

Inspection of St Andrew's CofE Primary School

116 Churchbury Lane, Enfield, Middlesex EN1 3UL

Inspection dates:	17 and 18 December 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils live the school values of 'love, courage and friendship'. This is because the school's curriculum is built on these values. If anyone falls short of the high expectations at any time, there is plenty of support available to get these pupils back on track. As a result, the school is a vibrant and harmonious community, where pupils love learning and enjoy coming to school. The school has built very positive relationships with pupils and their families.

The school has high expectations for what pupils can achieve. In the early years, the curriculum enables children to master the knowledge and skills that they need for future learning. They are well prepared for Year 1 and beyond. Pupils with special educational needs and/or disabilities (SEND) achieve well. They receive high-quality support. Across the school, pupils learn well and are becoming confident learners, including those who are disadvantaged.

Staff help pupils to successfully manage their own feelings and behaviour. Adults apply the school's expectations about behaviour consistently well. Pupils rise to these expectations and treat each other with kindness and respect. Pupils behave exceptionally well and have positive attitudes to their learning. Pupils' attendance is high. They actively partake in a wide range of academic and sporting clubs and activities.

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

Children get off to an exceptionally strong start in the early years. This is mainly due to the sharp focus given to the welfare and learning of every child. Whether indoors or outdoors, children find learning irresistible. They quickly build the knowledge and social and emotional skills that they need to learn successfully as they move up the school.

The school's curriculum is equally broad and ambitious. This ambition is realised in most subjects, with teachers regularly checking what pupils know and remember. Published outcomes are strong, especially in reading and writing. Outcomes in mathematics at the end of Year 6 have improved strongly. This reflects the positive impact of the well-designed curriculum, currently in its second year of implementation.

Staff regularly revisit previous knowledge to help pupils know and remember more. They also challenge pupils to reflect more deeply on their learning, for example, through the use of 'big questions'. The development of pupils' vocabulary is a consistent feature of teaching. Staff define new words and model how to use them. In mathematics, for example, this enables pupils to explain themselves succinctly and clearly. Another example is in design and technology, where pupils use the language of design, make and evaluate when talking about the products that they make.

The school identifies the needs of pupils with SEND swiftly and accurately. The school makes sure that teaching is adapted to meet pupils' needs. Pupils with SEND achieve well. They successfully learn the same curriculum alongside their peers. Children with SEND in the early years benefit strongly from appropriate additional support and provision.

The school has made sure that pupils learning to read is a priority. Pupils have very positive attitudes towards reading. They speak with enthusiasm about their favourite books and authors. In the early years, children benefit from talking with staff about books and listening to them read. Most pupils use new language confidently and quickly master phonics. Across the school, the books that pupils read match the sounds that they know. Staff have the right training to enable them to teach phonics successfully. They quickly identify pupils who are at risk of falling behind with learning to read. The school provides effective support so that these pupils catch up with their peers.

The school's personal development programme is highly effective. It promotes pupils' development as well-rounded individuals, who are exceptionally well prepared for their next steps beyond the school. Pupils learn about how to stay safe and healthy, both physically and mentally. Pupils are taught to understand and celebrate differences. Pupils are fully included in the life of the school.

The school deliberately broadens pupils' experiences by providing opportunities for them to take on leadership roles. Older pupils help younger ones to improve their reading skills as their buddies. Others manage the school's food bank, which supports the local community. These experiences encourage pupils to become active citizens in their school community. Pupils show mature and exemplary conduct when engaging with each other, staff and visitors. Behaviour in class is consistently strong.

At many levels, including governance, leadership is strong. Subject leadership has benefited from training to develop expertise. Occasionally, however, in a very small number of subjects, for example science, the school has not ensured that teaching in Years 1 to 6 corrects misconceptions in pupils' knowledge well enough. This means that gaps in understanding are not consistently closed.

Those responsible for governance are knowledgeable about the school. They check that the school is providing pupils with a curriculum that, overall, helps all pupils to achieve well. The workload and well-being of all staff is a priority. Staff are proud to work in this very inclusive school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, errors in pupils' understanding are not picked up and addressed fully in a very small number of subjects, for instance science. This means that, over time, some misconceptions and misunderstandings can persist. The school should take steps to further strengthen how these subjects are taught and led so that any difficulties pupils

may face are consistently addressed, resulting in all pupils knowing and remembering the content of the curriculum.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102029
Local authority	Enfield
Inspection number	10345769
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	397
Appropriate authority	The governing body
Chair of governing body	Theresa Davis
Headteacher	Cathryn Mann
Website	www.st-andrewsenf.co.uk
Date of previous inspection	26 February 2019, under section 8 of the Education Act 2005.

Information about this school

- This school is an above-average-sized primary school.
- The school does not make use of alternative provision.
- The school runs a breakfast club for pupils in the school.
- The school has a religious character. The most recent section 48 inspection took place in December 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with the governing body, including the chair of governors. The lead inspector also held an online meeting with representatives from the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. An inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors scrutinised a range of other documentation, including governor meeting minutes and leaders’ evaluation of the school.
- Inspectors held meetings with pupils to gather their views on school life.
- To gather parents’ and carers’ views, inspectors took account of the responses from Ofsted Parent View, including free-text comments. Inspectors also spoke with parents at the start of the school day.
- Inspectors met formally with staff to gather their views.

Inspection team

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