

St Andrew's C of E Primary School

Inspection report

Unique Reference Number	102438
Local Authority	Hillingdon
Inspection number	355190
Inspection dates	8–9 February 2011
Reporting inspector	Alison Thomson

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	235
Appropriate authority	The governing body
Chair	Neil Mackin
Headteacher	Elizabeth Wakling
Date of previous school inspection	5 March 2008
School address	Nursery Way Uxbridge Middlesex UB8 2BX
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 12 lessons taught by 10 teachers, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and analysed 152 questionnaires from parents and carers, 109 from pupils and 33 from staff. The team also looked at documents and policies, including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching and learning.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' current attainment and progress, particularly in Key Stage 2.
- In lessons, how effectively teachers carry out and use assessments, including the involvement of pupils in checking their own learning.
- The effectiveness of the school's monitoring and evaluation procedures, especially that of subject leaders, in bringing about improvements as quickly as possible.

Information about the school

St Andrew's is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic heritages has risen and is much higher than average, although the proportion of pupils who speak English as an additional language is lower than average. The proportion of pupils who have special educational needs and/or disabilities is average, although the number of those who have a statement of educational needs is higher than average. The school has Early Years Foundation Stage provision in a unit that includes both Nursery and Reception children. The school has many awards, including Healthy School status and Activemark, for the promotion of a healthy lifestyle. The proportion of pupils who join or leave the school other than at the normal starting points is above average as a number of parents and carers are serving in the armed forces.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Andrew's provides a good standard of education. Parents and carers are very positive about all aspects of the school and their views are summed up by the following comments: 'I love St Andrew's, it meets all my child's needs' and 'I wouldn't dream of sending my children to any other school.'

Safeguarding is outstanding, with excellent quality assurance and risk assessment systems. This, along with outstanding care, guidance and support, contributes strongly to pupils feeling extremely safe and well looked after. Pupils have an excellent understanding of what it means to be healthy. They act as ambassadors for others through their roles such as selling fruit at break times. Equality of opportunity for all pupils is outstanding.

Since the previous inspection there have been many improvements, including the progress pupils make and in the standards that they attain. By the time pupils reach the end of Year 6, standards are above average. This represents good progress from their starting points in the Early Years Foundation Stage unit that are broadly as expected for their age. Progress is now much more uniform throughout school, having increased in both the Early Years Foundation Stage and in Years 3 to 6. Pupils with special educational needs and/or disabilities also make good progress because of the close, well-focused support they receive.

Teaching is good and pupils know their targets and how to improve their work, although marking is not consistent in all subjects. Excellent behaviour, along with high attendance, plays a significant part in pupils' learning. However, in some lessons the pace of learning is not fast enough and pupils are not involved in independent learning tasks early enough. The school has made many changes to the curriculum to make lessons more interesting, but many of these changes have not yet had time to show their full impact on raising attainment and accelerating progress.

The school's monitoring and evaluation is rigorous and it knows its strengths and areas for development well. The school identifies any underachievement early because it tracks the progress of pupils regularly and accurately. Monitoring of teaching and learning has brought about clear improvements. Currently, some subject leaders are not involved in monitoring lessons in their areas. As a result, the rise in progress is not as fast as it might be. Despite this, the fact that the school has made good improvements in so many areas indicates that the capacity to improve even further is good.

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What does the school need to do to improve further?

- To raise attainment and accelerate progress further, improve the quality of teaching and learning so at least half of the teaching is outstanding by:
 - increasing the pace of learning and getting pupils involved in independent learning as early as possible in lessons
 - embedding changes to the curriculum so that all lessons stimulate learning as much as possible
 - improving marking to the standard of the best so that all pupils are clear in all subjects about how they can improve their work
 - involving more subject leaders in the observation of lessons in their areas.

Outcomes for individuals and groups of pupils

2

Pupils' outstanding behaviour plays a major part in their learning. This was seen to very good effect in a Year 2 mathematics lesson on partition, where pupils eagerly explained their answers to others, who listened very attentively. Improved performance in Key Stage 2 was exemplified in a Year 6 literacy lesson where pupils thoroughly enjoyed exploring the features of a good short story. The learning and progress of all groups of pupils are good, including those with special educational needs and/or disabilities, those who speak English as an additional language and those whose parents or carers are serving in the armed forces and are therefore only in school for a relatively short time. This is because the work is matched well to their individual needs and they have well-targeted support. Attainment overall is above that found nationally at the end of Year 6. This represents good progress from a level of skills which is broadly in line with what is expected on entry to the school.

Pupils enjoy the many opportunities to take part in sporting activities and clubs and this contributes to their excellent understanding of being healthy, which is recognised in national awards. Pupils are well prepared for the next stage in their learning. This is helped by their high attendance, the mature way they cooperate with each other and their developing information and communication technology (ICT) skills. For example, older pupils take very seriously their mentoring roles, such as playtime helpers with younger children. The school council plays a good part in school life and is currently planning a school garden. Pupils' spiritual, moral, social and cultural development is good. They interact very well with each other, because of the school's strong focus on respect. When they were asked to think of any way that the school could be better, one pupil replied, 'I wouldn't change it at all.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
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¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Please turn to the glossary for a description of the grades and inspection terms

Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A key strength of the school is the way it looks after its pupils as individuals, particularly the most potentially vulnerable. Planning to meet individual needs, including those with specific learning difficulties, is robust and the pupils' progress is carefully monitored. Those pupils who join the school beyond the normal starting points are quickly integrated into the life of the school, so that they make similar progress to others. There are examples of significant successes in the way in which the school helps pupils overcome any difficulties and barriers to learning so that they achieve well. The school is rigorous in following up absences and this has contributed significantly to the pupils' high attendance. Links with the neighbouring secondary schools are very strong, enabling pupils to make a smooth transition and quickly settle into their new schools. Learning support assistants provide competent and confident support that enables pupils with special educational needs and/or disabilities and those who speak English as an additional language to have full access to lessons and activities.

Teachers are knowledgeable and create a calm and well-ordered learning environment. There are excellent relationships between teachers and their pupils. Teachers usually share well with pupils what it is that they should be learning and involve the pupils themselves in assessing how well they are doing. This was seen to particularly good effect in a Year 5 music lesson where pupils were expertly guided to reflect and explain how they could improve their melodies. Teachers' marking is mostly helpful, making clear the next steps pupils need to take in their learning. However, this is not consistent in all subjects and means that progress is not as fast as it could be and attainment is not as high as it might be. Likewise, in a few lessons the pace is too slow and pupils do not get to be involved in independent work soon enough.

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The curriculum is adapted well to meet the needs of different groups of pupils. Different subjects are being effectively linked together into topics, with literacy, numeracy and increasingly ICT integrated well. However, the school correctly recognises that at present some lessons do not provide enough stimulation and excitement for pupils. The curriculum is enriched with many visitors and visits, contributing very effectively to pupils' personal and social development. The school choir is very proud of having taken part in the Young Voices concert at the O₂ arena. There is a wide range of clubs and pupils were seen being expertly coached at their after-school badminton club.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and the leadership team have instilled a real sense of common purpose among the staff, whose morale is very high. Discussions with staff and outcomes from the staff questionnaire show that all staff feel valued, know what the school is trying to achieve and are fully involved in the process of bringing about improvements. Self-evaluation is accurate and involves leaders at all levels, although not all subject leaders observe lessons in their areas at present. There are challenging targets to help drive up improvement and effective tracking systems identify and redress any underachievement quickly. Equality of opportunity for pupils is outstanding. Currently, all groups of pupils make equally good progress and the school's firm stance on racism means there are no racist incidents at all.

Safeguarding procedures are excellent. Pupils themselves are vigilant and have an excellent understanding of what constitutes unsafe situations. Community cohesion is good. Pupils are in communication with a school in Uganda and links with the local community and other schools are developing well. For example, older pupils distribute their school newsletter to residents nearby. Parents and carers agree strongly that the school provides them with good help to enable them to support their children's learning, for example through workshops. Partnerships with other schools are good and are helping teachers improve their practice. Governance is good. Members of the governing body are knowledgeable and evaluate the work of the school well, offering an appropriate degree of challenge.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in the Early Years Foundation Stage unit with skills that are broadly as expected for their age. Excellent induction procedures with parents and carers help the children to settle quickly and get a confident start to their school life. Most children play very well together and also develop independence. They make good progress, both in the Nursery and Reception years and, at the end of Reception, reach above-average levels in most areas of learning. The school correctly recognises that one area for further development is to enhance the children's creative skills. Children's welfare is given a high priority and the environment is very welcoming. There are well-established routines to promote their personal development, such as tidying up and self-registering.

A good range of stimulating activities are well matched to children's needs and interests, and there is a good balance between activities that children choose for themselves and those directed by adults. Children greatly enjoy their learning and their excellent behaviour contributes well to their learning. This was exemplified in a session where the younger children cooperated well, playing musical instruments softly or loudly to guide each other to where the teddy was hidden. Activities in the outside area mirror those inside well, but at present there are not enough opportunities for writing outside. Leadership and management of the Early Years Foundation Stage are good and this is one of the key features which has contributed to the improved success of the Early Years Foundation Stage unit. Adults regularly assess what the children know, understand and can do. The quality of these assessments has improved greatly, particularly for the older children.

These are the grades for the Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a high response rate, with over 65% of parents and carers returning their questionnaires. Parents and carers are overwhelmingly positive about all aspects of the school's work. The vast majority feel that their children enjoy school and that the school keeps them safe. This enjoyment was evident to the inspectors, who judged that the extent to which pupils feel safe is outstanding. A few parents and carers do not agree that the school seeks their views and acts on them or that the school deals effectively with unacceptable behaviour. The inspectors found that the school does seek and act on the views of parents and carers, and does deal effectively with any unacceptable behaviour. A few parents and carers did not agree that the school is led and managed well. The inspectors judged that the school is well-led and managed, with the embedding of ambition and drive for improvement being particularly good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 152 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	63	53	35	2	1	0	0
The school keeps my child safe	94	62	56	37	1	1	0	0
The school informs me about my child's progress	76	50	69	45	6	4	0	0
My child is making enough progress at this school	78	51	63	41	8	5	1	1
The teaching is good at this school	76	50	67	44	5	3	0	0
The school helps me to support my child's learning	69	45	70	46	9	6	0	0
The school helps my child to have a healthy lifestyle	58	38	86	57	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	38	80	53	3	2	0	0
The school meets my child's particular needs	65	43	70	46	12	8	0	0
The school deals effectively with unacceptable behaviour	55	36	77	51	14	9	1	1
The school takes account of my suggestions and concerns	50	33	74	49	11	7	3	2
The school is led and managed effectively	71	47	60	39	10	7	3	2
Overall, I am happy with my child's experience at this school	82	54	61	40	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2011

Dear Pupils

Inspection of St Andrew's C of E Primary School, Uxbridge UB8 2BX

Thank you for your warm welcome when we visited your school recently. We enjoyed talking to you and seeing how well you learn in class. Your views were very helpful to us.

Yours is a good school and it has a happy and exciting environment. You have an excellent understanding of what it means to be healthy. Most of you behave very well and work and play together very sensibly. Your questionnaires told us that you enjoy all the things that you do at school and most of you feel safe there. They also told us that you feel adults look after you well and that your teachers help you to learn well.

There are some things that your school could improve that we have asked it to do, to help you do even better.

- Your lessons should always have interesting activities.
- Your teachers should get you working independently as quickly as possible in lessons.
- Your teachers should check how well you are doing as often as possible in all your subjects and make it clear to you how you can improve your work.
- Teachers who lead subjects should observe lessons in their areas.

You can help by telling your teachers when you find lessons especially interesting and by asking them to explain to you how you can improve your work.

We would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

Alison Thomson
Lead inspector

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