

# St Paul's with St Michael's Church of England Primary School

57a Brougham Road, London, E8 4PB

**Inspection dates** 7–8 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Strong leadership from the headteacher has sustained school improvement since the last inspection. He leads by example and shares the best practice in teaching effectively.
- Teaching is good and often outstanding, and leads to good progress from often very low starting points in the Early Years Foundation Stage. Pupils at Key Stages 1 and 2 make good progress.
- Pupils have extremely positive attitudes towards learning, and fully engage in lessons, which are fun and stimulating. They behave outstandingly well.
- Pupils feel safe within this cohesive and friendly school, and they are cared for extremely well.
- Staff work closely together and support each other well, so helping to ensure that the high ambitions for pupils' achievement are maintained.
- Attendance is above the national average, incidents of poor behaviour are rare, and there is a very strong climate for learning where no one is left behind.
- The Early Years Foundation Stage provides well for its children who make rapid progress in linking sounds and letters.

### It is not yet an outstanding school because

- There are too few opportunities for pupils at Key Stage 1 to practise their reading and writing, so their achievement is below average.
- Middle leaders do not use data well enough to track progress and target any pupil who is at risk of falling behind.

## Information about this inspection

- Inspectors visited 14 lessons or part lessons taught by nine teachers.
- Joint lesson observations were conducted with senior leaders, and additional short visits were made to observe how pupils engaged with their learning at Key Stage 2. In addition, inspectors examined the work in pupils' books with senior leaders.
- Inspectors looked at a range of documents, including the school's self-evaluation and school improvement plan, external evaluations of the school, minutes of meetings of the governing body, records relating to behaviour and attendance, and those relating to safeguarding.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents and carers. They also spoke to the Chair of the Governing Body and a representative from the local authority.
- The views of parents and carers were sought at the start and end of the school day, through the school's own surveys and from the six responses to the on-line Parent View survey. They also considered comments from 19 staff.

## Inspection team

Brian Netto, Lead inspector

Additional Inspector

Veronique Gerber

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- The majority of pupils are from a range of minority ethnic backgrounds. Many of these pupils speak English as an additional language. The largest minority ethnic group is of Black African heritage.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for looked after children, those known to be eligible for free school meals, and children from service families.
- The proportion of pupils supported through school action is below average, but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been significant changes in staff, including the appointment of an assistant headteacher.
- The school runs breakfast and after-school clubs.

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

- Raise performance in reading and writing at Key Stage 1 so that pupils' attainment is at least in line with the national averages, by:
  - increasing opportunities for pupils to read more widely at school and at home, through being given books and other reading materials that stimulate and interest them
  - providing more opportunities for pupils to practise their writing skills across different topics and themes.
- Develop the role of middle leaders so that they make better use of information on how well pupils are doing to help accelerate progress further by:
  - Providing training in the use of data to identify more rapidly pupils who need extra help.

## Inspection judgements

### The achievement of pupils is good

- Children make good progress from low starting points in the Nursery and Reception classes. Children's skills, especially in communication and language, are often well below those typically found, but a stimulating environment and skilled teaching enable children to quickly develop their understanding and application of letters and sounds. For example, children in Reception enjoyed a fun session on using the phoneme 'h', using objects and words. Through effective demonstration by staff and rapid repetition, they made outstanding progress.
- Pupils continue to make good progress in linking letters and sounds, and reading is above average when they leave in Year 6. Pupils at Key Stage 2 read widely and in Reception, they are encouraged to read with their parents and carers at home. Weekly visits to the local library help to enliven a strong interest in further reading across the school. Pupils at Key Stage 1 are given fewer opportunities to develop their reading skills at home and consequently, reading is just below the national average by Year 2. Similarly, there are insufficient opportunities for these pupils to practise and extend their writing in different topics and themes.
- Pupils achieve well in mathematics across the school, and by the time they leave in Year 6 their attainment is above average.
- Pupils from different groups achieve well. For example, pupils from Black African backgrounds make outstanding progress, as do those supported through additional pupil premium funding.
- Disabled pupils and those with special educational needs, as well as pupils who speak English as an additional language make progress in line with national rates for all pupils. The good progress made by most pupils demonstrates the school's firm commitment to equality of opportunity, and to ensuring that each individual aspires to reach their full potential.

### The quality of teaching is good

- The best teaching is characterised by high expectations and a quick pace, which require pupils' full attention. Well-crafted questions get the pupils to reflect and clarify their thinking. In one lesson, pupils in Year 6 developed an excellent understanding of how to conduct a science experiment as they were led very carefully through questions and predictions, before testing different solids in water to see whether they dissolved. The teacher regularly checked and deepened their understanding through using probing questions that also developed their use of correct scientific language.
- Routines in the classroom are well known, enabling pupils to settle quickly and for learning to proceed at a fast pace. Pupils in Year 5 made rapid progress in their diary writing as a result of effective interventions by the teacher and opportunities for the pupils to evaluate the work of their peers.
- Teaching effectively promotes pupils' spiritual, moral, social and cultural development. Their social development is supported particularly well as teachers encourage pupils to work together in different groups. For example, in mathematics, higher ability pupils are able to learn with their peers in older year groups.
- Feedback from teachers in lessons and in their marking is helpful as it provides specific guidance on how well the pupil has done, measured against success criteria discussed at the start of each lesson. Teachers make consistent use of the system of YASI ('you are successful if...') so that pupils know exactly what is expected of them. 'Green pen' writing also provides the pupils with opportunities for them to respond to comments made by the teacher, which helps to consolidate and extend their learning. Each week, time is set aside for pupils to reflect on this learning and this contributes effectively to their good progress.
- Pupils at risk of underperforming are taught well, and other adults are used skilfully to support small groups and individuals. Pupils funded through the pupil premium achieve well, as teachers and other adults work well together and provide stimulating and interesting activities which help

to engage their interests. This ensures that work is well matched to their needs.

### **The behaviour and safety of pupils** are outstanding

- Pupils have extremely positive attitudes towards their learning. They respond well to consistent routines, and show their eagerness by their enthusiasm in question and answer sessions.
- The school makes every effort to ensure that the needs of all pupils are met. One pupil, who experienced difficulties in another school, is currently on a part-time timetable, and receives excellent one-to-one support. As a result, the school has been able to make an assessment of his needs and provide activities that help to engage him in learning. The school also supports him so he can learn at home when he is not in school. One pupil said, 'The staff help us learn unique skills and push us above our ability so we can be clever.'
- Pupils say they feel safe, and parents and carers agree that the school provides an environment that helps to nurture and bring the best out of each child. Parents and carers agree with the views expressed by one member of staff, 'This is a small, safe community where adults and children respect each other. We do everything we can to improve the lives of the pupils in our care.'
- Pupils say that there is little evidence of bullying because all of them respect the school motto to 'treat people the way you like to be treated'. They understand what constitutes the different types of bullying. Pupil monitors and mediators, as well as the learning mentor, support each other and help to deal quickly with any minor problems. As a result, the care and respect the pupils have for each other are outstanding.
- Pupils have an excellent understanding of the safe use of electronic media such as computers and mobile phones, and know how best to deal with situations where these are misused.
- The breakfast and after-school clubs provide a safe and fun environment for pupils to play and learn together. As such, they contribute to an inclusive community where pupils say they feel as if they are part of a family where everyone cares for each other.
- The school has worked hard to reduce lateness to school and regular absence. In partnership with parents and carers, attendance has improved and is above average.

### **The leadership and management** are good

- The headteacher and senior leaders provide strong leadership and model best practice. Staff are made to feel valued and supported. All staff are supportive of the school's aims, and work well together in teams. Responsibilities are shared and opportunities for teachers to teach in teams help them to learn from each other, and enable the school to gain an accurate picture of the quality of what is offered. This is reflected in the comment made by one member of staff, 'Our school is a happy one where children thrive in a safe and stimulating learning environment.'
- Data on pupils' progress are used systematically by the headteacher to gain an overview of how well the school is meeting their needs. However, middle leaders do not always use this information as effectively to track progress and to improve ways to accelerate pupils' progress.
- The school's self-evaluation is robust as it is based on a wide range of evidence gleaned from regular checks on teaching and learning. Priorities to improve teaching are then used to set objectives for teachers and other staff. High expectations have resulted in a rapid improvement in the quality of teaching. Staff are suitably rewarded where these objectives have been exceeded.
- Parents and carers are very happy with the school, and think the headteacher is doing a good job. They say that their children are happy and make good progress in their learning. The school is gaining in popularity within the local area, and it works well in partnership with the local church and community. Its commitment to each individual pupil ensures that no one is left behind, and provides a welcoming and inclusive community where everyone is treated equally.

As one parent said, 'The school is an absolute secret gem. I have recommended it to hundreds of people. The teaching is amazing. The education is fantastic.' This view accurately reflects the positive views expressed by many parents and carers.

- The topics and themes provide many opportunities for pupils to engage with a wide range of cultural and artistic experiences. As such, the curriculum makes an excellent contribution to their spiritual, moral, social and cultural development.
- The local authority treats the school with a 'light touch', and provides support in specific areas, such as in the Early Years Foundation Stage and in literacy where there have been considerable improvements.

■ **The governance of the school:**

- Governors are effective as they are closely involved in strategic decisions, such as the additional teaching provided in Year 6 through the appointment of the assistant headteacher. This has boosted achievement at Key Stage 2, and helped to increase the proportion of outstanding teaching, particularly through partnership teaching. The improvements in the quality of teaching have been reflected in the successful meeting of performance objectives by staff. Governors are kept well informed by the headteacher and use this information to ensure that additional funding is well spent, additional adults are used effectively, and pupils supported through this funding make better than expected progress as a result. Governors acknowledge the consistently good progress made by pupils across the school, supported through well-targeted funding. Regular contact with the school ensures that governors have an up-to-date knowledge of wider educational matters. They ensure that the school meets all statutory requirements, including those relating to safeguarding.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100269
<b>Local authority</b>	Hackney
<b>Inspection number</b>	400402
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Wilson
<b>Headteacher</b>	Tom Panagiotopoulos
<b>Date of previous school inspection</b>	15 October 2009
<b>Telephone number</b>	020 72541927
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