

# Inspection of St Andrew's Southgate Primary School (CE)

297 Chase Road, Southgate, London N14 6JA

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils love attending St Andrew's Southgate. As soon as they start in Reception, they are well cared for and encouraged to look after each other. The school's values of compassion, service, peace, thankfulness, stewardship, and justice are demonstrated in the positive relationships between pupils and staff.

Leaders and staff at all levels have high expectations for all pupils, and as a result, published outcomes show that most pupils progress and achieve well at all ages. Pupils learn clear routines for behaviour inside the classroom and around the school. Their behaviour is excellent. This results in a harmonious community, where pupils are kept safe and are happy.

Leaders organise a wide range of opportunities for pupils to contribute to the life of the school. For example, the school council was consulted on improvements to the playground. The school organises community 'out and about' projects for every class. These include working with local care homes, collecting for local charities or helping to clean up the local area. From these opportunities, pupils learn the importance of making a positive contribution to their community.

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

Reading is at the heart of the curriculum. The teaching of phonics is mostly consistent, and leaders have ensured that staff who teach phonics have regular training. Staff use assessment well to check pupils' understanding. When staff spot that a pupil is falling behind with their reading, they put in place extra help for them to catch up. These activities help pupils to close gaps in phonics knowledge. As a result, most pupils learn to read well. However, the provision for a small number of pupils with special educational needs and/or disabilities (SEND) and some of the weakest readers need further sharpening. This will allow them to catch up with their peers more quickly. Pupils develop a love of reading and read with age-appropriate levels of fluency and expression. In all years, pupils get plenty of practice with books that match their skills. Pupils broaden their vocabulary and comprehension skills through the wide selection of books in the library and diverse core texts in lessons.

In some subjects, such as mathematics and science, leaders have designed a curriculum that helps to build pupils' knowledge and skills progressively from Reception Year to Year 6. Most lesson activities are thoughtfully designed to help pupils know and remember more. Consequently, pupils develop their knowledge and skills well in these subjects. However, a few subjects in the wider curriculum are going through a period of change. Leaders and those responsible for governance are supporting staff well in implementing these changes. In these subjects, the precise knowledge the school wants pupils to know and remember is not yet identified for every year group. As a result, some pupils have gaps in their knowledge.

The school has prioritised pupils' attendance. Leaders have put in place impactful strategies and support for pupils and families. As a result, attendance is high and

persistent absence is low. Parents are very positive about the school and the changes new leaders have made to the quality of provision. Staff are overwhelmingly positive about working at the school. They implement the school's behaviour policy consistently and feel well supported by leaders. Lessons are calm and productive. Pupils show highly positive attitudes to their learning and behave exceptionally well.

The personal development provision in the school is excellent. The school has carefully considered the experiences pupils need to have to be ready for their next stage. For example, every class has a wide range of educational visits to art exhibitions, museums, and places of worship. Leaders ensure they are prepared for the Year 6 residential by planning adventurous activities in other year groups. Sports tournaments are available for all pupils, and leaders ensure that pupils with SEND, and disadvantaged pupils are always represented in these groups. Planned spiritual, moral, social, and cultural development activities such as reflections are built into the school day. Pupils value these experiences and their leadership roles as house captains, subject leaders, and buddies.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, including in the early years, the precise knowledge the school wants pupils to know and remember has not been identified for every year group, and in some cases, the knowledge has not been sequenced well. This means that some pupils may develop gaps in their knowledge. The school should ensure that subjects are coherently planned and sequenced well, including in the early years, with appropriate adaptations made for pupils with SEND and those at the earliest stages of reading.

## **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

<b>Unique reference number</b>	102030
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10345770
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Elkins
<b>Headteacher</b>	Stamatia Pitsillides
<b>Website</b>	<a href="http://www.st-andrews-southgate.enfield.sch.uk">www.st-andrews-southgate.enfield.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 September 2019, under section 8 of the Education Act 2005.

## Information about this school

- The school has a Church of England religious character and is part of the Diocese of London. The school had its last section 48 inspection in March 2017.
- There is a new headteacher who started in September 2023.
- The school does not currently make use of any alternative provision for pupils.

## 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 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.
- Inspectors discussed any continued impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders, teachers, and pupils. The lead inspector met with members of the board of governors, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, history, and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to some pupils read to staff.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the 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 took account of a range of other information, including the school's improvement plans, policies and minutes of governing body meetings.
- Inspectors took account of the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

### **Inspection team**

Sabrina Edwards, lead inspector

His Majesty's Inspector

Alison Cartlidge

Ofsted Inspector

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