

# Inspection of an outstanding school: St Paul's CofE Primary School NW7

The Ridgeway, Mill Hill, London NW7 1QU

---

Inspection dates:

13 and 14 September 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils are highly respectful towards adults and each other. They are friendly and well mannered. For example, they routinely hold the door open for others. Pupils are keen to look after and help one another during breaktimes. As one pupil put it: 'In this school, the older children take care of the younger ones.'

Pupils are happy and safe. This is because leaders and staff nurture and care for them. Pupils said they would not hesitate to report any concerns to a member of staff. Leaders help pupils to sort out any issues or worries that may arise. Leaders and staff deal with any incidents of bullying swiftly and effectively.

Leaders take every opportunity to promote the school's values. Many pupils spoke about the importance of fairness, valuing difference and treating others equally. One pupil said: 'It does not matter what is on the outside, we are all the same inside.' This comment exemplifies pupils' positive attitudes.

Leaders expect all pupils to enjoy learning and achieve well. The curriculum has been designed to achieve this aim. However, in some subjects, the way the curriculum is taught does not help pupils to remember and deepen their learning over time. This means that pupils have some gaps in their knowledge and understanding of these subjects.

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

Leaders have a sharp focus on early reading. They ensure that pupils learn to read well. All staff have been trained to implement the revised phonics programme. The books pupils read have been carefully matched to the letters and sounds that they are learning. This supports pupils to practise reading with fluency and accuracy. Leaders check pupils' reading and use this information to identify any gaps in pupils' phonics knowledge.

Leaders and teachers work closely together to ensure these pupils are helped to catch up. Parents and carers have been given helpful information about the school's new approach to phonics so that they can support reading at home. Across the school, pupils develop a love of reading through reading and being read to by adults.

Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. Leaders work in partnership with parents and external experts to identify whether a pupil may have SEND. Leaders ensure that these pupils get the right help. For example, therapists and psychologists provide training for teachers and teaching assistants so that they can provide effective support and adaptations in the classroom. Leaders regularly check that the support provided is helping pupils to learn well.

Pupils study a broad range of subjects that match the scope and ambition of the national curriculum. Leaders have designed a curriculum that sets out the most important knowledge pupils must know and remember in different subjects. Leaders have sequenced this knowledge appropriately, from the early years, with the aim of helping pupils to learn more as they get older. For example, pupils build increasingly complex knowledge of place value and how numbers work.

In some subjects, the curriculum does not routinely focus on ensuring that pupils have learned and remembered important knowledge. Helping pupils build on what they already know is, at times, not prioritised. Some subject leaders are new to their roles. Their understanding of their subject curriculum, including how it is being delivered, is at an early stage. As a result, training for staff has not been as effective as it needs to be in improving teachers' subject knowledge and expertise.

Pupils are enthusiastic and keen to learn. Teachers deal with any low-level disruption swiftly and consistently so that learning is not interrupted. Leaders work closely with well-known external organisations to help pupils learn about equality and human rights. Pupils take part in a range of educational visits. For example, pupils in different year groups participate in residential trips to Foxlease Activity Centre and Fellowship Afloat. Leaders work with parents and governors to ensure as many pupils as possible take part in these experiences.

Leaders and governors work closely together. Governors receive appropriate training to carry out their roles. They know their responsibilities. Typically, parents and staff are supportive of leaders. Staff appreciate the work of leaders and governors to ensure that the workload demands are realistic.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders safeguard pupils' welfare effectively. Governors and staff receive up-to-date training. They know the signs that may indicate a pupil needs help. Leaders take appropriate action, including seeking advice from external agencies where necessary. Leaders carry out appropriate checks on staff and visitors to the school to ensure that they are suitable to work with pupils.

Leaders use information about safeguarding to help them decide what to teach. For example, pupils learn about how to stay safe in the local community and how to report online concerns.

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

### **(Information for the school and appropriate authority)**

- In some subjects, teaching does not routinely focus on developing pupils' subject knowledge. As a result, pupils sometimes confuse subject content. They struggle to connect new ideas to what they have learned before. Leaders need to ensure that teaching enables pupils to learn the important knowledge identified in leaders' curriculum aims.
- Some subject leaders are new to their posts and do not have a sufficiently strong understanding of their subject. As a result, they do not provide teachers with the training and guidance they need to improve their expertise in delivering the curriculum. Leaders should ensure that all subject leaders have sufficiently strong subject knowledge to lead subjects and provide suitable training for staff.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in December 2016.

## **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 information from Ofsted Parent View 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.

## **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

<b>Unique reference number</b>	101326
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10240595
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Keme Ndukwe
<b>Headteacher</b>	Anthony David (Executive Headteacher)
<b>Website</b>	<a href="http://www.stpaulsnw7.barnet.sch.uk">www.stpaulsnw7.barnet.sch.uk</a>
<b>Date of previous inspection</b>	8 and 9 December 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is a Church of England school under the Diocese of London. The last section 48 inspection took place in September 2016.
- The executive headteacher was previously the headteacher of the school. He is also the executive headteacher of another local school. The current head of school was appointed in September 2022.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, head of school and assistant headteacher. The inspector carried out deep dives in these subjects: mathematics, early reading and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also spoke to leaders about the curriculum in other subjects.
- The inspector spoke with leaders and staff about safeguarding. The inspector also reviewed information on safeguarding, including records of pre-employment checks on staff.
- The inspector reviewed responses to Ofsted’s surveys.
- The inspector visited the dining room and playground to observe pupils’ behaviour.

### **Inspection team**

Andrea Bedeau, lead inspector

His Majesty’s Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022