

# St Andrew's Catholic Primary School

Inspection report

---

<b>Unique Reference Number</b>	100632
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276356
<b>Inspection dates</b>	30–31 January 2006
<b>Reporting inspector</b>	Andrew Howe

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Hughes Mrs Denise Assid
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Polworth Road Streatham London SW16 2ET
<b>Telephone number</b>	02087694980
<b>Fax number</b>	02086777643

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	30–31 January 2006
<b>Inspection number</b>	276356

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St. Andrew's is a large Catholic primary school with a nursery, situated in an urban area of South London. The pupils all come from Roman Catholic families living in two local parishes. The school is popular and oversubscribed. The proportion of pupils entitled to free school meals is broadly average, although pupils come from a wide range of backgrounds. The proportion from minority ethnic groups is much higher than average, as is the proportion whose first language is not English. The proportion of pupils with learning difficulties is below average. The school obtained the Active Mark for physical education in 2004 and has Investor in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Improve the quality of teaching in order to address any minor pockets of underachievement, particularly in mathematics. \* Develop the role of the governing body so that it is able to challenge the school's performance and set its priorities for development.

## **Achievement and standards**

**Grade:**

### **Personal development and well-being**

**Grade:**

### **Quality of provision**

#### **Teaching and learning**

**Grade:**

The quality of teaching is carefully monitored by the school, and they judge it as good. This judgement is confirmed by inspectors. Teachers plan very thoroughly. They make careful use of assessment information to organise different tasks for groups of pupils. Teachers are adept at using interactive whiteboards which makes learning more interesting, especially when pupils are invited to come out and use them. Support staff are used effectively to help and assess pupils. In most lessons teachers manage the behaviour of pupils well and a lively pace is maintained. Teaching is good in nursery and reception classes because there is a good balance of adult led learning and independent activities and play. Throughout the school work is marked thoroughly, assessed accurately, and pupils' progress is tracked assiduously. Teachers make good use of assessment information to set individual targets for pupils and help pupils to evaluate their own progress. For example at the end of lessons they commonly check how pupils feel they have done using a 'traffic light' system. Occasionally pupils do not make as much progress as they should in mathematics, because a concept has not been explained clearly enough or some misunderstanding is not immediately acted upon during a lesson. Pupils with learning difficulties are very well supported.

#### **Curriculum and other activities**

**Grade:**

The curriculum is good, with some very strong features. As well as all the required subjects, French is taught from Year 1 onwards and a high proportion of pupils have instrumental music lessons. The school makes effective use of specialist teachers for French and music, which is a particular strength. The school is planning an overall review of the curriculum, but teachers are already successfully developing links between subjects using ICT. For example, in one science lesson pupils made good use of a computer sensor to take readings of sound levels, and in another they used a draw and paint programme to produce imaginative pictures in the style of Mondrian. Although ICT was not well provided for when the school was previously inspected it is now a strong area and pupils make good progress in the subject. Teachers are aware that the ability range of their pupils varies from year to year, and make long terms plans accordingly.

Part time teachers are effective in supporting pupils whose first language is not English. They also enable smaller groups to be created and this helps to ensure that pupils make good progress.

### **Care, guidance and support**

#### **Grade:**

The quality of care and support for pupils is outstanding. This is agreed by the overwhelming majority of parents. One parent wrote 'the school is good at fostering a sense of independence in the children while still providing a safe and secure environment.' The school liaises very closely with various agencies, such as social services, to ensure very good care and support for all pupils. Health and safety routines and risk assessments are carried out regularly and effectively. Child protection procedures are robust. Pupils express confidence that there are adults they trust to talk with. As a result they feel safe and secure. Vulnerable pupils are carefully monitored and effectively supported by the learning mentor. Pupils' progress is tracked effectively and suitable learning targets are set which pupils understand.

### **Leadership and management**

#### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for sharing your views of the school with us when we visited a little while ago. We enjoyed our time with you, because everyone was very friendly and made it easy for us to do our job. We promised to let you know what we decided after our visit.

You told us what a caring place your school is, and how there is always someone you can go to if you have a problem. You were quite right. Teachers and helpers take outstanding care of you, and do a lot to help you learn and stay safe. They work very hard to mark your work and check your progress so they know exactly how well you are doing. Your school council means you can have a say in how the school runs, and it has some real improvements to show for its work. Right through from the nursery and reception classes to Year 6, most children make good progress in their learning. This is because you work hard and teaching is good. Most of the lessons we saw were good and you really enjoyed many of them. The school has some strong features. You behave well. Music is well taught. There are lots of opportunities outside lessons for you to do all sorts of activities, such as sport. The school works well with the church and your parents to help you do your best.

There are some things the school could do to improve further. We think the governors need to come and see you more to check on how everyone is doing, and help more with planning for the school's future. We think teachers need to make sure that every one of you achieves your learning targets. St. Andrew's Catholic Primary School is a good school. If you continue to work as hard, and behave as well as you do now, it will be even better.