

St Andrew's (Barnsbury) CofE Primary School

Matilda Street, Islington, London N1 0LB

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| Inspection dates | 13–14 April 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher is ambitious for the school, and provides effective leadership. Her high expectations for pupils are shared by other leaders, governors and staff.
- Leaders work well as a team, and have been successful in improving the quality of teaching since the previous inspection so that it is now good. As a result, pupils make good progress in reading, writing and mathematics.
- Governance has improved since the previous inspection. Governors are knowledgeable about the work of the school, and they provide effective support and challenge to other school leaders.
- Children in the early years get off to a good start because teaching and learning are good. Children's achievement is good by the end of the Reception year, and they are well prepared to start Year 1.
- The curriculum provides a wide range of learning opportunities, including sporting activities, and is effective in promoting pupils' spiritual, moral, social and cultural development.
- The school is a very harmonious community where pupils feel safe and valued. Pupils' behaviour is typically good. Their positive attitudes to their work contribute strongly to the good progress they make with their learning.
- Pupils enjoy coming to school. This is reflected in their high attendance.
- Leaders work effectively with other agencies to promote the learning and welfare of pupils who have additional needs, including those who have special educational needs or disability.
- The school's work ensures that British values are effectively promoted, and that pupils are prepared well for life in modern Britain.
- Parents say that the school has improved since the previous inspection. Most parents are supportive of the school's leadership and would recommend the school to another parent.

It is not yet an outstanding school because

- Pupils' attainment in mathematics is weaker than in reading and writing.
- The teaching of phonics (the sounds that letters make) over time has not been effective in key stage 1.

Full report

What does the school need to do to improve further?

- Raise pupils' attainment in mathematics across the school, by ensuring that pupils:
 - have time to complete their work and to consolidate their learning of mathematical concepts before moving on to the next topic
 - have sufficient opportunities to solve every day practical problems and apply their mathematical skills
 - present their work well, so that they do not make any unnecessary mistakes.
- Improve the quality of teaching of phonics in key stage 1 to increase the proportion of pupils who achieve the required standard in the phonics screening check.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is highly ambitious for pupils, and her determination to provide the best possible outcomes for pupils is driving school improvement strongly. Since joining the school after the previous inspection, she has been effective in working with governors and other leaders in tackling weaknesses and securing good improvements.
 - The headteacher, supported by governors, has taken decisive and effective action to improve the quality of teaching. As a result, the quality of teaching, learning and assessment is now good and pupils make good progress with their learning.
 - The morale in the school is high. All staff responding to the staff questionnaire agree that the school is well led and managed.
 - The monitoring of teaching is rigorous, and teachers are provided with effective support and training to improve. Performance management is effective, and teachers have challenging targets based on school priorities and the progress their pupils make. Leaders, including governors, ensure that any pay award for teachers is closely linked to their quality of teaching and pupil outcomes.
 - Middle leaders are committed to driving improvements, and know the main strengths and areas for development of the school. They are increasingly involved in checking the quality of teaching and the progress pupils make. Senior leaders ensure that middle leaders are involved in the development and monitoring of the school's improvement plan, and that they share their subject's action plans with governors.
 - Leaders have implemented new assessment procedures to track the curriculum, and work alongside teachers to regularly check how well pupils are doing. Pupils who are identified as not doing well, or are falling behind, are provided with effective additional support. In this way, leaders ensure that pupils make good progress, including disadvantaged pupils and those who have special educational needs or disability. Leaders ensure there is equal opportunity for all pupils to succeed.
 - The curriculum is well planned to meet the needs and interests of pupils, and to promote their personal and academic development. Pupils have opportunities to learn about different cultures and religious beliefs represented in Britain and to value diversity. The curriculum prepares pupils well for life in modern Britain and for the next stage of their education. There are rich opportunities for speaking and listening, for pupils to read for pleasure and to write imaginatively and at length. However, pupils' attainment in mathematics is not as strong as in reading and writing.
 - The curriculum is enhanced by a variety of extra-curricular activities, such as sport, art, cooking, craft work, school visits and a residential trip to an outdoor activity centre.
 - The school develops pupils' spiritual, moral, social and cultural development very effectively. Pupils understand the democratic process through, for example, learning about rights and responsibilities, electing their classmates to the school council and visiting the Houses of Parliament.
 - Leaders use the pupil premium funding effectively. Disadvantaged pupils are provided with additional, good-quality support by teachers and skilled teaching assistants to ensure they make good or better progress with their learning. The breakfast club is used well to encourage good punctuality, and gives pupils an opportunity to eat a healthy breakfast and socialise with each other. This helps them to start the day positively.
 - Leaders use the physical education and sports premium funding effectively. The school makes good use of its specialist staff to enhance the skills and confidence of teachers in teaching a variety of games and sports. Pupils participate enthusiastically in a wide range of sporting activities, including taking gymnastics, rugby, hockey and football. Pupils are keen to take part in borough-wide competitions in a range of sports.
 - Almost all parents to whom inspectors spoke said that the school is well led, and has improved since the previous inspection. This was reflected in the Ofsted online Parent View survey, where most parents agree that the school is well led and managed.
 - The local authority and the diocese have provided effective advice and support to the school since the previous inspection. This has led to improvements and helped the school on its journey to become a good school.
- **The governance of the school**
- Governors carry out skills audits and undertake training and reviews to ensure that they are effective in their roles. Governors are linked to different year groups and visit classes to look at teaching and learning. As a result, they know the school well, including its strengths and weaknesses. They give an appropriate balance of challenge and support to the school, and hold leaders accountable for the work

they do.

- Governors are ambitious for pupils and work closely with leaders to tackle weaknesses to bring about improvements. They have worked effectively with the headteacher to take decisive action to improve the quality of teaching and to ensure that pupils make good progress.
- The performance management of leaders and staff is robust. Governors have an accurate view of the quality of teaching and learning. They are involved in decisions about teacher's pay awards and know about the link between any pay awards and the quality of teaching so that good teaching is recognised.
- Governors ensure that funding earmarked for disadvantaged pupils, and physical education and sports is used effectively. They ask appropriate questions on the impact this spending has on outcomes for pupils.
- Governors ensure that all the current safeguarding requirements are met, including procedures concerning staff recruitment.
- The arrangements for safeguarding are effective. Appropriate policies and procedures are in place to ensure pupils are suitably protected. All staff receive the relevant training in safeguarding. The school works effectively in partnership with parents and other agencies to create a safe and supportive culture for pupils.

Quality of teaching, learning and assessment is good

- Leadership has been effective in improving the quality of teaching. The school's information on its own regular checks on teaching shows that teaching has improved since the previous inspection. Pupils are supported effectively and make good progress in reading, writing and mathematics.
- Staff work together effectively as a team, and they share their ideas and help one another to improve pupils' learning. They ensure that classrooms are safe and stimulating hives of learning. A strong feature of teaching is the positive working relationships between adults and pupils. This gives pupils the confidence to 'have a go' and do their best, without fear of making mistakes.
- The most-able pupils are often provided with challenging work to deepen their learning. As a result, they make good progress.
- Teachers and teaching assistants provide effective support for pupils who need to catch up quickly, including those who have special educational needs or disability, disadvantaged pupils and pupils who speak English as an additional language. As a result, these pupils make good progress.
- Teachers use assessment information effectively to set work at the appropriate level for pupils. In this way they ensure that pupils, including the lower and higher attainers, make good progress with their learning. Teachers and teaching assistants use questioning well to test and reinforce pupils' understanding. For example, in a Year 3 science lesson pupils were thoroughly engaged in their learning of 'life processes', and their understanding was deepened through the questioning: 'Fire needs fuel – is it alive?' This led to a discussion around living things with good use of challenging scientific language.
- Marking and feedback are generally consistent across the school, in line with school policy, and are mainly effective. Pupils are keen to respond to teachers' comments in their marking to improve their work.
- Writing has improved since the previous inspection. Evidence in books shows that pupils are given frequent opportunities to write at length in English and across a range of subjects. Pupils' writing targets help them make good progress in writing, and there is an appropriate focus on enhancing pupils' basic skills of punctuation, spelling and grammar. For example, in a Year 6 lesson pupils considered a picture relating to contemporary issues such as 'refugees', 'migration' and 'war' and used persuasive writing and key features of effective writing to express their ideas. Pupils say that they enjoy writing, and their books show a wide range of writing for different purposes.
- In mathematics, teachers show good subject knowledge and pupils are taught how to use their calculation skills to solve problems. Pupils' books show that they are making good progress in mathematics. However, pupils have limited opportunities to apply their mathematical skills to solve every day practical problems. Pupils sometimes do not have enough time to complete their work to consolidate their learning of mathematical concepts, and some pupils' work is poorly presented which can sometimes lead to mistakes with their calculations.
- Pupils enjoy reading and make good progress in this subject. During the daily reading sessions, adults listen to pupils read, discuss their reading with them and teach them to understand the meaning behind the text. There are effective one-to-one and small group reading sessions for lower attaining pupils to help them catch up with their reading. Older pupils are encouraged to read for pleasure, and they read with confidence and fluency. However, the teaching of phonics in key stage 1 has been weaker over time. As a consequence, pupils' results in the phonics screening check have been lower than the national average. Leaders have taken action to address this, and the quality of teaching is steadily improving.
- Most parents responding to the online Parent View survey say that their children are taught well and receive

appropriate homework for their age.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils have positive attitudes to learning, and always try to do their best and develop the attributes to be successful learners. They are encouraged to interact politely with each other and share their views in class. Pupils are keen to help one another and are kind, considerate and helpful.
- Pupils' physical and emotional needs are given a high priority by staff, who are fully trained in all aspects of safeguarding. The nurturing and inclusive nature of the school enables pupils to feel safe and happy. Almost all parents responding to the online survey feel that their children are happy at school. Most feel that their children are safe.
- Pupils are taught very well on how to keep themselves safe. They know about different types of bullying and the importance of protecting themselves when using the internet and mobile phones. 'Digital leaders' for key stage 2 lead on computing in their classes and around the school, including on internet safety.
- Pupils say that bullying is not an issue in school and they are confident that staff will deal with any concerns they may have quickly and effectively. They say they have a 'worry box' in the classroom for them to write any concerns they may have and that teachers look at these and 'things get sorted out'.
- Pupils have the opportunity to take responsibility around school, such as being members of the school council, 'playground friends' and dining hall helpers. They are involved in charity work for the homeless and are currently fundraising for a 'farm'.
- Pupils make good progress in their spiritual, moral, social and cultural development. They respond positively to opportunities for reflection in assemblies. They also enjoy taking part in achievement awards and learning to respect other cultures and faiths, in line with part of the school's vision.

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous to adults, and kind and supportive of each other. Pupils say they like their teachers because they 'inspire us'.
- School records show very few incidents related to poor behaviour. Pupils understand the school's behaviour policy well, including classroom rules. This is reinforced by the high expectations of behaviour from staff. Just occasionally, a few teachers allow the noise level to rise and this slows down learning for other pupils. This is also confirmed by pupils, who say that sometimes 'children talk and we get distracted'.
- Pupils behave well and conduct themselves sensibly in class and when moving around the school. Breaktimes are well supervised and pupils from all backgrounds play safely and happily together.
- Pupils say that they love coming to school and their punctuality is good and attendance high.
- Most of the parents who responded to the online survey agreed that the school makes sure its pupils are well behaved. Staff and governors confirmed this view to inspectors.

Outcomes for pupils are good

- Pupils make good progress in reading, writing and mathematics because leaders have been effective in improving the quality of teaching, learning and assessment. Robust procedures are in place to check pupils' progress and teachers make effective use of this assessment information to set challenging targets for pupils' achievement. Information about how well pupils are doing is checked frequently to ensure that pupils are making the progress they are capable of. Those at risk of falling behind are identified for timely and appropriate support. However, while the quality of teaching, learning and assessment is now better, it has not been consistent over time, and this means some pupils having to make up lost ground.
- The school's progress information shows that pupils are making good progress in reading, writing and mathematics. Lessons visited and work in pupils' books supports this and confirms that pupils are achieving well.
- In 2015, the attainment in reading, writing and mathematics was broadly average in key stages 1 and 2. Overall, the attainment in mathematics was slightly weaker than in writing and reading. Attainment at key stage 2 has improved in reading, writing, mathematics and English grammar and punctuation. Pupils are therefore well prepared for their next stage of education.
- The most-able pupils make good progress in reading, writing and mathematics. All who attained Level 3 in reading, writing and mathematics at key stage 1 made expected progress by the end of key stage 2. The

most-able pupils are often provided with appropriately challenging tasks to deepen their learning.

- The school's focus on writing has successfully raised standards. Pupils benefit from many opportunities to write at length and in a variety of styles, not only in English but in different subjects. This has helped pupils to improve their skills in this subject.
- Pupils make good progress in mathematics. This is a result of teachers' secure subject knowledge and an increasing focus on pupils practising their basic skills daily. However, pupils' attainment in mathematics has been slightly lower than in reading and writing.
- Pupils' results in the key stage 1 phonics screening check were below the national averages in 2014 and 2015. This was as a result of weaker teaching over time. Leaders have been proactive in trying to improve these outcomes with greater targeted support for weaker readers. As a result, pupils' confidence is growing in using their phonics skills more effectively to read difficult or unfamiliar words, particularly in Year 2. However, leaders know there is still more work to be done to secure strong outcomes in phonics to ensure that pupils' love for reading continues to grow.
- Pupils who have special educational needs or disability make good progress. Leaders ensure that pupils' needs are identified early and appropriate support is put in place. Both in class and in small groups, these pupils are provided with effective support from teachers and skilled teaching assistants.
- Disadvantaged pupils make good progress with their learning. At the end of Year 6 in 2015, all of the disadvantaged pupils made the expected progress in reading, writing and mathematics, with attainment gaps between them and their classmates closing in these subjects. However, attainment gaps still remain between them and other pupils both nationally and in the school. Almost one third of disadvantaged pupils have additional learning needs, this distorts their overall attainment.

Early years provision

is good

- In 2014, many children joined the school with skills and abilities that are below those typical for their age. Children made good progress from their starting points, with a good level of development in line with the national average at the end of Reception.
- However, the current cohort of children joined the school with a level of skills and abilities that are typical for the age. They are making good progress in all areas of learning because of strong teaching and high-quality care and support they receive. They are well prepared for the next stage of their education in Year 1.
- The adults establish effective relationships with parents when children start school. As a result, children get to know the routines quickly and settle into school life well. Parents attend a range of workshops during the year so that they are better able to support their children's learning. During the inspection, parents attended a phonics session and helped their children to sound out words and write sentences. Teachers had high expectations of children through encouraging them to use question marks, full stops and appropriate spaces between words. The session ended with a phonics 'bingo'.
- The learning environment is engaging and stimulating. Children love using the outdoor play area, which is rich with engaging resources. Children showed much excitement exploring mini-beasts; one child said 'We're on a mini-beast hunt', as she ticked off a picture of a mini-beast she found. In another activity on how to tell the time, children made full use of the equipment in the outdoor play area, including number lines and a large abacus, to help them build a concept of time. Children were equally as engaged in the indoor learning area. For example, children carefully painted drawings of ladybirds and butterflies showing a great deal of concentration; one child said he painted his butterfly in 'blood red to make it scary'.
- Children show independence by selecting the equipment to carry out their activities. Their behaviour is consistently good and they collaborate well with each other, and most show high levels of concentration when learning and playing. They show their independence through making choices about their learning. There is a good balance between activities that children select for themselves and those that are led by adults.
- Staff plan and prepare a range of activities both indoors and outside. They observe children closely and record their achievements in their learning journeys. Parents are encouraged to contribute to these and so staff build up a clear picture of what children can do. However, the next steps for learning to address any gaps in their understanding are not always included in children's learning journeys.
- Adults monitor the progress of children carefully to ensure that those who are not making good progress are provided with effective support. In this way, they ensure that all groups of children, including children who have special educational needs or disability, disadvantaged children and those who speak English as an additional language make good progress. The most-able children make good progress because they are often sufficiently challenged through appropriate activities.
- Adults work effectively with external agencies to keep children safe, and to ensure their work to promote

children's personal development and welfare is good. Children's spiritual, moral, social and cultural development is promoted effectively.

- Leadership and management of the early years provision are effective. This ensures that teaching is good and improving, and all groups of children make good progress from their different starting points.
- Leaders ensure that all the safeguarding procedures are effective.

School details

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| Unique reference number | 100448 |
| Local authority | Islington |
| Inspection number | 10008134 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 202 |
| Appropriate authority | The governing body |
| Chair | Reverend Jessica Swift |
| Headteacher | Felicity Djerehe |
| Telephone number | 020 7837 4049 |
| Website | www.standrews.islington.sch.uk |
| Email address | admin@standrews.islington.sch.uk |
| Date of previous inspection | 18–19 July 2013 |

Information about this school

- This is a smaller than the averaged-sized primary school.
- Pupils attend the Reception class on a full-time basis.
- Pupils come from a wide range of ethnic groups, with the largest group being from a White British background.
- The proportion of pupils who have special educational needs or disability is average compared to similar schools nationally.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is well above the national average. This funding is provided for those known to be eligible for free school meals and looked after children.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- There have been changes to staffing since the previous inspection, with a newly appointed headteacher and nearly all new teaching staff. There have also been some changes in the composition of the governing body, including a new chair of the governing body.
- The school meets requirements on the publication of specified information on its website.
- The school runs a daily breakfast club and a range of after-school activities.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning in 18 lessons, of which nine were joint observations with the headteacher or the deputy headteacher. Inspectors observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors listened to pupils read in Years 1 and 2 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and eight governors, including the chair of the governing body. A discussion was held with a representative from the local authority and the Diocese of London.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records and safeguarding policies.
- The inspectors examined pupils' work in different subjects across the school to see what progress they make, and the quality of teachers' marking and feedback to pupils in line with the school's marking policy.
- The inspectors took account of 29 responses received from parents to the Ofsted online Parent View survey. In addition, inspectors spoke to 16 parents in the playground at the start of the school day.
- The inspectors also considered 17 questionnaires completed by staff.

Inspection team

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| Avtar Sherri, lead inspector | Ofsted Inspector |
| Sean Flood | Ofsted Inspector |

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