

St Andrew's CofE Voluntary Aided Primary School, Totteridge

Address: The Green, Totteridge, London, N20 8NX

Unique reference number (URN): 101327

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, achieve very well across a range of subjects. They make excellent progress from their starting points, especially in reading and mathematics. By the time they leave, pupils typically attain above average levels in national tests in reading, writing and mathematics. They are very well prepared for their next stages of education.

Pupils produce high-quality work across different subjects. They confidently and articulately recall and discuss their learning, including using subject-specific vocabulary. For example, when discussing their work in art and design, pupils confidently explain their use of shading and crosshatching to create different effects. Pupils understand the importance of learning. They make links to future ambitions or careers they may wish to pursue.

Attendance and behaviour

Strong standard ●

Over time, pupils' attendance is high, including for pupils with special educational needs and/or disabilities and those who are disadvantaged. The number of pupils who are persistently absent from school is below that of other schools nationally. Nonetheless, leaders focus sharply on how they can continue to improve pupils' attendance even further. Pupils enjoy coming to school and this encourages them to attend regularly.

There is an atmosphere of harmony and kindness throughout the school. Leaders set high expectations for pupils' conduct and pupils successfully rise to these. Pupils understand and follow the school rules. If there are any occasions of unacceptable behaviour, staff are quick to step in and deal with them effectively. Pupils speak politely and show consideration for each other's feelings. They know that they are well cared for by staff and that there are trusted adults in school who they can go to if they want to talk through any concerns. Pupils appreciate the rewards they receive for favourable behaviour. This includes celebration assemblies, where teachers and their fellow pupils acknowledge positive attributes they have displayed.

Curriculum and teaching

Strong standard ●

Leaders have a detailed understanding of the school's curriculum and the standard of teaching across the school. The curriculum is broad and ambitious. Leaders carefully consider curriculum development across the breadth of subjects and refine it as needed. This ensures continuous improvement in pupils' learning. Pupils with special educational needs and/or disabilities learn very well alongside their peers. They are supported to access learning purposefully and to apply their knowledge independently.

Pupils learn to read fluently and confidently. Well-trained staff model letter sounds with precision. They provide pupils with books that closely match their phonics knowledge, allowing pupils to practise their reading successfully. Pupils develop secure, accurate writing skills and become confident writers. This is clearly evident in the work they produce in the core subjects such as English, but on occasion teachers' checks of pupils' writing accuracy

across the wider curriculum are not as precise. This means that, at times, errors are not identified and corrected.

Staff are quick to identify any pupils who need additional support in their reading, writing and mathematics. This ensures that these pupils learn and achieve well.

Staff receive regular training to ensure they develop the subject knowledge and skills required to implement the curriculum across all phases. They provide clear explanations of new learning and make excellent use of resources and texts. Learning builds on what pupils already know and can do across the curriculum. For example, Year 6 pupils use their rich historical knowledge to enhance their understanding of texts set during the Second World War.

Leaders should ensure that they continue to embed pupils' application of their foundational writing skills across wider curriculum subjects and that any occasional errors are identified and corrected.

Early years

Strong standard 

Leaders have developed an exciting and interesting curriculum in the early years that covers all areas of learning. Leaders work with staff in key stage 1 to ensure that children's learning in the early years prepares them well for what they will experience in Year 1. For example, children learn about animals and where they live in Britain, which they build on during specific topics in Year 1.

The curriculum includes the use of high-quality texts. Staff help children to develop a love of reading. They teach phonics effectively. Children develop secure knowledge of letters and the sounds that they represent. They use this understanding to accurately read books that are closely matched to the sounds that they already know. Staff constantly develop children's use of rich language and draw out children's thoughts and ideas.

The classroom is well thought out to enable children to learn well across the areas of learning, during focused sessions and independent play. A range of activities skilfully develops children's skills and knowledge. Staff identify children's additional needs early and provide effective support, including for children with special educational needs and/or disabilities. As a result, all children engage well in their learning and achieve well. They benefit from warm relationships with staff. Leaders ensure they build clear communication and positive relationships with parents and carers.

Inclusion

Strong standard 

Leaders have established a clear, strategic approach to inclusion. Staff get to know pupils extremely well and promptly identify their needs. Leaders pinpoint any barriers to learning and provide support and adaptations to reduce these effectively. Leaders ensure that parents and carers are involved and informed at all times.

Leaders make highly effective use of external expertise to support pupils' learning, especially for pupils with special educational needs and/or disabilities (SEND). For example, a wide range of professionals provide specialist training and advice for teaching staff. This

includes the local autism advisory service and the educational psychologist. Staff make skilful adaptations to the way they deliver the curriculum. They carefully check pupils' progress and use this information to decide whether any further adjustments are needed to help pupils' learning.

Leaders make sure that they use additional funding carefully so that it has the maximum impact on pupils' learning and wellbeing. This enables disadvantaged pupils to achieve very well. Pupils benefit from individualised support during lessons, enabling them to engage positively with their learning. Leaders check that all pupils have access to the exciting range of enriching activities available in school. This includes providing support for pupils with SEND who wish to attend trips and after-school clubs.

Leadership and governance

Strong standard 

Leaders know the school extremely well. They have a clear understanding of the school's context and they know their priorities for the future. At the heart of every decision they make is how to make the school even better for pupils. By the time they leave the school, pupils' attainment is typically excellent in English and mathematics. Leaders also ensure pupils' rich learning across the curriculum. They encourage pupils to think about how they can support others and make the community a better place for all.

Leaders have a deep understanding of the school's community and the needs of pupils. They ensure that disadvantaged pupils, those with special educational needs and/or disabilities and others who face barriers to learning are supported to succeed.

Leaders ensure that staff receive highly effective professional learning and support. This ensures that they can deliver teaching effectively and support pupils with additional needs. Staff feel that leaders are truly supportive. Their morale is high and leaders prioritise their wellbeing. Staff workload is considered thoughtfully when any decisions are made.

Governors bring a range of skills from different backgrounds to help support and further improve the school. They work closely with leaders and are not afraid to challenge them to ensure the school continues to improve. Parents and carers are hugely positive. They praise staff for being supportive and providing 'wonderful care' that helps their children to progress well in their learning.

Personal development and wellbeing

Strong standard 

Leaders have carefully developed the school's personal, social, health and economic curriculum. It is broad and balanced, with learning building from year to year so that important themes and ideas are revisited as pupils move through school. Leaders ensure that pupils with additional needs are supported so that they can access the learning. The school consults with parents and carers to develop a suitable relationships education. Learning and resources are shared with parents, and leaders are available to talk with parents if they have any questions.

Leaders' work to develop pupils' character is highly effective. Pupils are thoughtful and caring. Staff teach them to show respect for the differences that exist between people. For example, pupils learn about different cultures and festivals. They discuss and debate various

current events and the ethical issues that arise from them. Pupils learn how to keep themselves safe in the wider community, as well as staying safe while online.

Pupils develop their understanding of how they can work together to achieve shared aims and how they can have a positive impact on the local community. For example, they participate in sports competitions together and raise money for local charities. They demonstrate a secure knowledge of the fundamental British values and are well prepared for life in modern Britain. Pupils also learn to develop their resilience in the face of difficulties. They agree that 'mistakes are an opportunity to learn'.

Pupils enjoy taking part in a wealth of enrichment opportunities that broaden their horizons and develop their talents and interests. They enjoy clubs, such as those for drama, boxing and robotics. Pupils visit museums, galleries and local landmarks. Visitors to school enhance their learning too. For example, children in the Reception Year meet a range of people in public services, such as the police and fire brigade. Older pupils participate in drama workshops to complement their study of Shakespeare. History topics are brought to life by theme days when pupils can, for example, dress up as Romans.

What it's like to be a pupil at this school

Pupils flourish at this warm and nurturing school. They are known and valued by staff who support their individual needs, ensure they can achieve and feel part of a caring community. Pupils are safe. They know that there are trusted adults in school who they can talk to if they have any concerns. Bullying is very rare, but staff deal with it swiftly if it occurs.

Pupils speak enthusiastically about the rich curriculum they learn. The curriculum is well sequenced and enables pupils to build their knowledge and skills securely over time. Pupils develop confidence in reading, writing and mathematics. By the time they leave the school, pupils attain above-average levels in national tests. They are well prepared for the next stages of education.

Leaders ensure that staff know and swiftly address any individual barriers to learning that pupils may have. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged or face other barriers to their learning or wellbeing.

Leaders have established clear expectations and routines to support pupils' positive behaviour. Pupils fully understand these expectations and show excellent behaviour across the school. They enjoy learning, settle quickly during lessons and work well with their classmates. Pupils have high levels of respect and tolerance for others. Everyone is welcome and included in pupils' play. Pupils attend school regularly. Even though their attendance is above national levels, leaders strive to improve this even further.

Pupils understand the importance of supporting others. They contribute to both national and local charities. Pupils are proud of the ways they help to improve the school. For example, older pupils act as 'buddies' to their younger peers and listen to them read. In their roles as school councillors, pupils make a positive contribution to the school. For example, they recently organised a vote to improve the lunchtime menu.

Next steps

- Leaders should continue to embed teachers' checking of pupils' application of their foundational writing skills across wider curriculum subjects so that any occasional errors are identified and corrected.
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About this inspection

The chair of the board of governors in this school is Simon Staffell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, senior leaders and staff during the inspection. They also held meetings with members of the governing body and spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of St Albans. Its last section 48 inspection was in November 2024.

The school currently uses no alternative provision.

Headteacher: Jo Devine

Lead inspector:

Eleanor Ross, His Majesty's Inspector

Team inspectors:

Rutinderjit Mahil-Pooni, Ofsted Inspector

Jamie Hallums, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 21 April 2026

School and pupil context

Total pupils

195

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.59%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.03%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.72%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	61%	Above
2024/25 (revised)	93%	62%	Above
2023/24 (final)	93%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	74%	Above
2024/25 (revised)	96%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	72%	Above
2024/25 (revised)	93%	72%	Above
2023/24 (final)	93%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	73%	Above
2024/25 (revised)	96%	74%	Above
2023/24 (final)	97%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	68%	10 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	78%	0 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	89%	80%	9 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.1%	13.3%	Below
2023/24 (3 term)	4.4%	14.6%	Below
2022/23 (3 term)	7.1%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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