especially well-crafted descriptions, as in the following example. 'Two men whispering as if it were a colossal secret.' Time for reflection established deeper thinking and led to an improved quality of work from all those present.
- Adults who support pupils in need of additional help, including pupils who have special

educational needs and for whom English is an additional language, play a significant part in pupils' successful learning because they are well briefed to support selected pupils.

- In the Early Years Foundation Stage, staff provide a stimulating, happy learning environment, both indoors and outdoors, where children quickly learn to work well with each other and make good progress. For example, the teaching of phonics (letters and sounds) is having a strong impact on pupils' early reading and love of books. In one particularly successful adult-led numeracy activity, children were highly proficient at adding together the numbers of clubs, diamonds and hearts displayed on playing cards.
- The teaching of reading has improved significantly throughout the school. Phonic knowledge is taught particularly well at Key Stage 1, and there is a high degree of parental support for helping children to read widely at home. Pupils in need of extra help with reading benefit from additional support, often provided by parent and governor volunteers, who listen to them read in school.
- Marking is regular and pupils are provided with helpful guidance on how to improve the quality of their work. Teachers are careful to ensure that pupils are clear about their next steps in learning and have time to correct their mistakes. This has led to rapid gains in the confidence of pupils in understanding how well they are doing and how to improve their work.
- Teaching generally caters for the higher attaining pupils by providing them with more demanding tasks, but very occasionally these pupils spend too much time completing the same tasks as others because teachers have not anticipated where to intervene in order to set more demanding work for them as soon as they are ready.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around school is outstanding. The school's work to keep the school safe is highly effective. Pupils say they are happy and feel safe and well cared for at school. They act very responsibly on the playground where they are well supervised. Their attitudes to learning are exceptional and play a significant part in their outstanding achievement.
- Pupils demonstrate strong social skills. They are eager to learn and are highly motivated. They get on extremely well together and respond positively to adults. Pupils are taught to help and respect one another and to work well together in groups and this contributes to their successful learning. In the words of a Year 3 pupil, 'St. Andrews is one big family.'
- Procedures to manage behaviour are robust and followed consistently by staff; as a result, incidents of unacceptable behaviour, including bullying, are infrequent. Pupils say that on the rare occasions when bullying does occur it is dealt with swiftly by the school. Pupils have a clear understanding of the risks in life beyond school, including through the use of the internet.
- Pupils value the many opportunities to take on, and in some cases train for, important roles and responsibilities such as head boy and head girl, school captains, school councillors, eco-councillors and sports leaders, as well as a full range of prefect roles. All of these pupils' activities make a valuable contribution to improving the school and everyone's well-being. For example, pupils speak highly of the part they play in organising sports activities and events to raise money for charities.
- Pupils enjoy school where their academic achievements and other contributions to school life are rewarded and celebrated and, as a result, their attendance is above that seen nationally.

The leadership and management are outstanding

- The headteacher and the deputy headteacher together provide exceptional leadership for the school. All of the senior and middle leaders are highly ambitious, professional and uncompromising in their drive for all pupils to achieve as well as they can. All staff rise to the school's high expectations in order to consistently secure improved outcomes for all pupils.
- The school's self-evaluation is accurate and honest in its assessment of relative weaknesses. This has resulted in concerted and effective action which has led to rapid improvement in

monitoring staff and pupil performance and achievement. Consequently, the school has a very strong capacity to maintain its current strengths and develop them even further.

- The high quality of teaching is supported by an excellent programme of professional development which is coherent, effective and very supportive. It is based on the identified needs of staff and the needs of newly qualified teachers and enables those at an early stage of their career to experience best practice. The appraisal system that supports teachers' performance and links to salaries is very robust and linked closely to Teachers' Standards, ensuring that challenging targets are set in relation to pupils' progress.
- The curriculum provides a wide range of exciting enrichment and cultural opportunities for high-quality learning and is successfully broadened by specialist classes in music, Spanish, creative arts and sports, as well as residential trips, visiting authors, theatre companies and many exciting clubs on offer after school. During this inspection, pupils in Year 2 participated in a very successful 'Florence Nightingale Museum' day. Pupils thrive under the different artistic, scientific and cultural opportunities offered to them. For example, thematic activities such as the 'Unity fortnight' and the 'London Project' are highly effective in broadening pupils' historical and geographical subject knowledge, as well as providing a vehicle for art and design.
- The school's Catholic ethos underpins the strong spiritual and moral atmosphere of the school. Many opportunities for spiritual, moral and social development are provided, especially through well led assemblies. This aspect is supplemented by strong musical activities and lessons which encourage pupils to explore different faiths and cultures. Pupils demonstrate a positive and confident approach to life which results from having high self-esteem.
- The school makes good use of the additional funding it receives for sport by employing sports coaches who have broadened the range of sports available, and is training staff to ensure this provision will remain ongoing. The school's tag rugby and hockey teams have successfully represented the local authority at a competitive level. The school has recruited sports leaders in Year 6 to help with sporting activities, and senior leaders, including the governors, are monitoring participation rates in sports activities after school, to ensure that as many children as possible are involved.
- The school works in a positive way with the local authority and has always welcomed the useful advice and support it receives.
- **The governance of the school:**
 - The work of the governing body has contributed to the excellent quality of education the school provides. Governors are committed and well informed. They hold leaders to account robustly and successfully for all aspects of the school's performance and have developed close links with parents and carers.
 - They are fully involved in the school's themed activities, such as 'Unity Fortnight' which educates pupils and parents about the diverse cultures in their school community, and they organise highly successful writing competitions.
 - Governors manage the resources of the school very effectively. In particular, they ensure that pupil premium funding is used effectively to support the pupils it is provided for to enable them to make rapid progress and close the gaps with other pupils.
 - Governors make sure that the system for managing the performance of staff is robust and linked closely to pay for teachers and senior leaders.
 - The governing body fulfils its statutory responsibilities and ensures that all requirements are met and effective in relation to the safeguarding of children.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100632
Local authority	Lambeth
Inspection number	431299

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	496
Appropriate authority	The governing body
Chair	Mark Hughes
Headteacher	Denise Assid
Date of previous school inspection	6 February 2009
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