

St Andrew and St Francis CofE Primary School

Belton Road, London, NW2 5PE

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The headteacher and governors do not have a realistic picture of the school, particularly the quality of its teaching. This means action they take is not focused in the right areas.
- The governing body does not question school leaders closely enough about the quality of teaching and the pupils' achievement.
- Assessment information is not gathered often enough, checked for accuracy or analysed in detail to judge securely the quality of teaching and how well pupils are progressing.
- Subject leaders do not always have sufficient information about pupil performance to push forward improvement rapidly in their areas.
- Teaching does not always hold the pupils' attention; some teachers do not have the strategies to respond quickly when pupils lose concentration.
- Leaders place too much emphasis on using additional programmes for pupils who have fallen behind expectations for their age, instead of ensuring that their main classroom teaching is of a consistently high quality.
- Some teachers do not expect enough of pupils. Relatively few pupils make good progress and few reach higher levels of attainment in reading, writing and mathematics. Progress in writing is especially weak.
- Disabled pupils and those with special educational needs are not always catered for well enough in lessons.
- Leaders are unaware of the progress of different groups of pupils, so that action can be put in place to counter underachievement.
- Subjects other than English and mathematics are not taught in enough depth.

The school has the following strengths

- Pupils develop a good understanding of phonics (sounds that letters make) and apply them when faced with unfamiliar words.
- The school makes sure pupils feel safe and are well looked after.
- Children enjoy a positive start to their school life in the Nursery and Reception and they learn how to work together constructively.
- Most pupils behave sensibly around the school site and want to succeed.

Information about this inspection

- Inspectors observed 20 lessons, nine of which were observed jointly with the headteacher or senior leaders.
- Meetings were held with groups of pupils, school staff, members of the governing body including the Chair, a representative from the London Diocesan Board and a representative from the local authority.
- Inspectors held informal discussions with parents at the start of the school day. Inspectors also took into account the results of a parental survey undertaken during the previous summer term.
- Inspectors observed the school's work and looked at a number of documents including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 30 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

Inspection team

Martin Beale, Lead inspector

Additional Inspector

Heidi Boreham

Additional Inspector

Cliff Mainey

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Newly qualified teachers must not be appointed.

Information about this school

- The school is much larger than most primary schools.
- Almost all pupils are from a wide range of minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is high. Many are at the early stages of learning English when they enter the school.
- The school receives pupil premium funding for a well above average proportion of the pupils. Pupil premium is extra government funding given to schools to support pupils known to be eligible for free school meals, those in local authority care and children with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average and falling. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- Many more pupils than in most other primary schools join or leave partway through their primary education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching and raise achievement in English and mathematics, especially in writing, so that both are at least good, by:
 - ensuring that teachers use methods, ask questions and provide activities that challenge the more-able pupils and make them think harder
 - making sure all teachers plan lessons that take account of the targets for disabled pupils and those with special educational needs
 - ensuring that teaching assistants are given the necessary training and support so that they are more effective in lessons
 - checking carefully that marking provides useful guidance to pupils on how to improve their work and that this advice is acted upon.
- Strengthen the impact of leadership and management, including the ability of the governing body to hold the school to account, by:
 - ensuring that all teachers have higher expectations of how well pupils achieve in their classes
 - ensuring that assessment information is collected more frequently, analysed more thoroughly and used to provide a more realistic evaluation of the school's performance
 - monitoring more closely the achievement of different groups of pupils in order to put action in place more swiftly if underachievement is identified
 - creating clear, measurable steps in improvement plans to show how well the school is progressing
 - ensuring that year-group leaders contribute fully to improvements by extending their skills in understanding and using information about pupils' progress.

- Re-organise the way subjects other than English and mathematics are taught so that pupils can study them in greater depth.
- Improve the effectiveness of the governing body by:
 - improving its skills in holding the school to account for its performance
 - ensuring governors receive training in the interpretation of data
 - increasing its involvement in evaluating the work of the school and setting future goals
 - ensuring it plays a full part in monitoring the expenditure of the sports funding and the pupil premium.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils make inadequate progress; consequently, attainment in Year 6 test results was well below average in 2013. A significant proportion of the pupils did not reach the expected Level 4 in mathematics, reading and writing, and so were not well prepared for secondary school. This was because of weaker progress in writing, particularly for boys.
- Progress remains weaker in writing for several reasons, in spite of action being taken. Pupils do not see enough high quality writing to emulate, and they are not writing enough from first-hand experiences. Furthermore, they are not given enough guidance from teachers to help them develop their writing more rapidly.
- Disabled pupils and those with special educational needs make similarly inadequate progress. Teaching does not always tackle their individual targets and their progress is not evaluated swiftly to see if changes are needed to their individual programmes.
- Pupils speaking English as an additional language make marginally better progress and their attainment is higher by the end of Year 6 than others in their classes. Pupils who start later at the school also make similar progress as other pupils in their classes and, once settled, their attainment is in line with others.
- The pupil premium is being used mostly to provide tuition in reading for pupils eligible for support through this funding. The gap in Year 6 test results was negligible in 2013 in both English and mathematics and gaps in attainment are narrow in most other year groups.
- Pupils make good progress in phonics in Reception and Year 1 where teaching builds on well from their levels of understanding. Results of the screening check for Year 1 pupils were broadly average and much improved in 2013, indicating that skills are being promoted well.
- Children make good progress in the Nursery and Reception from starting points on entry well below those typical for their age, and often with limited understanding of the English language. Reception children were seen successfully applying skills learnt in phonics when reading new and unfamiliar words, and when writing simple sentences.
- The school has acted to provide more opportunities for pupils to apply their number skills to solving mathematical problems since the last inspection. This has deepened their understanding but has not been sufficiently effective to raise achievement.

The quality of teaching

is inadequate

- Not enough teaching is of the quality needed to increase pupils' progress and raise their attainment. Too often learning drifts at a slow pace, particularly in the lessons for literacy and numeracy.
- Insufficient attention is paid by some teachers to making sure more-able pupils are consistently making rapid progress. Their questions do not make the pupils think enough. Work given can be too easy and repetitive. This slows their learning as it puts a limit on what they can achieve.
- Not all teaching assistants have the skills to make a significant contribution to learning in lessons, especially while the class is being taught as a whole group. Furthermore, not all have been trained sufficiently in some of the programmes they teach to individual pupils or groups outside the classroom; as a result, progress for these pupils is not rapid enough.
- The previous inspection required the school to improve the guidance provided for pupils in the marking of their work. Progress here has been very patchy. Marking does not give pupils enough indication about how to improve and so mistakes are repeated; this slows their progress.
- Adults in the Reception classes provide activities that move the children's learning forward and engage their interest well. Teachers and teaching assistants are generally skilled at working with the children but do not always make sure that all children remain attentive during the activities they are working on.

- At its most effective, teaching inspires the pupils. In these situations, skilled questions keep pupils on their toes, not a moment is lost by having to wait for their attention, and work is set at the right level for each pupil so that their learning can progress quickly. In such cases, teachers make sure teaching assistants have a clearly defined role throughout the lesson so they make a positive contribution to those they support. Such instances, however, are not typical.

The behaviour and safety of pupils

require improvement

- Pupils' behaviour requires improvement. The attitudes and behaviour of some pupils deteriorate and they lose concentration or chatter when teaching does not capture their interest.
- The behaviour of some of the older pupils in Key Stage 2 is not as good as that of the younger pupils in the school. Pupils report that behaviour is not as good when they are taught by supply or new teachers.
- Most pupils are keen to learn and are absorbed by their work when they find it interesting and challenging. In these cases, they settle quickly at the start of lessons, are keen to answer questions and work diligently on their own or in groups. They take pride in their work and try to present it neatly.
- Pupils are generally polite, well mannered and considerate towards others. They work and play happily together and help newcomers to the school to settle in and make new friends quickly. Their conduct around the school is good; pupils socialise well in the dining hall and play sensibly at break and lunch-time.
- Pupils' attendance has improved over time and is now broadly in line with the national average.
- The school's work to keep pupils safe and secure is good. Staff and governors make sure the site is safe, particularly during the current building work. All safeguarding requirements are met and rigorously implemented.
- Pupils are taught how to stay safe when using the internet and how to manage risks through talks from the police and fire service.
- Pupils understand what constitutes bullying, including cyber-bullying, and how it can be combatted. They say incidents occur rarely and they have complete faith that the school will deal with any issues raised. School records show that incidents of racism or bullying are rare.

The leadership and management

are inadequate

- School leaders do not have the capacity to bring about the necessary improvements at a rapid pace. The headteacher, staff and governors do not have a sharp enough picture of the school on which to base planning for its improvement. Actions do not have measurable targets against which to judge their success and so their impact is limited.
- Equality of opportunity is not being achieved. The school does not focus enough on ensuring all pupils make rapid progress or identify whether any groups of pupils are underachieving. The progress of pupils with special educational needs, along with those eligible for support through the pupil premium, is not routinely checked to see if action taken is having an impact.
- The school does not have a rigorous programme to improve the quality of teaching. Teachers are not set sufficiently challenging targets for the progress of all pupils in their classes. The headteacher is not able to say whether each pupil makes the progress expected of them each year. This results in less than good teaching being rewarded by salary progression.
- Subject leaders for English and mathematics have a more clearly defined leadership role and greater expertise than year group leaders. Although the school is about to embark on a review of leadership roles and training requirements, this is overdue.
- Local authority support has only been sought recently. A small group consisting of representatives from the local authority, the diocesan board and school leaders has been established to give intensive support and bring about more rapid improvement. However, this has only just started and is yet to have an impact.

- There is little time for pupils to study subjects such as art, geography and history to sufficient depth. Topics provide limited opportunity for pupils to develop and apply their literacy and numeracy skills.
- Ample attention is paid to developing pupils' spiritual, moral, social and cultural development. Pupils are given the opportunity to explore values and beliefs, and charity events open their eyes to people in the world less fortunate than themselves.
- The new sports funding has been used suitably to increase the number of pupils taking part in clubs and to provide specialist coaching in some physical education lessons. Staff training is underway to increase expertise, but this is too early to see lasting improvements in teaching.
- **The governance of the school:**
 - The governing body does not have the expertise or systems in place to hold leaders to account for the school's performance and set targets for its improvement. The governors rely too much on school leaders to provide information and do not question its validity. Their understanding of assessment information and its implications is weak and does not form a basis from which to question school leaders in detail. Governors are not sufficiently involved in school self-evaluation or in setting future goals and priorities for its improvement. They have an over-optimistic view of the quality of teaching, are unclear precisely what is being done to bring about improvement and do not question enough how financial rewards are given. They have limited input in allocating the pupil premium and new sports funding. Other financial matters are carefully checked and, along with the headteacher, they have been able to secure funding for new building work.

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	101536
Local authority	Brent
Inspection number	440946

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	468
Appropriate authority	The governing body
Chair	Lesley Jones
Headteacher	Barbara Graham
Date of previous school inspection	4–5 July 2012
Telephone number	020 8459 1636
Fax number	020 8933 7365
Email address	admin@sasf.brent.sch.uk

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