

# St Paul's and All Hallows CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	102133
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	367355
<b>Inspection dates</b>	15–16 June 2011
<b>Reporting inspector</b>	Linda McGill HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Trigg
<b>Headteacher</b>	Sharon Easton
<b>Date of previous school inspection</b>	1 February 2008
<b>School address</b>	Park Lane Tottenham London N17 0HH
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors, both of whom were in school for part of the inspection. The inspection team observed 13 parts of lessons taught by 10 teachers and made other short visits to classrooms. Meetings were held with groups of pupils, senior and middle leaders and the Chair of the Governing Body. The inspection team observed the school's work, and looked at a range of documents including policies for protecting and safeguarding children, monitoring records, assessment information and the school's plan for improvement. The team also analysed the responses in questionnaires returned by 54 parents and carers and 25 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of action to reverse the decline in pupils' attainment.
- How effectively senior leaders and the governing body monitor and evaluate the school's provision and outcomes for pupils and use the findings to determine future priorities.
- The impact of steps taken to reverse the decline in attendance and reduce the number of pupils who are absent too frequently.
- The impact of the school's support for pupils who have special educational needs and/or disabilities, especially those who have difficulties with speech and language and behaviour.

## Information about the school

This infant school is of average size. It serves an ethnically and culturally diverse area of north London. Almost all of the pupils are from minority ethnic backgrounds, with the largest groups being those of Black Caribbean and Black African heritages. Many of the pupils are bilingual but very few are at the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than the national figure, as is the proportion who have special educational needs and/or disabilities, including a statement of special educational needs. Pupils' additional needs mainly relate to language and communication, and behaviour.

The school is federated with the adjoining junior school. The headteacher and governing body lead both schools. There is a breakfast club for pupils from both schools which is managed by the governing body and included in this inspection. The Early Years Foundation Stage comprises two Reception classes and a Nursery unit for 50 children, who attend full-time.

**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**

**3**

## Main findings

St Paul's and All Hallows provides its pupils with a satisfactory standard of education. It is a welcoming and friendly school. Parents and carers are pleased with their children's experiences and the pupils say how much they enjoy coming to school.

The school has not sustained the excellent performance noted at its last inspection. This is in part because the attention of senior leaders and the governing body was, until this year, focused on the junior school, where substantial improvement was needed.

Nevertheless, the decline in outcomes in the infant school was spotted and successful action was taken to reverse it. Attainment has risen and is broadly average in reading, writing and mathematics. Taken overall, the pupils in Year 2 made satisfactory progress across Key Stage 1, and some groups, for example girls, made good progress. Pupils who have special educational needs and/or disabilities made satisfactory progress, although their attainment is lower than that of their classmates. Pupils' achievement is satisfactory.

The school has several strengths. Pupils' spiritual, moral, social and cultural development is good, reflecting the school's Christian ethos and the emphasis placed on valuing cultural diversity. There are many opportunities for parents and carers to become involved with their child's learning, and take-up is high. The school knows its community well and takes effective steps to promote cohesion within the school and beyond. Pupils are lively and energetic, speak knowledgeably about healthy eating and thoroughly enjoy their school lunches. They have good opportunities to take responsibility. Attendance is above average; very few pupils are persistently absent and most absence is mainly due to illness.

Relationships between teachers and pupils are good. Teachers give a lot of attention to providing an inviting learning environment and appropriate resources. However, there are inconsistencies in teaching across classes and this is why pupils' progress is generally satisfactory, rather than good. For example, not all teachers are equally skilled at assessing pupils' learning during lessons, which means that misconceptions are not always identified and followed up. Sometimes, tasks and activities are not adapted sufficiently to take account of pupils' prior learning or their specific individual needs.

Children get off to a sound start in the Early Years Foundation Stage. Staff provide a wide range of interesting and stimulating activities. However, their assessments of children's learning and development are not always accurate. This means that the next steps for children's learning are not precisely identified and that information about children's rates of progress is insecure.

Senior and middle leaders and the governing body share a commitment to bring about further improvement in the school's performance. The impact of their work so far shows in the rises in attainment and attendance. Subject leaders have responsibility across both schools, but their work in the infant school is not well developed. Self-evaluation

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procedures are satisfactory. Leaders carry out a range of activities to monitor some, but not all, aspects of provision. The outcomes are not pulled together to provide a coherent overview or to inform fully the school's strategic direction. Taken overall, there is a satisfactory capacity for further improvement.

Up to 40% of 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?

- In order to further boost all pupils' learning and progress, improve teaching so that it is consistently good or better by December 2011. Ensure that all teachers:
  - use the information they have about pupils' specific learning needs and their prior attainment to match work more closely to these needs, and to provide greater challenge for higher-attaining pupils
  - know exactly what they intend pupils to learn in each lesson, as well as what they will do, and ensure that the pupils also understand
  - assess pupils' learning more effectively during lessons, so that any misconceptions are addressed
  - ensure that the pace of learning does not slip and that pupils remain fully engaged throughout the lesson
  - deploy teaching assistants to best effect throughout the lesson.
- Strengthen leadership and management by:
  - developing the work of subject leaders so that they make a strong contribution to improvement
  - continuing to improve the part played by the governing body in holding leaders to account and in shaping the school's strategic direction
  - making sure priorities for improvement focus sharply on where they are needed most, by ensuring that self-evaluation activities include all aspects of the school's provision.
- Ensure that assessments of children's learning and development in the Early Years Foundation Stage are accurate, in order to set a secure baseline from which progress can be measured and next steps precisely determined.

## Outcomes for individuals and groups of pupils

**3**

Pupils are open, friendly and curious about the world around them. In lessons, they are willing learners. They start their tasks readily and their work is neatly presented. However, some pupils are quite easily distracted and others lose their concentration when the pace of the lesson slows, or when they do not fully understand what is expected of them. Pupils generally behave appropriately, but there are occasions when over-boisterous play leads to disagreements. A few pupils have difficulty in managing their behaviour. The pupils say that adults are always around to help sort out any problems and that they feel safe in school, but they note that behaviour is not always as good as it should be. A particular strength of pupils' personal development is the contribution that they make to the school

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community. They take turns to act as playground buddies and peer mediators, promote recycling and are active in tending the school's garden, for example. Above average attendance rates and pupils' satisfactory achievement mean they are appropriately prepared for the next steps in their education and the wider world.

The school's assessments of attainment on entry to the Early Years Foundation Stage are not fully reliable and tend to underestimate the pupils' capabilities. However, when they start school, some children's language and communication skills and their social and emotional development are lower than is expected for their age. Pupils make satisfactory progress in lessons and their attainment by the age of seven is broadly in line with what is expected, but the proportion reaching higher levels is small. This is because potentially higher-attaining pupils are not always challenged sufficiently. For example, in a mathematics lesson on money, some pupils practised giving change from 20p by counting on, when they could confidently carry out subtractions involving numbers up to 20 in their heads. Pupils who have special educational needs and/or disabilities receive appropriate support from adults in lessons and attend small group sessions that ensure they make satisfactory progress along with their classmates. Pupils who speak English as an additional language also make satisfactory progress and their attainment is a little higher than their classmates'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

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## How effective is the provision?

Teachers think carefully about the resources they will use and plan regular practical activities that reinforce pupils' understanding. They take care to capture pupils' interest and enthusiasm at the start of a topic or activity. There are weaknesses in teaching, however, that mean that sometimes potential learning is lost and the pupils do not make as much progress as they could. For example, in a science lesson, pupils thought about sources of light. The teacher made effective use of the electronic whiteboard to show pictures of different sources. When a pupil suggested that a firefly was a source of light, the teacher quickly looked this up on the internet and found a picture of one, to the pupils' great delight. Some pupils thought that the moon and stars are sources of light but the teacher did not deal with this misconception and missed the opportunity to distinguish between sources of light and reflected light. In addition, the lesson's pace dropped when pupils spent too much time colouring their drawings of light sources. Teachers' plan their lessons in some detail, but sometimes do not distinguish clearly enough between what pupils will learn and what they will do. Too often, the pupils complete the same activity with only minor adaptations that take insufficient account of their prior learning. Teaching assistants often work well with groups and individual pupils but there are occasions when they are not deployed to best effect.

The curriculum has recently been adapted to make better links between subjects in order to make topics more relevant and engaging, but the full impact of this change has yet to be realised. Pupils visit places of interest related to the topics and have a suitable range of clubs and activities outside lessons. The breakfast club gives pupils a secure and sociable start to the day.

The school works with a range of partners to help pupils manage any difficulties or challenges they may face. Good relationships with families support this work. Appropriate strategies are devised to support pupils who have difficulties with speech and language, or their behaviour. However, insufficient checks are made to make sure that teachers take full account of guidance from other professionals regarding these pupils' specific needs when planning lessons, in order to ensure that the curriculum is fully accessible to all.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and senior leaders have complementary skills and work well together. They have ensured that the pace of change has accelerated and that there is a common understanding of what the school is working towards. Their regular observations in

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classrooms have given them an accurate understanding of the strengths and weaknesses in teaching. The school's three-year plan for improvement covers both the infant and junior schools. It contains appropriate priorities for further development, but there is insufficient detail about the targets for attainment and progress in the infant school over the next two years. Extending the role and impact of middle leaders is rightly included as a priority.

Under the astute guidance of the recently appointed Chair of Governors, the governing body is rapidly improving its skills and ability to hold the school's leaders more effectively to account for performance and strengthening the part it plays in shaping the school's strategic direction. The governing body has ensured that statutory responsibilities are fully met and the school's arrangements for safeguarding pupils are good.

The school engages well with external partners to promote pupils' learning and well-being, but as yet this has not resulted in sustained improvements in outcomes for the pupils. The school has detailed and thorough policies for equality of opportunity, which is satisfactorily promoted. Discrimination is not tolerated. Senior leaders have a good deal of information about the performance of different groups of pupils and they understand where efforts need to be targeted. Good knowledge of the community served by the school and a comprehensive audit of provision ensure that community cohesion is very effectively promoted.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

The Nursery and Reception classes provide a bright and stimulating environment. Children choose from a wide range of activities, indoors and out, and work and play happily on their own or with an adult. Relationships between staff and children are warm and supportive and as a result, children are happy, settled and generally purposefully engaged



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in learning. Adults make sure that children are safe and well cared for. They rightly emphasise the development of children's social skills, teaching them how to take turns, share and listen to others. For example, children working in a group with their teacher took turns to plant seeds and understood that watering cans had to be shared because there were not enough for one each. Children make steady progress in all the areas of learning. At the start of Year 1, the proportion of children judged to have reached a good level of development is lower than the local and national figures. One reason that progress is not faster than this is that the use of assessment information to plan the next steps for individuals is not as precise as it should be. The interim Early Years Foundation Stage leader has a secure grasp of what needs to be done to improve provision and outcomes. She has already begun to work with staff to enhance their skills in assessing children's levels of development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Just under a quarter of parents and carers returned a questionnaire. Almost all were satisfied with all aspects of the school's work. The few parents and carers who submitted written comments praised the school's work and said that they were pleased with their child's experience at school. Very few parents and carers disagreed with any of the statements and there was no single aspect that was highlighted as a concern. The findings of this inspection confirm that the school enjoys positive relationships with parents and carers. It keeps parents and carers well informed about their children's learning and does a good deal to promote their involvement in school life.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's and All Hallows CofE Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	69	16	30	0	0	1	2
The school keeps my child safe	25	46	28	52	1	2	0	0
My school informs me about my child's progress	22	41	32	59	0	0	0	0
My child is making enough progress at this school	19	35	32	59	2	4	0	0
The teaching is good at this school	29	54	24	44	1	2	0	0
The school helps me to support my child's learning	21	39	29	54	3	6	0	0
The school helps my child to have a healthy lifestyle	19	35	33	61	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	19	36	67	1	2	0	0
The school meets my child's particular needs	14	26	35	65	3	6	0	0
The school deals effectively with unacceptable behaviour	17	31	33	61	1	2	0	0
The school takes account of my suggestions and concerns	15	28	34	63	2	4	1	2
The school is led and managed effectively	23	43	28	52	2	4	0	0
Overall, I am happy with my child's experience at this school	30	56	23	43	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 June 2011

Dear Pupils

**Inspection of St Paul's and All Hallows CofE Infant School, London N17 0HH**

Thank you for the warm welcome you gave me and the other inspectors when we came to your school recently. We were impressed by how friendly you were, and how keen you were to talk about school and what you are learning. What you told us was really helpful. Our main judgement is that St Paul's and All Hallows gives you a satisfactory education. Here are the headlines from the report.

- You enjoy coming to school we could tell this because your attendance is above average. You make steady progress in lessons and many of you reach the levels that you should for your age.
- You know how to keep yourselves healthy and you do lots of things to help at school, such as being playground buddies or looking after the garden.
- Your parents and carers have lots of chances to get involved at school. We could see that 'Stay and Play' sessions are very popular.
- You understand a lot about people's different backgrounds and traditions.

We think that you could make faster progress and reach higher levels in your work. We have asked your headteacher, senior leaders and the governing body to help the teachers make some improvements. They will make sure that those of you who find learning difficult or find it hard to behave well all the time get exactly the support and guidance you need to help you in lessons. They will also make sure that all of you are challenged by your work and that it is never too easy or too difficult, but just right. Senior leaders have already started to make plans for the future and will keep an eye on everything that happens at school. Staff in the Early Years Foundation Stage will get some help to make sure that they know how to judge exactly how well everyone is doing.

You can all help by telling your teachers if your work is too hard or too easy. I wish you all the very best for the future.

Yours sincerely

Linda McGill

Her Majesty's Inspector

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