

Inspection of a good school: St Andrew's Southgate Primary School (CE)

297 Chase Road, Southgate, St. Andrew's Southgate Primary (CE), Southgate N14 6JA

Inspection dates:

25–26 September 2019

Outcome

St Andrew's Southgate Primary School (CE) continues to be a good school.

What is it like to attend this school?

The pupils I spoke to said they look forward to coming to school and feel well cared for. They said they enjoy a wide variety of lessons and talked with pride about their school. Pupils like reading and are enthusiastic about their new library.

The behaviour of pupils in lessons and at playtimes is of a high standard. Pupils are eager to answer questions in lessons and learn new subjects. Teachers want all pupils to achieve the best they can. Pupils are polite and respectful to staff and visitors to the school. They also show a good sense of humour towards one another.

Pupils said they feel safe in school and learn from an early age how to stay safe online. Leaders ensure that younger children are listened to if they have any worries. Pupils are confident that teachers deal with any bullying well.

The school displays its six key Christian values around the school. Pupils learn about these when they join the school and can discuss how they help them in their daily lives. The school provides a wide variety of cultural trips and outdoor visits for all pupils.

What does the school do well and what does it need to do better?

The school provides a well-planned curriculum in English and mathematics. As a result, pupils achieve well in both key stages. The curriculum is well matched to all pupils' needs and abilities. Leaders are ambitious that the curriculum covers a wide range of interesting subjects.

School leaders have made the teaching of reading a key priority for the school. The school strives to ensure that pupils develop a lifelong love of reading. A new library is now in daily use by teachers and support staff. The school has bought a wide range of books to interest pupils, and they look forward to their library visits.

Phonics skills are taught from an early age, and Year 1 pupils make good progress. Regular staff training helps teachers keep their knowledge up to date. Reading records between home and school help parents to know how their children are doing. For some of the pupils who struggle to read, books are not well matched to their stages of early reading.

A distinctive feature of this school is the 'reading tutors'. Pupils from Years 5 and 6 are trained to help younger pupils with their reading and choosing books. Older pupils said how much they enjoy helping younger ones with their reading.

Mathematics is taught well in the school, and children quickly develop number and calculation skills. Pupils know their times tables and enjoy solving problems in lessons.

Pupils learn geography and history in topics. Links are also made to science and other subjects. The school is working on topics such as renewable energy and climate change. I saw Year 5 pupils learn how to use map and grid references around the UK. Pupils told me that in previous years they did not learn as much in geography as they do now. As a result, there are areas of the geography curriculum that need revisiting. The school provides regular outdoor learning activities. Pupils need more opportunities to develop and record their geography skills further.

The school does cover computing in its curriculum but not in much depth. Coding is taught in some classes but is basic and not matched to the age and abilities of the pupils. Leaders have plans to develop this subject in the future.

Pupils with special educational needs and/or disabilities (SEND) get good support. Careful planning for individual needs ensures that these pupils achieve well.

Leaders provide a wide range of visits and trips to promote the wider development of all pupils. There is also an extensive range of clubs and activities after school. The school's work to foster and enhance pupils' broader personal development is of high quality.

Leaders made it a recent priority to improve the Reception Year. This resulted in changes to the classroom and the outdoor spaces. For example, children now use new climbing and play equipment every day. New safety surfaces are also now in place. Children can now move in an easier way between class and outdoor play areas than before.

Staff develop children's early language and speaking skills well. Children can also learn to paint, make models and share toys. Early mathematics is particularly well provided for. I saw staff use music, rhyme and dance to help children learn to count to ten, for example.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team has ensured that safeguarding records are fit for purpose. The single central record shows that leaders have made all the necessary pre-employment checks for

staff. Training is up to date, and staff have a good awareness of local issues and concerns in the local community.

Pupils told me clear examples of how they keep safe online, both in school and at home. Leaders have close links with parents and carers and know individual families well. All parents who spoke with me, and those who answered the Ofsted survey, said that their children are safe and well looked after in this school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The computing curriculum does not ensure that pupils can use information technology across a wide range of subjects. The school teaches coding, but the activities do not develop pupils' knowledge and understanding well enough. The planned learning is not always matched to the ages and abilities of the pupils.
- Leaders need to ensure that, for early readers, books match the sounds that pupils have learned. This will help pupils to become more confident and fluent readers.
- Pupils said how much they enjoy learning about geography in lessons and outdoors in the local environment. Pupils love learning about physical geography. They are interested in climate change and how they can help protect the planet. Pupils now need more opportunities to record their work and cover other aspects, such as locational geography.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged St Andrew's Southgate Primary School (CE) to be good on 22–23 March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102030
Local authority	Enfield
Inspection number	10110484
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	James Adeshiyan
Headteacher	Neil Mason
Website	www.st-andrews-southgate.enfield.sch.uk
Date of previous inspection	22–23 March 2016

Information about this school

- St. Andrew’s Southgate Primary Church of England school is a one form entry voluntary aided primary school in the London Borough of Enfield.
- The school’s previous inspection was in March 2016, when the school was judged good.
- The school caters for a wide range of pupils with SEND.

Information about this inspection

- During this inspection, I held discussions with the headteacher, deputy headteacher, assistant headteacher and other leaders. I spoke with representatives from the local authority and the Diocese of London, and I held a meeting with three governors, including the chair of the governing body.
- I spoke with pupils in class and around the school. I also spoke to a wide range of parents. I observed pupils’ behaviour in class, in the playgrounds, at lunchtimes and as they moved around the school. I spoke with a range of support staff in all areas of the school. I talked with pupils about their work in a wide range of subjects, and we looked at their work together. I heard readers across the school, particularly in Years 1 and 2. I spoke with pupils of all ages about the books they are reading. I also made visits to all classes, including the Reception Year, alongside senior leaders.

- As part of this inspection, the following subjects were looked at in depth: English, particularly early reading, computing and geography. I also looked at early mathematics in the Reception Year and in key stage 1.
- I scrutinised a wide range of records and documentation concerning safeguarding, and welfare. I looked in detail at the school's single central record of staff checks. I also looked at behaviour and bullying incident logs.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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