

Inspection of a good school: St Paul's RC Primary School

Bradley Road, Wood Green, London N22 7SZ

Inspection dates:

16–17 October 2019

Outcome

St Paul's RC Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel that they matter here. They believe that staff really care about their well-being. Beyond this, they know that teachers expect them all to succeed, personally and academically.

Leaders are ambitious for all pupils and want them to leave the school with knowledge of a wide range of subjects, to read well, and to be happy. Increasingly, leaders are helping pupils to succeed in this but there are some subjects where leaders have some more work to do.

Pupils spoke enthusiastically about the many experiences that build their confidence. They enjoy representing the school through sport and musical events. Many pupils take part in community activities such as supporting the local homeless shelter and food bank. Pupils enjoy the many clubs that the school organises that meet their interests.

Pupils move sensibly around the school, arrive at lessons promptly and settle down to work quickly. Poor behaviour is not tolerated. Pupils know why it is important to behave well.

Pupils demonstrate respect and tolerance towards each other. Pupils told the inspectors that in the unusual event that bullying occurs, staff act quickly to help resolve the issue. They appreciate this.

What does the school do well and what does it need to do better?

Leaders have high expectations. They have created a climate where pupils work hard and behave well with very few interruptions to lessons. Bullying is not tolerated. Leaders ensure that children settle and have an enjoyable start to learning in the early years.

Leaders have thought about what pupils should learn in each subject. Leaders know that it is important that pupils learn things in the right order if they are to build up their

knowledge and skills in each subject. They make sure that this happens here.

The teaching of phonics is carefully planned so that pupils learn to read quickly. Pupils read with confidence and enjoyment. They told me about their favourite books and authors. Leaders and teachers make sure that any pupils who fall behind with their reading gain the skills they need to become confident readers.

Teachers check that pupils remember what they have learned already before they move on to tackle something more difficult or introduce new subject content. This is important because it helps pupils to build their understanding. In some subjects, such as geography, this aspect is not as strong, and pupils do not do as well as they could. On a few occasions, for example in science, teachers use insufficient resources to help pupils to learn and understand new concepts well. Not all activities are as well thought out as in the most successful subjects.

Most pupils with special educational needs and/or disabilities (SEND) learn well because teachers adapt activities for them, without lowering expectations. Teachers work with the special educational needs coordinator to ensure that pupils with SEND gain the knowledge they need to succeed. Most pupils with SEND achieve well and successfully transfer to secondary schools.

A varied and interesting range of experiences in and out of school helps pupils' personal development and prepares pupils for the next stage of their lives. For example, pupils learn about healthy food and how it is grown as part of a 'food challenge' project. Visits to museums, farms, parks and galleries enhance their knowledge. Pupils are also encouraged and helped to use public transport, to consider the environmental impact of travel and become more independent in preparation for moving to their next school.

Leaders invest in professional development for staff. Staff appreciate the consideration leaders give to their work-life balance. In return, teachers work very hard to fulfil leaders' ambitions for the school and to do their best for pupils.

Governors and leaders take the views of parents and carers seriously. They ask parents for their ideas, or if there is a better way to do something. They are quick to put into place any suggestion that will help the school get better.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well and take their welfare seriously. They quickly spot signs that a pupil may be at risk and act swiftly to report concerns.

Leaders with responsibility for safeguarding work effectively with external agencies. They ensure that pupils and families receive support in a timely manner.

Leaders are aware of the specific risks that pupils face in the local area. They are proactive in teaching pupils about these. For example, they have invited the local police to

talk about knife crime incidents that have happened recently in the vicinity.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' success in improving pupils' knowledge and understanding in most subjects has not been replicated in all subjects. This is because in a few subjects, teachers do not check as carefully that pupils have a secure grasp of key knowledge and concepts before introducing new subject content. Leaders should ensure that teachers check pupils' understanding accurately to inform teaching and ensure that pupils build secure understanding.
- The curriculum is delivered effectively overall. This is because in most subjects pupils have enough resources to support them. However, in some subjects, such as science, staff do not routinely ensure that pupils have enough basic resources or specialist practical equipment.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged St Paul's RC Primary School to be good in October 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102146
Local authority	Haringey
Inspection number	10110468
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Grace Sylvester
Headteacher	Louise Fleming (Executive headteacher)
Website	www.stpaulswoodgreen.org.uk/
Date of previous inspection	31 March 2016

Information about this school

- St Paul's RC Primary School is a voluntary-aided maintained school.

Information about this inspection

- I held meetings with the executive headteacher and other senior leaders. I met with the chair of governors and three other governors. I met with a representative of the local authority and spoke with a representative of the diocese on the telephone. I spoke to staff and pupils and reviewed the free-text responses to Ofsted's online survey, Parent View.
- I did deep dives in these subjects: reading, science and geography. To do this, I met with subject leaders and visited lessons. I spoke with pupils and looked at their work in books. I also met with teachers. I heard pupils read.
- To inspect safeguarding, I reviewed the single central record of staff suitability checks, met with the designated safeguarding lead and looked at child protection procedures. I also asked different members of staff about the safeguarding arrangements.
- I observed pupils arriving at the start of the day, during lunchtimes and in transitions between lessons.

Inspection team

Phil Garnham, lead inspector

Her Majesty's Inspector

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