

# St Peter-in-Chains RC Infant School

Elm Grove, London, N8 9AJ

**Inspection dates** 24–25 March 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher keeps staff focused on improving their teaching and the pupils' learning. She is supported well in this drive by a thoughtfully challenging group of governors and an expert team of subject leaders.
- Teaching is consistently at least good across the early years and Key Stage 1. This enables pupils to make good progress and achieve well in mathematics and writing. Their achievement in reading is outstanding.
- Children in the early years provision learn well and develop socially in a safe, happy and secure environment where staff meet their individual needs and ensure they are ready for learning in Year 1.
- Pupils are avid readers. They enjoy books and make rapid progress in comprehending what they read.
- The school promotes the pupils' spiritual, moral, social and cultural development exceptionally well and gives them a secure understanding of life in modern Britain.
- The strong values, based on Christian principles of tolerance, love and kindness, permeate all aspects of school life. This ensures pupils learn tolerance and to respect others' views.
- The pupils' good behaviour and sensible movement around the school establish a calm and harmonious environment.
- Most pupils put much effort and care into their work. They cooperate happily with others, either when working on tasks or when discussing questions set.
- Pupils feel very safe because they have developed trusting relationships with adults who they know will look after them. Parents are very happy with the way the school cares for their children.
- Art contributes considerably to developing the pupils' creativity and imaginations.

### It is not yet an outstanding school because

- Teaching does not always meet the needs of the different groups of pupils in each class.
- Teachers do not always extend pupils' thinking enough in mathematics so that they can deepen their understanding of number.
- Achievement in writing is lower than in reading or mathematics and fewer pupils reach levels above those expected for their age. In particular, boys make slower progress than girls.

## Information about this inspection

- Inspectors observed 12 lessons, two of which they visited with the headteacher, and looked at work in pupils' books from the current academic year.
- Meetings were held with groups of pupils, school staff, and the Chair of the Governing Body and one other governor. A meeting was also held with a representative from the local authority.
- Inspectors took account of the 61 responses to Ofsted's online Parent View questionnaire. They also met informally with a small number of parents 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 pupils' current progress, planning and monitoring documentation, records about behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 20 responses to the staff questionnaire.

## Inspection team

Martin Beale, Lead inspector

Additional Inspector

Raminder Arora

Additional Inspector

## Full report

### Information about this school

- This school is below average in size compared with other primary schools.
- Two thirds of the pupils are from a wide range of minority ethnic backgrounds. This figure is higher than the average.
- The proportion of pupils speaking English as an additional language is above average, although few enter the school at an early stage.
- The proportion of disadvantaged pupils eligible for funding through the pupil premium is below average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is low.
- Children attend the two Reception classes full time.
- The section 48 inspection of religious education did not take place at the same time as this inspection. The school has been notified that this will take place in the next academic year.

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

- Raise achievement in writing, particularly for boys by ensuring that the tasks they undertake capture their attention and stimulate their imaginations more consistently.
- Improve the quality of teaching and its impact on pupils' progress by ensuring that teachers:
  - focus more sharply on the learning of all groups of pupils
  - set tasks that extend pupils' thinking in mathematics so they can deepen their understanding of number.

## Inspection judgements

### The leadership and management are good

- The headteacher has built a united team supporting the drive to improve teaching and pupils' achievement. Staff have created an atmosphere where the pupils can learn and develop undisturbed. Leaders' regular checking of the school's performance means priorities for improvement are clearly defined and actions carefully planned.
- Subject leaders are well trained and play a vital role in ensuring teaching in their area is at least good and continually improving. Targets set for teachers are linked closely to whole-school priorities, such as improving writing at higher levels, along with ensuring that pupils make at least good progress. Further training is provided for individual teachers to help them meet their targets, including working alongside an expert.
- Leaders and governors ensure that the primary sports premium is used well to improve teaching in aspects of physical education where teachers feel least secure, such as gymnastics. Assessments show pupils are making better progress now teachers approach lessons with greater confidence. This contributes well to enhancing the pupils' physical well-being.
- The curriculum is thoughtfully constructed and planned well to engage pupils' interest. Topics link learning across subjects well and support literacy and numeracy; separate plans ensure these skills are covered fully. Teachers skilfully weave art into topics; for example, Year 1 pupils produced well-observed drawings and still life paintings of plants as part of their theme, 'To the potting shed'. Art contributes well to developing their creativity.
- By living the school's values of respect, tolerance and kindness, pupils develop an understanding of British values. Throughout the school, there is a strong emphasis on listening to other's points of view, valuing their contributions and respecting their beliefs. Pupils adhere to class rules, which help them understand the importance of laws for an orderly society. Pupils learn respect for others through celebrating festivals associated with members of the school community, such as Diwali and the Chinese New Year.
- Parents are very happy with all aspects of the school's work. They value opportunities to understand how they can support their children at home, for example through regular workshops to find out how they are taught mathematics. Parents find staff very welcoming and always ready to listen to their concerns.
- The school effectively promotes equality of opportunity and tackles discrimination by using their knowledge of pupils' circumstances well and evaluating their progress carefully. This enables staff to focus support on where it has the most impact.
- Effective policies for safeguarding the pupils meet statutory requirements and are implemented carefully by all staff. They are vigilant in identifying concerns and understand fully the procedures they must follow. Governors undertake their responsibilities conscientiously by regularly monitoring how effectively safeguarding policies are being implemented.
- The school's partnership with the local authority has become more effective, particularly in successfully supporting aspects of leadership and management. This includes supporting a review of leadership structures, developing assessment systems and working with governors to become more effective in their role.
- **The governance of the school:**
  - The governing body is effective in holding the school to account for its performance and supporting its improvement. Governors bring a wide range of valuable expertise to their roles, including a clear understanding of the implications of assessment data. This ensures their questions to senior leaders are focused sharply on aspects identified as needing improvement, such as writing at higher levels. They know teaching is good and the steps the headteacher takes for its improvement. They are rigorous in only allowing pay progression for good and better teaching. Governors manage school finances carefully, focusing on the impact of spending decisions, such as the pupil premium, on pupils' progress.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils are kind, well mannered and considerate towards each other and adults. They move sensibly around the school, making sure the environment in the buildings and classrooms is calm. Parents are strongly of the view that the school is successful at ensuring behaviour is good.
- Pupils are keen to learn and want to do well. Most are attentive and respond well to their teachers by

following their instructions and answering questions thoughtfully. A few, at times, have to be reminded of the high expectations, as they can become distracted when work does not fully capture their imaginations. This slows their learning for short periods until staff refocus their attention.

- Pupils greatly enjoy school, as shown by their punctuality and good attendance levels. Their willingness to help others is reflected in their commitment and success in raising considerable funds for various charities.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school because adults are vigilant and will sort out any problems. Pupils learn how to identify risks such as 'stranger danger' and how to look after themselves. They take care on the playground and make sure others can play happily.
- Pupils are taught to understand the different forms that bullying might take. They say incidents are very rare and teachers handle them well. Their parents share this view. Staff show by their actions how to treat others and are skilled at helping pupils to resolve their difficulties. When pupils fall out, staff are successful in encouraging them to see both points of view and consider how they might deal with similar situations in the future.

## The quality of teaching is good

- Teachers and support staff respond well to the challenge to improve their teaching. Teaching is consistently at least good. Teachers question pupils carefully and expect thoughtful and detailed responses. Pupils know they will be expected to justify their answers. Teachers listen carefully to these and adapt their teaching to tackle misconceptions quickly and move learning forward.
- Teachers ensure they brief and deploy support staff carefully so that their work with individual pupils and small groups has the maximum impact. They have developed strong and trusting relationships with the pupils with special needs whom they support.
- Teaching of reading is highly effective, leading to high achievement and a great enjoyment of books. Adults lead small group sessions very skilfully so that pupils deepen their understanding of texts and extend skills such as their comprehension. Regular reading at home and with an adult in school enables basic skills to be secured and supports well those who might be struggling. The pupils' book reviews are imaginative and show how much pupils have enjoyed their reading.
- Mathematics teaching is good and focuses successfully on developing key number skills. This enables pupils to become accurate when calculating, and grow in confidence working mentally by the end of Year 2. However, there are times when they undertake repetitive questions using skills they have already secured, rather than extending their thinking and deepening their understanding by applying what they know to solving problems or investigating ideas.
- Pupils have many opportunities to develop their writing, including in subjects other than English. Religious education makes a major contribution. Pupils recount familiar stories in their writing or use them as a stimulus to develop their own ideas. Linking reading *The Iron Man* in Year 2 to making models led to some vivid and highly creative writing. However, not all tasks and texts stimulate sufficiently the interest and imaginations of some boys, who then do not consistently write at the higher levels.
- On the rare occasions when teaching is less effective it is because teachers do not extend the thinking of all groups of pupils or provide sufficient additional challenges. Some activities can be repetitive and do not move pupils on sufficiently once they have securely mastered a skill.

## The achievement of pupils is good

- Pupils make rapid progress in reading and their achievement is outstanding. Their achievement is good in writing and mathematics. Results of Year 2 assessments have consistently been well above average since the last inspection. They fell in writing and mathematics in 2013, but regained some of the ground lost in 2014. This pattern of improvement continues. Pupils develop a firm foundation for their learning in preparation for junior school.
- Results in the Year 1 screening check for phonics (letters and the sounds they make) were below average in 2014, but pupils have quickly caught up in Year 2. Pupils use their skills to read unfamiliar words and to bring accuracy to their spelling. They are becoming secure in their recognition of some of the unusual spellings and alternative sounds made by groups of letters.
- The achievement of the most able pupils is generally good. A considerable proportion work securely at levels above those expected for their age in reading and mathematics. However, fewer reach these levels

in their writing. Furthermore, boys have not been achieving as well as girls in writing.

- The school uses the pupil premium well to support the good achievement of disadvantaged pupils by funding additional staff to lead small group and individual tuition. Their attainment was slightly lower in Year 2 than others in the year group in all subjects in 2014, and below other pupils nationally in writing and mathematics. However, their current Year 2 attainment is in line with others in all subjects.
- The small number of disabled pupils and those with special educational needs make good progress. Their needs are carefully identified so that teachers can focus support and additional programmes closely to help them meet their individual targets.
- Children make good progress in Reception from their starting points. The proportion of children who reached a good level of development by the end of Reception in 2014 was much improved and above average. Observations indicate that children currently in Reception are working at least at a similar level.
- There are no patterns to any variations in achievement between pupils of different ethnic backgrounds. Pupils speaking English as an additional language make good progress. Any pupils at an early stage of learning English become secure in their skills because of the emphasis on speaking and listening in all classes.

### The early years provision

is good

- The children's good achievement in the early years prepares them well for their future learning at Key Stage 1. They make particularly good progress in mathematics, their personal development, being creative and their understanding of technology. Weaker aspects in the attainment of the last cohort in some aspects of their physical development have been tackled successfully, in part, by more effective use of the playground.
- Good teaching in Reception underpins the children's good progress. Strong teamwork between all adults is a key to the pupils feeling safe and learning well. Teachers make imaginative use of resources, offering activities that inspire children to learn, and build well on the next steps for learning of particular individuals. Adults lead whole-class and small-group sessions well in anticipation of more formal teaching in Year 1. Both classes make the best use they can of the small outside area.
- Children behave well in both classes. They work effectively together, sharing resources when exploring ideas. They trust adults and their friends, which helps to make them feel safe and secure. This means they can learn unhindered.
- Effective leadership and management of the early years ensure consistency is achieved between the two classes because staff carefully check children's performance and progress. The lower attainment of disadvantaged children has been dealt with successfully by focusing activities and support much more closely on their specific needs. Staff make sure children are safe and secure at all times.

## 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>	102148
<b>Local authority</b>	Haringey
<b>Inspection number</b>	443781

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Mulroy
<b>Headteacher</b>	Margaret Falvey
<b>Date of previous school inspection</b>	9 February 2011
<b>Telephone number</b>	020 8340 6789
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