

St Paul's and All Hallows CofE Infant School

Park Lane, London, N17 0HH

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well placed to improve because of the headteacher's decisive leadership and ambition for the pupils coupled with a strong team of senior and subject leaders and an effective governing body.
- By carefully checking on the performance of teachers, the headteacher is able to put in place individual training for them to improve. As a result, teaching is good enabling pupils to make good progress.
- Considerable attention has been paid to improving writing as shown by the many high-quality pieces on display around the school.
- By carefully checking progress at frequent intervals the school is able to put in place tailored programmes of support for individual pupils who are falling behind their targets.
- The organisation and teaching of subjects lead to a varied, interesting and creative set of learning experiences for the pupils.
- Staff and pupils strive to fulfil the school's aim of 'Learning to love, love to learn'. This and the topic themes the pupils study contribute considerably to their excellent spiritual, moral, social and cultural development.
- Much support is provided to help pupils learn how to behave and adjust if they are not meeting the school's expectations. Pupils behave well and show great respect for adults and each other.
- Pupils say they feel safe and are happy in school which is reflected in their regular attendance and punctuality.
- Pupils' attitudes to learning are consistently positive. They listen carefully, are keen to answer questions and want to do well.
- Marking provides clear guidance for pupils on how to improve and contributes much to their good progress.

It is not yet an outstanding school because:

- Not all teaching moves learning forward as rapidly as needed for progress to be at a consistently outstanding rate.
- Mathematics has not received the same recent attention as reading and writing. As a result, pupils make slower progress and their attainment is lower.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, seven of which were seen together with the senior leaders.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and a representative from the London Diocesan Board of Schools Academies Trust.
- As there were too few responses to the online parent questionnaire (Parent View) for a valid analysis, inspectors took account of a recent survey undertaken by the school and held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also listened to the reading of a sample of pupils in Years 1 and 2.

Inspection team

Martin Beale, Lead inspector

Additional Inspector

Rosemarie McCarthy

Additional Inspector

Full report

Information about this school

- The school is average in size.
- Almost all pupils are from a wide range of minority ethnic backgrounds and the majority are from families of Black African heritages.
- Three quarters of pupils speak English as an additional language of whom a significant proportion are at an early stage of learning English.
- The proportion of pupils known to be eligible for funding through the pupil premium is above average. This is extra money given to schools for looked after children, pupils known to be eligible for free school meals and children of service families.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well above average. Their needs are largely associated with speech, language and communication difficulties.
- The school has been in a federation with the junior school since 2006. It became an academy at the beginning of January 2013 under the London Diocesan Board of Schools Academies Trust.
- When its predecessor school, St Paul's and All Hallows CofE Infant School, was last inspected by Ofsted, it was judged to be satisfactory overall.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that all teaching is at least good and increase the amount that is outstanding by:
 - matching teaching and activities more closely to the next learning steps for all pupils
 - making sure that time is not wasted by pupils having to listen to explanations of work they have already mastered.
- Increase the progress made in mathematics by:
 - ensuring that teaching continually challenges pupils and particularly the more able
 - providing free-choice activities in the Nursery and Reception classes that enable the children to develop their number skills through practical work and investigations
 - making sure there are regular opportunities for pupils in Years 1 and 2 to apply their skills to problem-solving and to learning within other subjects.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in all areas from levels which, when they enter the school, are well below those expected for their age. Attainment is broadly average and the assessments for the current Year 2 pupils are similar to the 2012 national average in reading and writing, but slightly below in mathematics.
- The environment in the Nursery and Reception is well resourced and stimulates learning well so that children make good progress. Staff focus closely on developing the children's language skills by encouraging them to talk and express themselves to adults and each other. This gives children new to learning English a good start.
- Pupils' writing has improved considerably this year. Children have plenty of opportunity for simple mark-making in the Nursery and by the end of Reception many can form simple understandable sentences. Teachers take every opportunity including within topics to encourage pupils to write in a range of styles, and as a result they make rapid progress.
- Pupils develop their understanding of phonics (linking letters with sounds) well and use their skills to help them to read and spell unfamiliar words. Children learn initial letter sounds securely in the Nursery and build well on this across the rest of the school. Two thirds of Year 1 pupils have passed the phonics screening check this year, which is above the 2012 national average. Where pupils are not at the expected level, extra support is put in place to enable all but those with severe learning difficulties to catch up.
- Most pupils read with confidence and expression and can make inferences from texts by the end of Year 2. Many are able to select appropriate information when researching for facts. Regular reading in school and at home helps to generate enjoyment and a love of books.
- The careful identification of their specific needs, carefully planned support and constructive relationships with staff enable disabled pupils and those with special educational needs to make good progress. Those eligible for support through the pupil premium also make good progress through individual and small-group tuition, and the gap between their attainment and others' is negligible. Pupils learning English as an additional language make similar progress as others once they have become confident and fluent speakers.
- Pupils' progress is good in mathematics but not as rapid as in reading and writing. Attainment is lower and few pupils work at levels above those expected for their age. Pupils do not have enough opportunity to apply their skills to solve number problems either in mathematics lessons or across other subjects.

The quality of teaching is good

- Teaching is rarely less than at least good. What is most striking is the calm atmosphere in all classrooms and the rich variety of displays that promote and celebrate learning. Teaching is usually accurately matched to what different pupils need to learn next and provides good levels of challenge for all pupils. Questioning is skilled at drawing out ideas and pupils understand they have to respond in detail and listen to each other. Teachers use interesting methods and activities that capture pupils' imaginations and keep them focused on their work.
- Teaching assistants make a significant contribution to learning and progress both in the classroom and when taking small groups for specific catch-up programmes. Recent training is paying dividends in the skilled way they manage pupils and promote their learning. They are particularly effective in their support of pupils with special educational needs.
- Activities in the Nursery and Reception are carefully planned to meet the identified next steps in each child's learning. Adults work well as a team to extend the children's learning through skilled interventions and probing questions. Learning flows smoothly between inside and outdoors with well-designed, adult-led activities in both. However, activities for the children to extend their number skills do not provide sufficient challenge or practical experiences.

- Pupils receive very pertinent guidance through marking of their work and general feedback from the adults they work with. They are usually expected to respond either verbally or in writing to their teacher's comments in their books so that they can show clearly that they have understood what they need to do to improve.
- When teaching falls short of the best it is usually because lessons are not pitched carefully enough to meet the next steps in each pupil's learning, or because pupils are retained on the carpet for too long listening to teaching of skills they already understand. Teaching is not always sufficiently demanding in mathematics, particularly of the more-able pupils.

The behaviour and safety of pupils are good

- Skills children develop in the Nursery and Reception are built on well across Years 1 and 2. They learn to become independent and are able to select resources they need in order to follow their own ideas. Collaboration in discussion or when undertaking tasks is a key feature of their desire to be successful and fulfil their teachers' wishes.
- Pupils are polite, well mannered and confidently share thoughts about what they are learning with visitors. They are considerate towards each other and quickly take care of anyone who is feeling unhappy.
- Pupils learn about different types of bullying and are clear that instances are rare and dealt with well by staff. They like the school's approach to managing behaviour through the 'Stay on Green' system as they feel it keeps everyone on track and say it is consistently implemented by staff.
- Pupils feel safe in school. They say they enjoy their learning and on the rare occasions when it is disturbed they are confident that their teachers deal with the disturbance straightaway. Attendance is above average and pupils are punctual to school.
- There are marked improvements over time for individual pupils who need to be supported to adapt their behaviour. The school is skilled at finding what works for different pupils, including some being mentored while at the same time learning to play the piano.

The leadership and management are good

- The headteacher's drive to improve teaching and to enable each child to achieve his or her potential whatever their background is supported by all staff. This has already led to improved teaching and rising attainment. Priorities for improvement are carefully identified through systematic monitoring and a rigorous evaluation of all aspects of the school. This and the detailed planning of future action give the school the capacity for further improvement.
- The headteacher is determined that good teaching should be the minimum acceptable and uses formal systems scrupulously to manage the performance of teachers to achieve this goal. She uses a wide range of methods to identify teaching qualities and where improvements are needed. Teachers are set challenging targets for the progress of pupils in their classes and provided with effective individual training and guidance if these are not being met.
- The school is successful in meeting its aim of ensuring equality of opportunity and of tolerating no discrimination. This in part stems from a strong partnership with home, which helps staff to understand the circumstances of each pupil. Well-attended workshops help parents and carers to support their children at home and provide information about recent changes to the benefits system.
- The school has forged productive links with the Diocesan Board Academies Trust. This has included a recent school review to support the headteacher and governors in identifying priorities for improvement. The school retains a valuable link with the local authority by using some of its services and buying into its training courses as needed.
- Topic themes link learning between subjects well. They act as a vehicle for developing writing much more effectively than numeracy. Philosophy lessons encourage Year 2 pupils to reflect on the 'BIG' questions such as 'Why are children sometimes rude to their parents?' For this term's topic, 'All dressed up', pupils came in clothes reflecting their families' heritages, which was used

as a starting point to investigate the countries the pupils are from.

■ **The governance of the school:**

- The governing body is a very effective group as recognised by the confidence placed in it by the Academy Trust to fulfil all of its responsibilities rigorously. Training has given governors a firm grounding in understanding assessment data. This enables them to identify where improvements are needed and to challenge the headteacher to put in place action to bring them about. They are clear about the school's strengths, particularly in teaching, and how the headteacher is bringing about further improvements. They keep a close eye on the effectiveness of spending decisions, including the spending of the pupil premium, and make sure the headteacher is rigorous in ensuring only good teaching is rewarded with salary progression.

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

Unique reference number	139176
Local authority	N/A
Inspection number	411688

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

Type of school	Infant
School category	Academy converter
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Linda Turton
Headteacher	Sharon Easton
Date of previous school inspection	Not previously inspected
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