

## INSPECTION REPORT

**ST PAUL'S and ALL HALLOWS C of E INFANT SCHOOL**

Tottenham, London

LEA area: Haringey

Unique reference number: 102133

Headteacher: Mrs S Easton

Reporting inspector: Mrs D Wilkinson  
23048

Dates of inspection: 3<sup>rd</sup> – 4<sup>th</sup> June 2003

Inspection number: 246179

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Park Lane Tottenham London
Postcode:	N17 0HH
Telephone number:	020 8801 0586
Fax number:	020 8801 1168
Appropriate authority:	The Governing Body
Name of chair of governors:	Father Andrew Dangerfield
Date of previous inspection:	12 – 15 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Paul's and All Hallows Infant School has 180 pupils (77 boys and 103 girls) in six classes from Reception to Year 2. There is also a nursery attended by 40 full time and 20 part time children (35 boys and 25 girls). It is similar in size to the average-sized schools of this type and is very popular with parents, being over-subscribed. The proportion of pupils (24 per cent) with special education needs is close to the national average. Six pupils have a specific statement for physical or behavioural needs and this number is higher than the national average. Most pupils are from an African or Caribbean background and the proportion who speak English as an additional language, at 67 per cent, is very high compared with the majority of schools. Seven per cent of pupils are at the early stages of learning English. Currently 19 per cent of pupils are known to be eligible for free school meals, which is close to the national average. The local area has a high level of social and economic disadvantage. The prior attainment of children entering the school is well below that expected for their age, especially in their language and social skills.

### **HOW GOOD THE SCHOOL IS**

St Paul's and All Hallows is an outstanding school where excellent leadership and management are ensuring a high quality of education for all its pupils. In particular, both the teaching and curriculum are very good. As a result, pupils behave well, work hard and achieve exceptionally well by the time they leave. Standards in academic and personal development are well above average and compare especially favourably with schools in a similar context. The school gives very good value for money.

#### **What the school does well**

- The outstanding leadership of the headteacher has helped to create an excellent staff team. They are very well supported in their work by the governing body. This is a major reason for the school's success.
- Throughout the school pupils achieve exceptionally well and reach standards well above the national average by the time they leave.
- Teaching and learning are very good and there is a consistent approach, which benefits pupils especially well. In the nursery teaching is excellent and this gives children a particularly good start to their learning.
- The school caters very well for all pupils whatever their needs.
- The whole school ethos is focused on providing the best care and support for each pupil. This is one reason why pupils reach very good standards in their personal development.

#### **What could be improved**

- The school has no significant weaknesses.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Very good improvement has been made since the school was last inspected in January 1998. This is because of the very high quality leadership and management, which have helped to improve teaching and learning particularly well, with pupils now making exceptionally good progress. As a result, standards improved and they continue to be maintained at a high level. All the issues identified at the time of the last inspection have been addressed very well. There is now a good range of literature available for pupils and this helps to ensure that they reach well above average standards in reading. The level of challenge in lessons is now excellent and most lessons are well paced. There is more direct teaching of pupils and this helps them to make exceptionally good gains in skills and knowledge. Very many opportunities are provided for pupils to use their skills in a range of learning activities and this also helps their progress. Monitoring of teaching by the headteacher and other staff is excellent. This is one reason why teaching is very good. Spiritual development, including the contribution made by assemblies, is now good. Planned extensions to White Hart Lane Football Stadium, adjacent to the

school, have restricted improvement to the buildings and grounds in recent years. This prevented the outstanding key issue from being addressed. New buildings, to include a library, will commence shortly.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	A	A	A	A*	In the highest 5% A*
Writing	A	A	A	A*	well above average A
Mathematics	B	A	A	A*	above average B
					average C
					below average D
					well below average E

A major reason for the school's outstanding performance is the very good teaching seen throughout the school. As a result, the achievement of pupils in all year groups is excellent, including pupils with special educational needs and those with English as an additional language, as well as the higher attaining pupils.

On entry to the nursery, children's prior attainment is well below that expected for their age. The high quality teaching and learning in the nursery and reception classes results in children making exceptionally good progress to exceed the standards expected for their age by the time they enter Year 1. This progress is built on in Years 1 and 2 and the school's results in national tests have been consistently high since its last inspection. For the last two years they have been well above the average of schools nationally, and are exceptionally high when compared with schools in a similar context. Not only did more pupils reach the expected Level 2 in the tests than in other schools, but in reading and mathematics over 50 per cent of the pupils reached the higher Level 3. Teacher assessments in science show that standards in this subject are also in the highest five per cent nationally. Results in this year's tests have shown a further improvement, and particularly so in writing where the school has worked hard to achieve this. Inspection evidence confirms that current standards are well above average in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils and their parents are very proud of the school. Very good attitudes to their work help pupils to learn easily and this supports the exceptionally good progress they make.
Behaviour, in and out of classrooms	As a result of very effective behaviour management, pupils behave well both in lessons and around the school. On a few occasions some pupils become restless, but never badly behaved.
Personal development and relationships	Very good. The caring ethos of the school helps pupils to relate well to each other and to adults. Pupils develop confidence and self-esteem as well as learning to help each other and they work well together.
Attendance	The school's very effective procedures for monitoring and supporting attendance help to maintain levels well above the national average.





## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The exceptional systems for monitoring and improving teaching and the excellent teamwork seen throughout the school have resulted in a consistent approach to teaching and learning. Throughout the school teaching is very good and it is excellent in the nursery. Staff in the nursery have an excellent understanding of the needs of the children and plan especially effective activities to promote their learning. A very calm and purposeful atmosphere helps the children to feel secure as well as helping them to develop positive attitudes to school. Excellent management of the children, together with the very positive relationships, are encouraging children to develop confidence and self-esteem. All opportunities and occasions are enthusiastically explored to help develop the children's literacy, numeracy and social skills, which is why the children are making very good progress in these areas of learning. The excellent assessment and record keeping helps staff to plan activities particularly well for the next stages of learning.

In all classes the basic skills of literacy and numeracy are particularly well taught. Children are given an excellent start in the nursery, which is built on exceptionally well as they move on through the school. This helps pupils to achieve especially well in English and mathematics. Teachers have very high expectations of pupils and set challenging work, particularly well matched to pupils' prior attainment. This benefits all pupils, and especially those with special educational needs and those for whom English is an additional language as well as the higher attaining pupils. This is a major reason why very nearly all pupils reach at least average standards and a significant proportion do better than this. Teachers explain and demonstrate new work very well, ensuring that pupils have understood it before moving on. Based on a particularly good behaviour policy, which is consistently applied by all adults, the management of pupils is outstanding. This, together with the interesting and very well planned activities and a rigorous pace, ensures that little time is wasted in lessons and that pupils work hard and make very good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The broad, rich and interesting curriculum helps motivate pupils. The curriculum for children in the nursery is outstanding. The provision for literacy and numeracy is of an especially high standard and effectively supports the very high levels of achievement in English and mathematics.
Provision for pupils with special educational needs	Excellent. Pupils are exceptionally well included in classroom activities, and targeted support is especially well focused. As a result, these pupils make excellent progress and very nearly all reach at least average standards.
Provision for pupils with English as an additional language	Excellent support for the pupils' language needs, together with the school's expectation that all pupils will achieve equally well, helps to ensure that these pupils reach at least average standards in reading and writing. In mathematics and science a high proportion reach above average standards.
Provision for pupils'	Very good overall, particularly for pupils' moral and social development.

personal, including spiritual, moral, social and cultural development	This is a major reason for the good behaviour and very good relationships seen. Spiritual and cultural development are good, representing good improvement since the last inspection.
How well the school cares for its pupils	Very well as the result of the caring ethos of the school. Pupils feel safe and secure and the school is a happy and purposeful learning environment, which is a significant factor in the high achievement of pupils.

The school has a very good partnership with parents and their views are very favourable. Parents are generally very supportive of the school and value its work. They are very good at encouraging their children to attend although a small number of parents do not share the school's commitment to a prompt start to the day. This means teachers have to work very hard to ensure that latecomers do not miss out on important parts of their learning.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is excellent and a major reason for the school's success. The headteacher is an outstanding leader and has built an exceptionally good staff team who are committed to providing the best possible education for all pupils. The deputy headteacher and other key staff are contributing particularly well to the work of the school. Management procedures at all levels are excellent.
How well the governors fulfil their responsibilities	Very well. They have a very good understanding of the school's strengths and areas for development and give very good support to the headteacher and all staff in helping to maintain the quality of the provision and high standards.
The school's evaluation of its performance	The procedures for monitoring the school's work are excellent and are a major reason for the outstanding achievement of pupils and the high standards seen. The information gained is used exceptionally well by staff and governors to help plan for and monitor improvements in all areas of the school's work.
The strategic use of resources	Senior managers and governors have a very good awareness of the most effective way to use the school's resources to promote and continue its high quality work. The application of the principles of best value is very good.

There is currently a large surplus in the school budget, but this is mainly funding for improvements to the accommodation. These will now take place as a result of changes to the planned extension to White Hart Lane Stadium.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents have very favourable views of the school's work.</p> <ul style="list-style-type: none"> <li>• Children enjoy school and make good progress.</li> <li>• The good reward system encourages children to work hard and behave well.</li> <li>• The teaching is good.</li> <li>• Children's personal development is supported well.</li> <li>• The school works closely with parents and provides them with good information about its work and their children's progress.</li> <li>• Staff are very approachable and parents' concerns are speedily responded to.</li> <li>• The school is well led and managed.</li> </ul>	<p>Nothing significant was raised by parents.</p>

Inspectors fully agree with parents' positive views. Children are enthusiastic about school and the especially good management and high quality teaching and learning help them to achieve exceptionally well. The arrangements for pupils' personal development are very good and result in good behaviour and very good relationships with other pupils. The school is committed to working closely with parents and readily responds to their concerns.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The outstanding leadership of the headteacher has helped to create an excellent staff team. They are very well supported in their work by the governing body. This is a major reason for the school's success.**

1. The headteacher is an outstanding leader and, as a result, the whole school community shares her firm commitment to high achievement for all the pupils. She has been especially successful in supporting the work of staff, particularly in their professional development, in order to promote this. As a result, the deputy headteacher and other key staff are very effective in ensuring that pupils continue to achieve high standards. For example, they have played a significant role in ensuring that curriculum planning supports learning particularly well.
2. The headteacher has built an excellent staff team of both teachers and other adults who are all working towards a shared goal. Consequently, staff know their efforts are valued and they work extremely hard to ensure that the pupils receive a very good education in all areas of their development. The very effective support from senior management has resulted in staff turnover being very low so that pupils benefit from a consistent approach in all their teaching and learning. In addition, teamwork has meant that the very best practice has been shared amongst all staff. This is a major reason why the quality of teaching is consistently very good and the management of pupils' behaviour is of the very highest quality. An especially good arrangement has been put in place to ensure effective management of the subjects other than English, mathematics and science. All staff are members of a curriculum team, led by a senior member of staff. This approach is having a positive effect on curricular planning as well as helping to limit the workload of teachers. This is one reason why the curriculum is rich and interesting and is supporting learning very effectively.
3. The headteacher has very effectively delegated responsibilities to staff as well as retaining an especially good knowledge of what is happening in all areas of the school's work. Staff report that she enables them to carry out their management roles very effectively, giving particularly good advice and support when needed. Management decisions are corporate, after seeking the views of all in the school, for example over the behaviour policy. Staff also know that the headteacher visibly supports the agreed procedures. For example, she plays a leading role in reinforcing the behaviour policy at break and lunch times.
4. The headteacher and senior managers have put in place excellent management systems and procedures to ensure that the school runs efficiently. The headteacher's overview of the whole management of the school is excellent. This allows the day-to-day running of the school to continue well, even in the event of the absence of key staff. For example, the school office continued to run smoothly during the inspection even though the administrative officer was absent for the whole of this time.
5. Governors give very good support to the school. They are very knowledgeable about its strengths and areas for development. The lines of communication and relationships with staff are exceptionally good and governors are extremely well informed through information received from the headteacher and their regular visits. Governors carry out their work very effectively through a range of committees, working closely with the headteacher on important aspects such as finance and health and safety. Their roles in acting as critical friends to staff and liaising with parents play a significant part in ensuring that the whole school community is working towards a common goal.
6. The procedures for keeping a check on the school's work in order to maintain its strengths and address any areas of weakness are excellent. Thorough examination of test results and other pupil assessments help the headteacher, senior managers and governors to identify where improvement is need. A systematic review is then undertaken of the teaching and curriculum in the areas where pupils have done less well so that these areas can then be addressed through a

very effective improvement plan. Funding is then well targeted to support these areas for development. The improvement plan is constantly evaluated to see how effective the strategies are in order to adjust them if necessary, as well as ensuring that the school is receiving value for money in its spending. The success of its strategies can be seen in the rising standards of writing throughout the school, which had been an area identified for improvement.

**Throughout the school pupils achieve exceptionally well and reach standards well above the national average by the time they leave.**

7. The prior attainment of children entering the nursery is well below that seen in most children of their age. One reason for this is that a very high proportion come from homes where English is spoken as an additional language. This is partly why few children have well developed literacy skills. In addition many children have poor social skills and find it difficult to work with or listen to others as well as to take their turn in group activities. Very good teaching of the basic skills of literacy and numeracy as well as support for moral and social development helps children to make excellent progress.
8. By the time they enter Year 1, the majority of children will have exceeded the standards expected for their age. For example, many children in the reception class work happily on tasks with a group of other children even when not directly supervised by an adult. They behave well, know what is right and wrong and have a clear understanding of the consequences of their actions. Many children show a good understanding of each other's feelings and most are helping to take responsibility for their classroom environment. Children enjoy school very much, often displaying excitement at discovering new things.
9. By the end of the reception year, nearly all children talk confidently to each other and to adults. They take part in a range of role-play situations, such as happily 'helping a customer to fill out the forms in the class Post Office'. Children in the nursery already have a good knowledge of letter sounds, with the higher attaining children knowing about sentence punctuation. By the end of the reception year most children are attempting to write simple words in sentences and to recognise a good number of words in the stories read to them. Very nearly all children count in sequence with numbers up to ten and most read and write the number accurately. Most children can say what one more or less than a number is, with the higher attaining children working on simple addition and subtraction sums. The majority recognise common two-dimensional shapes and are beginning to compare objects by size and weight.
10. As pupils move through Years 1 and 2, they continue to make very good progress in their learning. By the end of Year 2, standards are well above the national average in English, mathematics and science. This represents excellent achievement when the well below average standards on entry to the nursery are taken in to account. Results in the national tests support this as they are very high when compared with schools in a similar context. In the recent national tests all pupils, including those with special educational needs and those for whom English as an additional language, reached the expected level for their age, with a high proportion exceeding this, especially in reading and mathematics.
11. Year 2 pupils are confident speakers, eagerly discussing things with their teachers or visitors to the school. The particularly good focus on promoting pupils' knowledge of vocabulary benefits their speaking skills. What they say is interesting and informative and they explain things clearly. There is a consistent approach, seen in all classes, to ensure that pupils listen well to adults and to each other and respond appropriately. Pupils' reading skills are very good. They love listening to stories and show a good knowledge of the plot and the various characters. Pupils use a range of strategies to read unfamiliar words and are especially good at deducing a word from the context of the story. Pupils' writing is of a very good standard. They write well in different formats such as poetry and instructional writing and use their writing skills particularly well in other subjects such as science and history. Most children take great care with their handwriting, spelling and punctuation, and their work is well presented. All pupils write in sentences and most produce well-constructed stories and reports. Words are used effectively to make their writing interesting; for example, in the description of a snowy morning. The quality of the written work of higher attaining

pupils is of a very high standard, particularly in the language and style used. The written work of the higher attaining Year 2 pupils is exceptionally well structured, often being organised in paragraphs.

12. Standards in mathematics are equally high. All Year 2 pupils have a very good understanding of place value, the majority of pupils working confidently with hundreds, tens and units. Most pupils accurately recall the number bonds in the two, three, four, five and ten times tables. Because the concept of number is so well taught pupils are able to apply their knowledge particularly well in a range of activities including in science investigations. Pupils know about simple fractions, correctly identify position using two-figure grid references and record or interpret data in Venn diagrams or bar charts. Their knowledge and application of shape, space and measures is good. For example, most pupils can accurately tell the time in ten-minute intervals. The higher attaining pupils are very skilled in working out how long a bus journey will take by using a timetable and they measure accurately in centimetres.
13. Standards in science are also well above the national average both in pupils' knowledge and understanding of scientific concepts and also in their use of scientific enquiry skills. For example, during the inspection, Year 2 pupils were investigating the friction caused by the soles of shoes on different textured materials. They clearly recognised the importance of planning a fair test and some pupils made extremely good predictions based on very good analysis of the likely outcomes. Pupils have a very good understanding of different scientific concepts, for example, sources of light and the causes of shadows, and whether the change in some materials can be reversed, such as what happens to the salt in a solution when the water evaporates.

**Teaching and learning are very good and there is a consistent approach, which benefits pupils especially well. In the nursery teaching is excellent and this gives children a particularly good start to their learning.**

14. The school has excellent systems for monitoring and improving the quality of teaching. The headteacher and subject co-ordinators regularly observe lessons and staff are very willing to receive and act on their advice. In addition to this, very close monitoring and tracking of pupils' progress gives extremely useful information on what needs to be addressed in lessons. As a result of these strategies there is a consistent style of teaching seen throughout the school and this benefits pupils particularly well. Added to this, the high quality teamwork seen amongst all the adults who work with the pupils has meant that very good practice is shared.
15. The very good quality curriculum identifies a rich range of stimulating activities that engage pupils' interests, such as in the many stories from a wide range of cultures used in literacy lessons. Long and medium term plans give very good guidance for lesson planning and also clearly set out how previously learnt skills can be built on and extended. Together with the very good information obtained from assessments of pupils' progress, this helps teachers to plan especially well for the next stages in learning. A significant strength of the planning seen in all classes is that different activities are provided which are very well matched to the needs of pupils with different prior attainment. A particularly good example of this was seen in a Year 1 science lesson about the life cycle of a butterfly. In this lesson the higher attaining pupils completed their own diagram of the life cycle. The lower attainers drew pictures of the different stages, with the classroom assistant helping them to make these into a mobile. This ensured that all pupils were gaining an understanding at the level of which they were capable.
16. Beginning in the nursery, the basic skills of literacy and numeracy are exceptionally well taught and this is why pupils achieve so highly in English and mathematics. In the nursery, for example, story time is used especially well to help children predict what will happen next and to recognise which letters make different sounds. Reading and writing skills continue to be developed especially well as pupils move on through the school. For example, by Year 2, pupils have learnt to comment on a range of punctuation and how it affects the meaning of the story. Mathematical skills are taught equally well. In a very good mathematics lesson seen in a reception class, for example, the teacher kept the pupils very well focused, constantly probing and asking questions

to extend their learning. As a result they made very good progress in this lesson in recognising different shapes and patterns, as well as applying their knowledge of number. Numeracy skills continue to be taught very effectively in Years 1 and 2 as seen in an excellent lesson observed in Year 2. Here, the teacher's exceptionally clear explanations and examples ensured a high level of understanding, so that many pupils could easily identify the factors and multiples of different numbers as well as explaining the relationship between them.

17. Scientific concepts and enquiry and investigative skills are very well taught. This begins particularly well in the nursery with children being asked to look at different containers and predict what might be inside them. By Year 2, it is evident that pupils have made exceptionally good gains in scientific understanding. In a very good Year 2 lesson observed, the teacher's explanation of the effect that friction has on movement was exceptional, and led to very good learning taking place.
18. Another major reason for pupils' achievement being so good is the level of challenge set in lessons. This is very high and the quality of support given ensures that pupils respond to it very well, ensuring that they make excellent gains in their skills and knowledge. For example, in the reception class children were encouraged to use a tape measure to 'measure' the tall tower they built. In Year 1, pupils are expected to present their work well and write in sentences with a capital letter and full stop. When reading a story with their teacher, pupils were constantly asked to 'remember your blends' showing very high expectations of their awareness of sounds. By Year 2, pupils are set challenging work; for example, to investigate patterns in number using both division and multiplication facts and to explain why a specific word makes the best sense in a story. Pupils are consistently asked to explain the reasoning behind their answers and this encourages their understanding.
19. Based on the excellent behaviour policy, pupils are exceptionally well managed in all lessons. A number of pupils can be challenging and some find it difficult to sit and listen for any length of time. Despite this, behaviour in lessons is never less than good because of the way that teachers deal with restlessness or calling out. This excellent management has a very positive effect on pupils' concentration and listening skills so that very little time is wasted and learning usually proceeds at a rigorous pace.
20. Teaching in the nursery is excellent. The teacher has exceptionally good knowledge and expertise in this age group and so curriculum planning is of the very highest quality. Assessment of children's achievement is excellent and is an integral part of their learning. All adults keep very detailed observations of individual children's achievements, which are incorporated into their records. This information helps determine what will be taught in future lessons as well as effectively targeting the needs of individual children. This is a key reason why planning is excellent. All adults work exceptionally well together as a team so there is a consistent approach, with a calm atmosphere and secure setting, which benefits children especially well. There is a very good balance of activities in which children work with an adult and those they choose for themselves. This helps children to discover things for themselves, to make choices and to develop independence in learning as well as ensuring they are taught new skills and knowledge. All activities promote learning especially well and, in the vast majority, there are very effective opportunities to promote the children's literacy, numeracy and social skills. An example of the latter was when children were encouraged to share the cans when watering the garden. In an excellent lesson, children were encouraged to use descriptive language when guessing what was in the present boxes. The teacher's exceptionally good questioning and prompting ensured that children were making particularly good progress in their understanding and use of vocabulary. Children were also asked to compare differently sized boxes, identifying the largest and smallest, which supported their mathematical development. Relationships between adults and children, based on mutual respect, are especially good and this helps the children to develop confidence and self-esteem as well as encouraging very positive attitudes towards their work.

**The school caters very well for all pupils whatever their needs.**

21. At the heart of the school's ethos is the commitment to do the very best for all its pupils whatever their strengths or needs. In this the school is especially successful and all pupils achieve equally well. In this year's national tests all pupils, including those with special educational needs and those for whom English is an additional language, reached at least average levels, with the higher attaining pupils exceeding these.
22. As part of its procedures to effectively meet the needs of all pupils, the school has ensured that its policy for promoting racial equality is implemented very well. Adults' very good knowledge of individual pupils means that there is a particularly good awareness of their cultural differences. Pupils are increasingly introduced to art, literature and music from a range of different cultures and this helps pupils to feel a pride in their own traditions. Parents praised this aspect of the school's work. For example, parents very much enjoyed performances by the school's gospel choir and the visit of African dancers. They were also looking forward to the planned multi-cultural evening.
23. The expertise, commitment and hard work of staff have resulted in pupils with special educational needs being particularly well supported. This aspect of the school's work is exceptionally well managed by the co-ordinator and other senior staff. Very good individual education plans set out specific strategies and activities, which are consistently followed by all adults who work with these pupils. Each term, teachers evaluate pupils' progress towards the targets particularly well before planning for their next stage of learning. The special educational needs teacher works with small groups of pupils and these sessions are extremely effective in promoting progress as well as helping the pupils to develop self-esteem. Activities are well chosen and hold the pupils' interest. For example, many are based on games, which they enjoy. The teacher's clear pronunciation and explanations help pupils to recognise and say the different sounds in words. In lessons, both the teachers and classroom assistants use a very wide range of resources and provide exceptionally well-planned activities to help promote learning. Learning support assistants for those pupils who have a specific statement of need give very good support, dealing sympathetically but firmly with the pupils' difficulties.
24. Equally good support is given to those pupils for whom English is an additional language. There are a very high proportion of pupils for whom English is not their first language and staff have an exceptionally good awareness of how to meet these pupils' needs. From the time they enter the nursery, very good attention is paid to promoting children's vocabulary development and many lessons were observed during the inspection where teachers took great care to ensure that pupils knew what different words meant. Those pupils who are at the early stages of learning English receive very good support in lessons from the specialist teacher. She has very good expertise and ensures that the pupils remain extremely well focused throughout the activity. Her strong emphasis on reading skills, especially in identifying the different sounds, makes an extremely good contribution to these pupils' acquisition of literacy skills. She makes an equally good contribution in mathematics lessons, by helping to ensure that the pupils fully understand new learning and ensuring that they record their work at the same high level as other pupils in the class. This year all pupils for whom English is an additional language attained at least average levels in the national tests for reading and writing. In mathematics and science a significant proportion of these pupils exceeded the average levels.
25. The school has made exceptionally good arrangements to ensure that pupils receive very good support from adults in most lessons. A very good number of experienced nursery nurses, classroom and learning support assistants work in all classes and they make a very valuable contribution to pupils' learning. One example of this was seen in the nursery where a classroom assistant led an activity in which the children made exceptionally good progress. Her particularly good questioning of children whilst reading a story to them helped to increase their literacy skills in identifying sounds and rhyming words as well as predicting what might happen in the plot. Furthermore, her exceptionally good management skills meant that the children's behaviour and concentration was excellent. In a very good literacy lesson observed in Year 1, the classroom assistant gave particularly good support to a group of pupils for whom English is an additional language in encouraging them to write in correct sentences. This was achieved through a lot of discussion and vocabulary development so that the pupils could 'say' the sentences before writing them.



26. Throughout the school higher attaining pupils achieve extremely well. This is because they are consistently set very challenging work, which allows them to reach the higher standards of which they are capable. In English for example, the higher attaining pupils write very well constructed and interesting stories of a level normally seen in much older pupils. This is because, from a very early age, they have been expected to write in sentences, to use interesting vocabulary and to present their work well. In mathematics these pupils are constantly challenged to develop a very good understanding of numbers and the relationships between them. In an exceptionally challenging Year 2 mathematics lesson these pupils were expected to recognise the relationship between different number facts. By the end of the lesson, particularly good progress had been made. For example, the pupils recognised that 6 and 3 are factors of 18 and that 18 is a multiple of both 3 and 6 as well as 18 being the product of 6 and 3. Challenging lessons ensure excellent achievement in science by the higher attaining pupils. For example, in a very good lesson seen, pupils made excellent predictions about the friction likely to be caused on different surfaces.

**The whole school ethos is focused on providing the best care and support for each pupil. This is one reason pupils reach very good standards in their personal development.**

27. This is a very caring school in which pupils are valued and very well supported. The school is extremely good at promoting pupils' welfare, liaising effectively with outside agencies such as those that support pupils with special educational needs or English as an additional language. Senior staff and governors take their responsibilities for pupils' safety very seriously and carry out regular, detailed risk assessments to ensure that the school premises, both inside and out, provide a safe environment.
28. Excellent arrangements have been made for receiving pupils at the beginning of the school day. Likewise, equally effective arrangements have been made for parents to collect their children from school, including supervising those whose parents have been delayed and arrive late. These occasions are also used well to promote liaison with parents, who report that staff are very approachable and swiftly respond to their concerns. Parents are confident that the school will do the very best for their children. Consequently they readily seek advice from staff over a range of issues.
29. The monitoring of and support for pupils' academic development is very effective. Very good assessment, especially in the nursery, of pupils' achievement provides particularly good information on the level at which pupils are working. This is extremely useful to teachers when planning for future progress. Monitoring of pupils' personal development is equally good. This is particularly effective for those pupils who have a specific behavioural need and contributes exceptionally well to their achievement.
30. The school's policy for promoting good behaviour and preventing bullying is excellent. The implementation of this policy by all adults who work in the school is especially good, contributing well to the high levels of good and very good behaviour seen. The behaviour policy sets out very clearly what the pupils' and their parents' responsibilities are. It has been devised very carefully and explained fully to parents, some of whom have different cultural expectations of what sanctions should be. This has helped the school to maintain a consistency of approach. The standards of behaviour that the school achieves are supporting pupils' academic achievement very well.
31. Parents are fully aware that the care given to their children is of an especially high quality and they respond very positively to this. Both they and their children are extremely proud of the school's success. Parents enthusiastically support school events and express a high level of satisfaction in its work. Pupils wear their uniform with pride and talk very positively about their teachers and the activities they carry out. Pupils' positive attitudes support their learning very well.

#### **WHAT COULD BE IMPROVED**

The school has no significant weaknesses.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

There are no major areas for development.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	1	0	0	0	0
Percentage	15	80	5	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents 5 percentage points, as, in two of the lessons observed no judgement was made about the quality of teaching.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	50	180
Number of full-time pupils known to be eligible for free school meals	N/a	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	11	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	155

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	31	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	29	29	29
	Total	59	59	59
Percentage of pupils at NC level 2 or above	School	98 (93)	98 (93)	98 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	29	29	29
	Total	59	59	60
Percentage of pupils at NC level 2 or above	School	98 (93)	98 (92)	100 (93)
	National	85 (85)	89 (89)	89 (89)

*Percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
2	0	0
0	0	0
0	0	0
6	0	0
0	0	0
2	0	0
5	0	0
2	0	0
0	0	0
0	0	0
0	0	0
45	0	0
56	0	0
0	0	0
0	0	0
2	0	0

No ethnic group recorded
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0
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0
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0
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

### Teachers and classes

#### Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	22.5
Average class size	30

#### Education support staff: YR – Y2

Total number of education support staff	20
Total aggregate hours worked per week	221.5

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	50
Total number of education support staff	4
Total aggregate hours worked per week	110
Number of pupils per FTE adult	10.4

FTE means full-time equivalent.

### Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

### Financial information

Financial year	2002/2003
	£
Total income	776,426
Total expenditure	732,158
Expenditure per pupil	3,050
Balance brought forward from previous year	40,903
Balance carried forward to next year	85,171

**St Paul's and All Hallows: Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	240
Number of questionnaires returned	35

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	83	17	0	0	0
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	49	46	3	0	3
The teaching is good.	76	21	0	0	3
I am kept well informed about how my child is getting on.	71	26	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	9	3	0	0
The school expects my child to work hard and achieve his or her best.	80	17	0	0	3
The school works closely with parents.	69	29	3	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	42	33	6	3	15

**Other issues raised by parents**

Parents were supportive of the growing number of multi-cultural events arranged for themselves and the pupils.