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Dear Miss Sutherland

Short inspection of St Andrew's Church of England Primary School

Following my visit to the school on 9 February 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Pupils continue to achieve well across the school and attain above-average standards overall by the end of Year 6. Leaders have made sure that children in the early years provision are well prepared for the start of Year 1. In Years 1 and 2, pupils make good progress in reading, writing and mathematics. Phonics (letters and the sounds that they make) and early reading are taught systematically so that pupils build reading skills securely. More pupils reach the expected standard in the Year 1 phonics screening check compared with the national average. Throughout the school, teachers encourage pupils to produce high-quality writing, and make their high expectations of pupils' spelling, punctuation and handwriting clear.

Pupils' attendance rates remain consistently above average and pupils enjoy school. Leaders and governors have developed the curriculum, a priority for improvement at the time of the previous inspection, and made sure that it captures pupils' interest. Around the school, displays show the variety of interesting activities that promote pupils' learning including sports coaching and specialist music teaching. Extra-curricular clubs, including choir, scrapbooking, judo and gymnastics, are popular.

Pupils' supportive attitudes are fostered strongly, for example, older pupils take on roles of responsibility as games leaders and house captains. Younger pupils eagerly

told me that St Andrew's is a 'caring' school and that they look after one another. Pupils follow teachers' instructions readily and their behaviour is calm and sensible.

At the previous inspection, inspectors found that there was more to do to make sure that all pupils knew how to improve their work. Teachers' guidance and feedback is often detailed and specific about what pupils need to do to raise the standard of their work. The oldest pupils aspire to meet ambitious targets to become successful mathematicians and good writers.

Since the previous inspection, which found that subject leaders could do more to check the quality of teaching, subject and phase leaders now monitor teaching and learning within their areas of responsibility. However, subject and phase leaders are not as fully involved in driving improvements to raise pupils' outcomes further within their subject areas.

In the short time that you have been at the school since September 2015, you have measured the quality of the school's work accurately and identified where improvements are needed. You have taken swift action to tackle underperformance and are ambitious to build on the school's strengths.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Staff and members of the governing body attend training to make sure that they are clear about their roles in safeguarding pupils should any concerns arise. This includes training that covers how to recognise warning signs that a pupil may be at risk of female genital mutilation and risks to pupils from radicalisation and extremism.

Leaders make sure that pupils know how to keep themselves safe from harm. For example, older pupils have roles as junior road-safety officers and remind the others how to cross the road safely. They are proud to have scored highly at a recent road-safety awareness competition and won high-visibility waistcoats for pupils to wear during educational visits. Workshops for pupils help to raise their understanding of drug abuse. Leaders make sure that pupils know what precautions to take to keep themselves safe online.

Inspection findings

- Leaders and governors have worked closely together to develop the curriculum and make sure that St Andrew's continues to be a happy place for pupils to learn. Enrichment activities help make learning fun. The oldest pupils told me how much they look forward to the annual Year 6 residential visit to the Isle of Wight. Pupils in Key Stage 2 enthuse about learning to sail at a local activity centre. The primary physical education and sport funding is used effectively to encourage pupils to take part in a wide variety of sporting activities. Leaders and governors have made sure the pupil premium funding promotes equality and tackles discrimination. All groups of pupils make good progress through the school.

- Pupils aspire to meet teachers' high expectations of their work. They are keen to be allowed to write using a pen and are careful to present their work neatly. Pupils typically respond to teachers' feedback and guidance, for example practising spellings and completing additional mathematics challenges. Older pupils strive to meet demanding targets in literacy and mathematics.
- Children in the early years provision make good gains from their starting points. Children in Nursery and Reception Years share resources readily. Social skills are fostered through working and playing together in the indoor and outside spaces. Children develop confidence in reading and writing because adults encourage them to practise phonics skills regularly.
- Subject and phase leaders check the quality of teaching and pupils' learning within their areas of responsibility. However, they are not using the information to set ambitious targets for development in order to drive further improvements to teaching and pupils' outcomes.
- Pupils have positive attitudes to learning. They concentrate well and follow teachers' instructions readily so that no time is wasted in lessons. Leaders give clear messages about the effect of bullying on pupils' well-being. Pupils confirm that bullying is rare and that staff help them tackle problems when they arise.
- Leaders make sure that fundamental British values are promoted effectively. Pupils learn respect and tolerance through visiting local places of worship and studying the cultures and faiths of others. Electing house captains and members of the school council helps pupils know and understand democratic processes.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- subject and phase leaders develop their roles in securing further improvements to teaching and pupils' outcomes in their areas of responsibility.

I am copying this letter to the Chair of the Governing Body, the Chief Executive of the London Diocesan Board for Schools, the Regional Schools Commissioner and the Director of Children's Services for London Borough of Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Madeleine Gerard
Her Majesty's Inspector

Information about the inspection

During the inspection I held meetings with you, subject and age-phase leaders and two governors including the Chair of the Governing Body. I visited classes from Nursery to Year 6 with you to observe teaching and look at pupils' work. I spoke to

pupils in lessons and around the school and also met a group of Key Stage 2 pupils. Records about keeping pupils safe and about attendance were evaluated. I spoke informally to parents at the start of the school day and considered the views of 20 parents who had submitted responses to the Ofsted online survey, Parent View.