

St Paul's and All Hallows CofE Junior School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 102141 |
| Local Authority | Haringey |
| Inspection number | 362830 |
| Inspection dates | 2–3 March 2011 |
| Reporting inspector | Jonathan Palk HMI |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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|--|---------------------------------------|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 233 |
| Appropriate authority | The governing body |
| Chair | Lynn Trigg |
| Headteacher | Sharon Easton |
| Date of previous school inspection | 25 May 2009 |
| School address | Worcester Avenue London N17 0TH |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They visited ten lessons and observed eight teachers. Discussions were held with the headteacher and the two deputy headteachers, curriculum leaders, the chair of the governing body, a parent governor and a representative from the local authority. The inspectors looked at the schools self-evaluation and improvement planning documents, external evaluations of the schools work, policy documents, minutes of the governing body meetings, the work of pupils in exercise books and assessment data of selected year groups. They also spoke with groups of pupils from Year 3 to Year 6 and listened to their views about their welfare, written work and the progress they are making. They also scrutinised 45 questionnaires sent in by parents and carers in June 2010.

The inspection reviewed many aspects of the schools work. The inspection looked in detail at a number of key areas.

How pupils progress in writing, mathematics and science, particularly that of the more able.

How well tracking and target setting are used to raise expectations of what pupils can achieve.

Whether teaching and learning are providing challenging tasks well suited to pupils' needs.

How well leaders and managers ensure that the school has an accurate picture of how it is doing and what it needs to do to improve.

Information about the school

This is an average-sized junior school serving the inner city area of Tottenham. The school is in a hard federation with the attached infant school. The two schools have one headteacher and one governing body. The vast majority of pupils are of Black African or Black Caribbean heritage, with a small minority who are from White British and Eastern European backgrounds. Almost two thirds of pupils speak English as an additional language; most commonly the first language is Creole, Twi or Yoruba. The majority of these pupils are speakers of English, with just four pupils who are at the earliest stage of learning English. The proportion of pupils known to be eligible for free school meals is above average and a quarter of pupils, slightly higher than is found nationally, have special educational needs and/or disabilities. The most frequently identified needs are speech, language and communication difficulties or behavioural, emotional and social difficulties. The proportion of pupils with a statement of special educational needs is also above average, and a small number have complex needs associated with speech and language and severe learning difficulties. When the school was last inspected on 4 June 2009 it was placed in special measures due to low achievement and inadequate leadership and management. Since then it has received five visits by one of Her Majesty's Inspectors to monitor its progress. In that time there have been substantial changes in staffing and leadership, whilst the governing body has almost entirely reformed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****2**

Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. St Pauls and All Hallows CofE Junior School is a rapidly improving school which provides a satisfactory standard of education. The staff are united, keen to learn and have belief in themselves that they can make a difference. Pupils' achievement is now satisfactory and attainment has risen sharply due to better teaching, the provision of a more stimulating curriculum and the determined leadership of the headteacher. Pupils' attainment and their learning and progress are satisfactory and show a strong trend of improvement. The quality of pupils' writing shows a marked improvement due to the introduction of a good range of strategies to help those who experience difficulties. Pupils with special educational needs and/or disabilities receive good support and make similar progress to that of their peers.

Teaching is good overall. Any inconsistency between classes is diminishing rapidly and, in the main, is the result of insufficient use of assessment information to raise expectations and maximise the use of teaching assistants. As a result, some pupils of differing abilities do not always receive sufficient challenge in their learning. The school provides good quality of care, guidance and support which is enhanced by strong partnerships with other agencies and the local community.

Pupils' spiritual, moral, social and cultural development is good. The strong school ethos encourages a can do attitude amongst pupils and ensures behaviour and attitudes to learning are at least good. Pupils have a good understanding of how to lead a safe and healthy lifestyle. During the inspection, good behaviour was observed in all lessons, around the school and in the playground. The school communicates well with parents and carers, and ascertains their views regularly, for example by way of regular open evenings and through the services of a link worker who provides independent advice and support to families.

The school's monitoring and self-evaluation have improved significantly and school leaders and governors have an accurate view of the schools effectiveness. The ambitious plans to take the school forward are firmly rooted in evidence drawn from regular monitoring of teaching and the curriculum. The school has reliable performance data and uses this with increasing rigour to monitor progress and target resources where they can have most impact. Roles and responsibilities for improvement are well distributed amongst staff. Middle managers have consolidated their role in subject development across both infant and junior schools within the federation, ensuring good opportunities are provided to develop literacy, numeracy, information and communication technology (ICT) and science skills. The turbulence and some inexperience amongst this team in the recent past have meant that their role in improving teaching is underdeveloped. However, the overall good

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quality of school leadership, much improved teaching, and the success in raising attainment and progress, demonstrate the school's good capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and assessment so it is all good or better by:
 - ensuring that the expectations of different ability groups are conveyed through well-matched activities
 - ensuring that all lessons challenge pupils thinking and engage pupils all in learning at their level
 - carefully deploying additional adult support in lessons to ensure maximum impact on learning.
- Develop the role of subject leaders in monitoring teaching and learning to ensure the leaders know what is needed to continue to improve teaching in their subjects.

Outcomes for individuals and groups of pupils**3**

Work in pupils' books and the school's assessment data show pupils have made satisfactory progress in relation to their starting points and by the time they leave school their attainment is broadly average. However, with good teaching, the quality of learning in lessons is improving, so enabling pupils to make up for their previous underachievement. In the large majority of lessons observed, pupils make good progress and achieve well. Pupils enjoy their learning and there is a purposeful atmosphere in lessons. For example, pupils explained to an inspector how much the activities in a topic lesson helped them get behind the issues of healthy minds and bodies. The opportunities to have a challenging discussion with the class on the contemporary issues of diet and fitness were key factors in ensuring a high level of appreciation for presenting a balanced viewpoint. Pupils with complex learning needs and those who struggle with literacy have received high-quality support, either individually or in small groups, which has boosted their progress.

The headteacher and staff are rightly pleased with the results of the 2010 national tests for pupils at the end of Key Stage 2. The results were the schools best for some years and significantly narrowed the gap on the national figure. Most pupils reached the expected Level 4 in English and mathematics, which is a substantial increase on 2009. The proportion reaching the higher level remained below average in all subjects. During this year attainment in all three subjects has continued to rise rapidly despite some significant gaps in the skills of pupils in Years 5 and 6. The school is responding quickly to any underachievement identified through routine, and thorough, assessment with a well-matched range of interventions and whole-class teaching programmes. There is well-targeted small group teaching for more able mathematicians combined with improved provision for using and applying science skills that is helping to accelerate progress and secure their satisfactory achievement.

Pupils are polite and courteous and they are pleased to talk about their work and life in school. They make a positive contribution to the school and wider community through, for

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example, acting as mediators to ensure the safety and well-being of others. Their contribution through the school council to improving playtimes is substantial, as is their involvement in raising funds for charity at home and in their heritage countries. The personal, social and health education (PSHE) programme promotes effectively pupils' social skills and their understanding of right and wrong. Their knowledge of different faiths and cultures is promoted well through the religious education curriculum and celebration assemblies. Pupils' preparation for their future economic well-being is helped by their above average attendance and by their improving ability to work collaboratively. It is limited for a minority of pupils by their less well developed basic skills in numeracy and literacy.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching has improved significantly and is good overall. The large majority of the teaching seen was good and some was outstanding. The features of the best lessons included a precise match of activity to ability without diminishing the challenge. There were plenty of opportunities for pupils to share their understanding with each other, while lively inputs from the teacher helped capture pupils imaginations. Classroom routines are well established across the school and learning is often supported by informative classroom displays and frequent reference to lesson targets to check pupils progress. Teachers plan lessons which include a good mix of practical and written activities and they use praise

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and encouragement effectively to encourage pupils try their best. Those with specific needs receive some very well targeted intervention, but teachers do not always build on these gains in lessons. Teaching assistants provide the required support in lessons for those pupils who have short attention spans, are easily distracted or require regular assistance with instructions. However, this is not always focused on their learning. Despite good awareness of relevant pupil-specific targets, in a few lessons work is not always well tailored to the particular strengths and areas for development of different ability groups. Questioning is generally good but, here too, extending and tailoring the discussions to suit pupils with different levels of ability are not always sharp enough to deepen pupils understanding. Pupils' work is marked carefully to guide improvement.

There is a good range of curriculum enrichment activities that are enjoyed by the majority of pupils. The curriculum has been redesigned to provide both interest and more opportunity to develop communication and research skills. There are well-crafted links between the topics and the class literacy planning that is having a positive impact on pupils achievements in writing. Work is well underway to incorporate ICT skills and a wider range of practical science experiences that are helping to boost independent working. The school has rightly identified the increased use of mathematics across subjects as an area for further development.

Care, guidance and support are contributing well to an improving picture of attainment across the school. There are good levels of care and support for those with special educational needs and/or disabilities from multi-agency working and a knowledgeable school team. Support staff are particularly effective in helping pupils who experience emotional or behavioural difficulties to succeed and to improve their self-esteem. Good links with secondary schools allow for a smooth transfer for Year 6 pupils. Pupils report they feel safe and that the very few incidents of misbehaviour or bullying are dealt with promptly.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Senior and middle leaders and governors are ambitious for the school and work hard to ensure that it maintains its trajectory of improvement. The senior leaders set challenging targets and staff work effectively to achieve them. Improvements in the quality of teaching have come about as a result of a determined focus on the impact that teaching has upon learning. Tracking systems and the scope of monitoring and professional development are thorough and, as a result, more lessons are now good or outstanding. Planning for improvement is based on accurate self-assessment. Middle leaders work well

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together across the federated schools and have a good understanding of curriculum provision and its impact on learners.

The leadership team has been well supported and appropriately challenged by the local authority and the local diocesan board. The governing body is well led. It monitors the school's academic performance satisfactorily through the curriculum and standards committee and is developing its other roles and responsibilities well. The school community is both cohesive and harmonious. The school fulfils all statutory duties in terms of equality and tackling discrimination. Improvements to the infant and junior school's systems for target setting and achievement tracking are helping senior leaders to analyse and evaluate the performance of different groups more closely. The response to differing needs is swift and ensures satisfactory achievement for all. Strong links with the local and wider community that the school serves are making a good contribution to community cohesion. Good procedures for safeguarding result in a safe school. The promotion of high expectations and valuing others is at the heart of the schools ethos.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

The short notice for this inspection meant that it was not possible to gather the views of all parents. The inspector considered the evidence from recent parental surveys including those on the curriculum and enrichment clubs. The inspector also held a discussion with a parent governor. There was good evidence that the parents are pleased with the school and what it offers children. There were no significant areas of concern raised in the comprehensive survey of parents conducted in June 2010.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2011

Dear Pupils

Inspection of St Pauls and All Hallows CofE Junior School

Recently I visited your school to see how well it was doing. I enjoyed my visit very much and thought it was a happy and friendly school. Thanks to those of you who took time to talk to me about your work and life at the school. Here are the main points.

Your school has had difficulties in the past and I am pleased to say it is much improved. Good teaching has raised the standard of education which is now satisfactory and getting better. Your attendance is good and you enjoy coming to school because of the interesting lessons and clubs on offer. Your behaviour is also good. It is pleasing that so many of you get involved in all the exciting activities the school offers and I was impressed that you have such a good awareness of staying safe and being healthy. You are good at taking on responsibilities and I could see that the peer mediators really help you all get on so well together. You receive a good level of care and those of you who struggle with your work receive extra help to improve.

The adults who run the school have good ideas about what to do to make it better. I have asked them to do a few things to make it better. Firstly, to make sure that all teachers match work in lessons, and the questions they ask, closely to your level of ability so that you can make faster progress. Secondly, to ensure that more of your teachers are involved in checking on the lessons so you all experience the very best learning.

You can help by always trying your best, by telling the teacher if work is either too easy or too hard.

Yours sincerely

Jonathan Palk

Her Majesty's Inspector

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