

St Andrew's Church of England High School

Warrington Road, Croydon CRO 4BH

Inspection dates 23–24 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' achievement is not good in a number of subjects, including English and science.
- Not enough teaching is good or better. Some teachers do not plan precisely to set work which challenges all students, including the more able.
- The school's leaders do not use monitoring systems well enough. They do not ensure that, over time, learning leads to consistently good progress.
- The sixth form requires improvement because achievement across subjects is variable.
- Governors do not hold leaders to account effectively enough for the achievement of students.
- Over time, the achievement made by most groups of students is not good enough. This includes disabled students, those with special educational needs and those supported through additional funding.
- Teachers' marking does not always help students to improve their work. Their expectations of what students should do in response to their advice are not consistent.
- Some subject leaders do not have sufficient skills to improve the quality of teaching.

The school has the following strengths

- The headteacher leads by example and sets strong values and vision for the school. Governors and senior leaders support this vision, which is shared by students and parents.
- The spiritual, moral, social and cultural aspects of the school's life are strong and actively promote fundamental British values.
- The vast majority of students behave well in lessons and in social time. Students feel safe.
- Effective care and teaching in the school's nurture provision help students improve their progress.
- Students attain well in some subjects, especially modern foreign languages and drama.

Information about this inspection

- Inspectors visited 39 lessons. They observed teaching and scrutinised students’ work. Four lessons were observed jointly with the headteacher.
- Discussions were held with groups of students, the headteacher, senior and middle leaders, and eight newly qualified teachers teaching staff.
- Inspectors considered the views of parents. Insufficient responses were available from the online questionnaire, Parent View, to create a profile for the school. However, 50 paper responses to the school’s questionnaire were provided for inspectors during the inspection.
- Inspectors considered the views of 64 members of staff through the Ofsted staff questionnaire.
- Inspectors evaluated a wide range of documentation. They scrutinised the school development plan, minutes of governors’ meetings, records of students’ attainment and progress, and performance management records.
- Inspectors met with three governors, including the Chair of the Governing Body. A meeting was also held with a representative from the local authority.
- Inspectors scrutinised the school’s arrangements for safeguarding and child protection.

Inspection team

Chris Campbell, Lead inspector

Her Majesty’s Inspector

Russell Bennett

Her Majesty’s Inspector

Adam Mirams

Additional Inspector

Catherine Robinson-Slater

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Full report

Information about this school

- St Andrew's Church of England High School is smaller than the average-sized secondary school.
- The school opened a sixth form in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The proportion of students eligible for pupil premium funding, which is additional funding for students who are known to be eligible for free school meals or those who are looked after by a local authority, is above the national average.
- The proportion of students from minority ethnic backgrounds is much higher than the national average. The largest ethnic group is those of Black African heritage. The next largest group is of Caribbean background.
- The proportion of students supported at school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is similar to the national average.

What does the school need to do to improve further?

- Improve teaching so that more is good or outstanding across the school by:
 - ensuring that all teachers use assessment information consistently to plan lessons, so that all students make good progress from their starting points
 - checking that all teachers mark work regularly and that students respond to the feedback given
 - increasing the amount of good and outstanding teaching, especially in English and science.
- Improve the quality of leadership at all levels by:
 - ensuring that evaluation of teaching is accurate and checking the impact this has on students' progress
 - checking that monitoring activities lead to focused actions which improve the quality of teaching
 - ensuring that all middle leaders have the skills required to improve teaching in their subject areas
 - improving the quality of strategic plans, including for the sixth form, so that they have clear targets which regularly measure the success of actions.
 - commissioning an external review of governance to be undertaken in order to assess how this aspect of leadership and management may be improved.
 - commissioning an external review of the school's use of pupil premium funding to be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- The school's leaders have not tackled variations in students' academic progress effectively enough. Better teaching has led to sustained higher levels of achievement, for example in mathematics and religious studies. However, weaknesses remain in a number of subjects, for example in science.
 - Despite difficulties in recruitment, the school has recently appointed a number of new teachers and middle leaders. This is bringing greater stability and consistency to teaching. A training programme is in place to coach teaching staff to improve their teaching, but this has yet to bring about significant improvements in students' academic progress.
 - Senior leaders and governors are aware of students' underachievement in English in the 2014 examinations. They have taken action to ensure that current students are entered for the most appropriate tier for examination.
 - The headteacher and governors are ambitious for their students. They have introduced a more rigorous monitoring and evaluation programme during the last academic year. At this stage, the impact of this has been variable.
 - The headteacher has a strong vision for the school, based on its religious character. This generates a very strong ethos and promotes positive relationships between students and staff.
 - Systems for monitoring teachers' performance have been strengthened recently. The headteacher takes students' achievement into account when considering teachers' pay awards. Governors do not agree progression through the pay scales automatically, and take robust action when performance is not as good as required.
 - Senior leaders have ensured that there is a training programme for middle leaders. However, this has not been fully effective. Not all middle leaders have strong enough skills to diagnose and change the quality of teaching. Some do not make the link strongly enough between the quality of teaching and students' progress. However, good subject leadership in mathematics, religious studies, drama and modern foreign languages has bolstered achievement in these subjects.
 - Leaders are not always accurate in their judgements about the quality of teaching. As a consequence, teachers do not always use assessment procedures consistently to plan learning effectively to take into consideration the starting points of students.
 - The curriculum is appropriately broad and balanced in Key Stages 3 and 4. Students gain insight and understanding of other cultures, beliefs and lifestyles in subjects such as religious education. Assemblies and discussion in tutor group periods provide students with good opportunities to develop a strong sense of right and wrong. This actively promotes fundamental British values. As a result, students demonstrate that they accept differences and show respect for each other's views. The curriculum in the new sixth form is largely academic. The school is planning to extend the range of vocational qualifications offered as the sixth form grows.
 - The local authority provides light touch support to the school. The local authority link adviser is aware of the strengths and weaknesses of the school. However, work with the school has not brought about rapid improvement in students' progress.
 - Procedures for safer recruitment are rigorous and the single central register is kept up to date. The school works effectively with the local authority to keep students safe.
- **The governance of the school:**
- Governors have demonstrated their readiness to challenge senior and middle leaders. They have taken robust action, when performance was not as good as required.
 - Governors know which subjects are performing strongly and which are weaker. Training on the use of achievement data is helping them to become more challenging to leaders in the school. They actively seek out their own evidence about the school's work by listening to what students tell them, visiting classrooms and looking at students' work. They invite school leaders to discuss with them aspects of school performance. However, this has not yet brought about significant improvements, particularly in the rates of students' progress.
 - Governors monitor the progress of students who are supported through additional funding for pupil premium and Year 7 'catch up'. However, they do not evaluate in detail which interventions are making the biggest difference to these students. Attainment for disadvantaged students in English and mathematics continues to lag behind that of their peers. They do not monitor the performance of different groups of students closely enough, for example by ethnic group or from different starting

points.

- Governors share the headteacher’s aspirations for students in the school. They have a clear vision for the school, which actively promotes fundamental British values and prepares students for the next steps in education or training. They work effectively with senior leaders to make sure students are kept as safe as possible. Statutory requirements for safeguarding are met.

The behaviour and safety of pupils

are good

- The behaviour of students is good because they consistently demonstrate positive attitudes to their learning. Good attitudes are also reflected in their readiness to participate in a range of out of school activities.
- Students are happy in school and told inspectors that they feel safe. They know about different sorts of bullying, including homophobic bullying and what to do if it happens. They told inspectors that bullying is rare. Students conduct themselves in an orderly way throughout the day, in lessons and at social time. They enjoy each other’s company, respecting each other and their school environment.
- A very large majority of staff and parents consider that the behaviour of students is good and is well managed by leaders. A small number of parents disagree with this view. Inspectors saw only a small number of incidences of low level disruption when teaching did not challenge or engage students well enough. Students are supervised by a range of staff members during social time. However, students show that they take responsibility for their own and others’ safety through their good behaviour. A group of Year 7 students told inspectors that they were delighted to have a place in the school, because they feel safe and well cared for.
- Overall attendance rates are above the national average. Effective work with partners is improving attendance further. The school is aware that not all students are as punctual as they should be and is working to improve this.
- The school’s work to keep students safe and secure is good. Students know about and understand risks to their safety and the school has clear policies for e-safety.
- Older students demonstrate an awareness of the risks of radicalisation and are able to talk about it thoughtfully.
- Staff are trained and have regular opportunities to increase their knowledge of safeguarding, for example about the potential risks to students regarding female genital mutilation. This contributes to students’ well-being and safety.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good enough to ensure that all students make good progress.
- Although teachers have good subject knowledge and promote positive relationships, too frequently they do not use assessment information well enough. They do not consistently plan and set learning tasks that take account of students’ starting points. As a consequence, not all students make the progress of which they are capable.
- When teaching is not pitched accurately, some students do not understand what is expected of them. This leads to some of them losing interest and the pace of learning slows.
- The quality of marking and feedback is inconsistent. Good quality advice was seen, for example in some science and modern foreign languages books. As a result, students knew what to do next to improve their work. However, this good practice is too variable, including in the sixth form. Students are not always required to respond to teachers’ marking.
- During lessons, teachers do not always identify and quickly address errors in students’ learning or check their understanding. When teaching is most effective, they use questioning to check students’ understanding regularly and adapt their teaching to prompt the next steps for learning. In these lessons, students of different abilities increase their knowledge and understanding quickly. In a strong science lesson, for example, effective questioning enabled students to rapidly increase their knowledge of covalent bonds so they could answer questions for the highest GCSE grades.
- The use of discussion groups challenges students to explore their ideas, articulate their thinking and deepen their understanding. However, written work does not always show a similar level of challenge,

including for the more able and students supported through additional funding.

- Students in the nurture provision make rapid progress, because they benefit from planned and organised schemes of work that suit their learning needs well. Some disabled students and those with special educational needs make good progress through Key Stages 3 and 4 compared with similar students nationally.
- The development of students' literacy skills is well supported through engaging discussion topics in tutor time and during lessons. For example, in a religious studies lesson, students argued the rights and wrongs of cloning. They used their knowledge of the beliefs from a range of world religions to produce well-argued points of view. Students develop numeracy skills well and this leads to better levels of achievement on exit from Key Stage 4.

The achievement of pupils

requires improvement

- Students' achievement overall requires improvement, because students do not do well enough in several subjects, including science and English. The progress made by students from the beginning of Key Stage 3 to the end of Key Stage 4 is broadly average.
- The proportion of students gaining five or more A* to C grades, including English and mathematics, was above the national averages in 2011, 2012 and 2013. In 2014, however, attainment declined overall. Inspectors agree that this is due, in part, to entering a small group of students for the wrong level of examination. Attainment in science has not improved overall, although students achieve well in single science subjects. Average points scores in English and mathematics in 2013 were significantly above the national averages. They have remained at a similar level in English and increased slightly in mathematics in 2014.
- In 2013, almost all groups of students made the progress expected of them. This was similar to the progress made over recent years. Evidence from students' work and during visits to lessons shows that the majority of students continue to make a similar rate of progress. This includes lower attaining students.
- The standard of students' work varies between subjects. For example in 2014, attainment in religious studies, modern foreign languages and drama was very high. By contrast, results in core and additional science, English and geography were much lower. Evidence of the impact of teaching over time also points to inconsistency within a range of subject areas.
- The school's nurture provision and targeted interventions are helping students to improve their learning. The targeted support and interventions provided to a range of students is improving their reading ages and their access to the curriculum.
- The progress made by more able students in 2013 broadly matched national averages. The school's current assessment information and evidence from visits to lessons show that they continue to make similar progress to others in the school.
- In 2014, the number of students making expected progress in English and mathematics between Years 7 and 11 was lower than in 2013. In contrast, the proportion making more than expected progress in mathematics was above the national average for 2013.
- The gaps in attainment between disadvantaged students and their peers in the school narrowed slightly in 2013. However, the gap is still wide. Disadvantaged students achieve almost a full grade below their peers in English and well over a half a grade in mathematics. Similarly, disadvantaged students are nearly half a grade behind in both English and mathematics than students nationally.
- In 2013, disabled students and those with special educational needs made similar progress overall to others nationally. Students who were supported at school action plus made better progress than others nationally. This is a clear improvement against previous performance. School assessment data confirm that students in these groups are continuing to make similar rates of progress.
- During the week, students have opportunities to read for pleasure in tutor periods. This is raising students' reading levels and encourages them to read often and widely. Achievement in mathematics over time is well supported by the school.
- School assessment information, visits to lessons and performance in examinations show that students eligible for the pupil premium make broadly the same progress overall as their peers throughout the school. In 2013, the attainment of students eligible for the pupil premium was higher than for others in the school and well above the national averages.
- The school is committed to providing equality of opportunity to every student. Inspectors found that the progress made by students across year groups from a range of ethnic groups was similar within the

school. At the end of Key Stage 4, their progress is comfortably in line with groups nationally and they attained above the national average.

The sixth form provision

requires improvement

- The school is in the early stage of developing sixth form provision. The curriculum offered is limited, because of constraints on space and the school's choice to offer a mainly academic curriculum on opening. Leaders have plans in place to extend the number of vocational courses over time to meet a wider range of students' needs.
- Teaching in the sixth form requires improvement because planning for lessons does not consistently lead to good rates of progress over time.
- In summer 2014, standards of attainment for students were below national rates in some subjects. Currently, information about students' progress shows variability in outcomes across different subjects. Too few students made the progress expected of them.
- Retention rates are low at the end of this first year since opening. An increasing number of students progress from Year 11 to follow courses in the sixth form. However, fewer students than expected have continued their studies from Year 12 into Year 13.
- Leaders have increased the rigour of the monitoring of students' achievement and sharpened day-to-day expectations of students, because they recognised that it was not as strong as it should be. There are now more checks in place. However, the arrangements for checking the effectiveness of teaching and the links between sixth form leaders and subject leaders are not precise enough.
- Plans to improve provision and outcomes for students are well focused on improving teaching and students' achievement. However, they do not have enough detail about targets to enable success to be measured by senior leaders and governors.
- Students benefit from good quality advice and guidance to help them make the best choices of courses to follow on entry to the sixth form. Guidance takes into account their aspirations for further study and future employment. Students told inspectors that they find the guidance teachers give on how to improve their work helpful.
- Students are well supported by the school in developing a keen sense of how to keep themselves safe. They develop good knowledge and understanding of risks to their well-being, including the misuse of drugs, and cults. They benefit from practical advice about managing their finances and time, and about sexual health. Students have discussed the dangers of extremism. They told inspectors that the school has a strong sense of community and an assembly reinforced clear messages of right and wrong. Students feel that the school prepares them well to make moral choices.

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	101813
Local authority	Croydon
Inspection number	447739

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

Type of school	Secondary
School category	Maintained, voluntary aided
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	767
Of which, number on roll in sixth form	61
Appropriate authority	The governing body
Chair	Andy Winter
Headteacher	David Matthews
Date of previous school inspection	8–9 June 2011
Telephone number	020 8686 8306
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