

School context

St Andrew's is a popular one form entry school situated in the parish of St Andrew, Southgate. The vast majority of the children live locally and are predominantly from Christian families, many of whom attend local churches.

The distinctiveness and effectiveness of St Andrew's as a Church of England school are good.

The school has many good features and the strong Christian ethos is secured through the close links between all members of the school community. Relationships between pupils and staff are very good. Pupils, whose academic attainment is high, and whose behaviour is excellent, feel highly valued within a safe and caring environment.

Established strengths

- The children, parents, staff, governors and clergy clearly value and affirm the Christian ethos of St Andrew's and create a good atmosphere for development.
- Collective Worship is central to the life of the school and there are a great many opportunities for prayer and reflection.
- The way in which the curriculum is structured, allowing for much cross curricular working, means the children are very enthusiastic and articulate about their learning.

Focus for development

- The leadership of the school needs to ensure that monitoring and evaluation of its Christian distinctiveness, RE and Collective Worship is rigorous and that systems to communicate this with governors are embedded.
- To ensure the teaching and learning in RE are consistent and that expectations are high in all year groups.
- To ensure the whole school community knows and understands the Christian values that St Andrew's follows.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

St Andrew's makes good provision to meet the needs of all learners and has an exceptionally calm and affirming working atmosphere. Its Christian character, whilst not explicit in its use of specific Christian values it uses, has significant impact on the children and school community. The implicit values of 'forgiveness' and 'thankfulness' are very evident in the school and children particularly talk about the staff and the support that they are given to resolve difficulties and support them learn in the broadest sense. Children with Special Educational Needs are catered for well and there are lots of opportunities for those who are gifted and talented to develop their skills further, for example, there are a number of children working within Level 6 for maths. Children are very caring towards one another, which is articulated well by the children and governors. Parents and staff are very clear about the distinctiveness of the school, its commitment to the local community and that the school is welcoming to those of all different types of Christianity and other faiths. Parents say that they choose St Andrew's because of its high standards (like all the other local schools), the Christian distinctiveness and the fact that it has many traditional aspects like the services in St Andrew's Church. There are strong links between the parish church, other local churches and the school. The children are articulate and confident in using religious language and this makes a good contribution to the children's spiritual and moral development.

The impact of collective worship on the school community is Good

Collective Worship is good in St Andrew's because it is central to the life of the school and the whole school community feels involved. The children say that they 'love assemblies', especially when 'Fr Martin (and others) ask questions that make us really think and reflect'. Children feel that they have an active part to play and particularly enjoy the opportunities for prayer. They talk openly about how 'assemblies' help them in school and at home each day. The children all say that they prefer it when Mrs Gerrard plays the piano, as 'it feels more real'. The children clearly enjoy the praising aspect of 'assemblies'. An outstanding element of Collective Worship is that the children say they feel inspired by it and are actively involved in leading aspects of worship in a variety of ways during 'class assemblies'. Those leading worship create a reverential atmosphere, a candle is lit and good use of silence helps create a clear sense of beginning. The worshipping life of the school has been further enhanced by the use of a prayer box/area that the children can access during playtimes and lunchtimes to write their own petitions. The local clergy and parish church are used to good effect and families enjoy going to St Andrew's Church. Currently the headteacher plans a coherent school-based programme of themes each term which everyone follows. The evaluation of Collective Worship by staff or the governing body to inform future planning and development is carried out informally. Whilst children talk animatedly about their own experiences of church they were less clear about St Andrew's being an Anglican school.

The effectiveness of the religious education is good.

The children make good progress in RE and standards are high. The children said, 'we like RE because we get to learn a lot about Christianity and other religions' and it is appropriately challenging. Children particularly enjoy the cross-curricular approach to teaching and learning. Some children say that they enjoy RE so much that 'we want more!' Teaching is clearly differentiated and matches the ability of the children as well using a variety of styles and cross-curricular approaches. This is a good aspect of RE. The resources used in RE are of a good quality and are used to good effect. In one lesson excellent links were made with that morning's Collective Worship. The standards of written work in RE match the high standards in Literacy. Children talk confidently about what they have learnt about Christianity and other faiths and how this helps them understand one another. Children say they get lots of opportunity to be reflective during lessons which was evident in the lessons seen. Key Stage 2 children particularly like the work they have done on slavery and 'The Fragile Earth' and feel motivated and enthused by it. The teaching of RE is inconsistent in some areas of the school as progression cannot be clearly seen across all year groups. The marking of RE is very good in some year groups and this is where the children are making the most progress. Whilst monitoring of RE is carried out systematically by senior staff the findings are not formally reported to the governing body.

The effectiveness of the leadership and management of the school as a church school is good.

The staff, governors, parents, pupils and clergy together make St Andrew's an effective school. The leadership is good overall because the headteacher clearly works well with others to create a distinctly Christian school whose values are implicit in the working life of the school. The vision and direction of the school is clearly understood by the parents and they value the stability and continuity that this brings. Mutual support for one another is an outstanding feature of the school and there are strong partnerships with parents and the local community. Self-evaluation of the school's strengths and weaknesses is realistic and accurate and the governors and headteacher are clear about what needs to be developed next. The governing body is insufficiently robust in their approach to evaluating the school's Christian distinctiveness. The Christian values of the school are implicit in all it does which is a strength that could be celebrated more widely. It would be beneficial for the school community to be explicit about the values of 'thankfulness' and 'forgiveness' to which St Andrew's subscribes. The school has made appropriate progress in the areas raised in the previous inspection.



Judgement Recording Form (NSJRF)



Name of School: St Andrew's Southgate Primary School Church of England
297 Chase Road, Southgate, London, N14 6JA

Date of inspection: 24th January 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 211
URN Number: 102030
NS Inspector's Number: 370

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Voluntary Aided Schools