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25 November 2010

Ms S Easton
Headteacher
St Paul's and All Hallows Church of England Junior School
Worcester Avenue
London
N17 0TU

Dear Ms Easton

Special measures: monitoring inspection of St Paul's and All Hallows Church of England Junior School

Following my visit to your school on 10 and 11 November 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in June 2009. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since previous monitoring inspection – **good**

Newly Qualified Teachers may be appointed up to a maximum of one.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of Governors, the Director of Education for the Diocese of London and the Director of Children's Services for Haringey.

Yours sincerely

Jonathan Palk
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2009

- Accelerate pupils' progress in English, mathematics and science, particularly that of the more able.
- Ensure that tracking and target-setting are used to raise expectations of what pupils can achieve.
- Improve teaching and learning by providing challenging tasks well suited to pupils' needs and ensuring they know better how to improve their own work.
- Improve the monitoring by senior leaders and governors to ensure that the school has an accurate picture of how well it is doing and what it needs to do to improve.

Special measures: monitoring of St Paul's and All Hallows Church of England Junior School

Report from the fourth monitoring inspection on 10 and 11 November 2010

Evidence

The inspector observed the school's work, visited nine lessons or parts of lessons, scrutinised documents and met with the headteacher, the two deputy headteachers, curriculum leaders, the Chair of the Governing Body, a governor, the Local Leader in Education, the Primary Schools Adviser from the London Diocesan Board and a representative from the local authority. He also spoke with a group of pupils from Year 3 to Year 6 and listened to their views about their written work and the progress they are making.

Context

The acting deputy headteacher is now substantive. Two experienced teachers have taken up their posts. Two teachers were absent when the school was visited and one member of staff is to leave the school at the end of this term.

Pupils' achievement and the extent to which they enjoy their learning

The headteacher and staff are rightly pleased with the results of the national tests for pupils at the end of Key Stage 2. The results were the school's best for some years and significantly narrowed the gap on the national figure. Most pupils reached the expected Level 4 in English, mathematics and science, which is a substantial increase on last year. The proportion reaching the higher level remained well below average in all subjects. Two thirds of the pupils made the progress expected in English across Key Stage 2 which was broadly in line with the school's expectations, but lower than the national trend. However, the progress pupils made in mathematics was in line with national expectations and exceeded those predicted by the school. Carefully targeted action to boost the attainment of pupils in Year 6 last year proved very successful.

Taken overall, the pupils made satisfactory progress across Key Stage 2, but it is clear that many made good progress in Year 4 and Year 6 to make up some of the ground they had lost in previous years. While the headline figures are encouraging, looking at the results more closely shows that there are still areas of weakness that need to be tackled. In particular, the progress of above average pupils in English is significantly below the national figure. This is largely because the progress they have made in writing across Key Stage 2 is still inconsistent.

The school has continued to refine the use of data to identify and tackle underachievement. Pupils' progress is frequently and closely checked and interventions are made should anyone appear to be falling behind. The relative performance of underachieving groups of pupils is also carefully monitored. Teachers are now held accountable for the progress of their pupils. The progress meetings include the involvement of teaching assistants who maintain a regular oversight of progress and evaluate the impact of intervention. The securely improving rates of progress and the rising trend in attainment are positive indicators of the school's determination to raise expectations despite the problems with staffing.

Progress since the last monitoring visit on the areas for improvement:

- Accelerate pupils' progress in English, mathematics and science, particularly that of the more able – **satisfactory**
- Ensure that tracking and target-setting are used to raise expectations of what pupils can achieve – **good**

Other relevant pupil outcomes

Other outcomes for pupils were not a particular focus for this inspection. During the visit, pupils behaved well in lessons and at lunch and break times, cooperating well and playing safely with one another. Pupils of all ages are keen to learn. Staff are respected and pupils get along very well with one another. At around 97%, attendance for the last full academic year is above average. However, unauthorised absence is slightly above national indicators. There have been no exclusions this academic year. This is a decrease on the last previous academic year.

The effectiveness of provision

Most of the teaching observed at this visit is of good quality. Teachers have embraced change and have been effectively supported both in improving their practice and in implementing agreed systems and procedures, for example in planning for different abilities and in their use of questions to drive forward and engage learners. Teachers are enjoying their teaching. They are more confident that they have 'got it right' and their practice is having the desired impact on good learning. There is a good degree of consistency, from class to class, in the way learning intentions and what pupils must do in order to be successful are shared with pupils and in the way work is marked. Pupils said that these success criteria were helpful to them, as they knew exactly what they were supposed to achieve in each lesson. The success criteria include not only what pupils need to do in their written work, but the way that they need to behave in order to maximise their learning, for example talking in pairs or working collaboratively in groups. Teachers are smarter at incorporating relevant pupil-specific targets, but those for the more

able are not always carried forward into the activities. This is because the discussions with more-able pupils do not provide a secure platform for the more challenging work.

The curriculum has been revised and, while it is too early to measure the impact on the development of literacy and numeracy skills, it has significantly expanded the pupils' opportunities for writing and applying mathematical skills. A scrutiny of work shows that learning objectives are set out for the discrete subject elements being taught but at present the pupils' literacy objectives, particularly those for writing, are not being addressed during the topic work. A considerable amount of work has been undertaken to address earlier concerns about the breadth of scientific enquiry skills, particularly the provision of practical and investigative work. This is now incorporated where sensible within the topic work and is capturing the pupils' interests.

Progress since the last monitoring inspection on the areas for improvement:

- Improve teaching and learning by providing challenging tasks well suited to pupils' needs – **good**

The effectiveness of leadership and management

The headteacher along with both deputy headteachers and senior staff have worked well together to change the school's culture and ethos for the better. There is much greater cohesion in implementing the actions to address the key issues and this has successfully raised pupils' and teachers' aspirations of what can be achieved. Careful consideration is given to a range of evaluations and the resulting action is determined and effective. The rigorous monitoring of teaching and learning and pupil progress data by school leaders demonstrate a greatly improved capacity to determine what is needed to improve the school further. Governors are fully involved in reviewing the action plans, although the overlap and repetition within the plans is a distraction.

Middle managers have consolidated their role in subject development. A programme of enrichment opportunities for the more-able and gifted and talented pupils has the potential for raising aspirations for this group of pupils. However, staffing problems continue to affect the leadership of literacy. Temporary arrangements are inadequate because they are not supported by well-formulated plans for the further development of pupils' literacy skills.

Progress since the last monitoring inspection on the areas for improvement:

- Improve the monitoring by senior leaders and governors to ensure that the school has an accurate picture of how well it is doing and what it needs to do to improve – **good**

External support

The school has worked well in partnership with the local authority. Support has been targeted at where it is most needed and the local authority's interventions are rightly enhancing, rather than driving, improvement. The school continues to benefit from the strong partnership forged with the London Diocesan Board particularly in further developing the capacity of the governing body. The rate and amount of progress that the school has made so far indicate that a scaling back of external support is an appropriate next step.

Priorities for further improvement

- Ensure that pupils' literacy targets form the basis for evaluating the quality of their written work undertaken in topic lessons.
- Provide better guidance for teachers on the strategy to improve pupils' writing skills.