



St Paul's and All Hallows CofE Junior School

Inspection Report

Unique Reference Number 102141
LEA Haringey LEA
Inspection number 276660
Inspection dates 25 May 2006 to 26 May 2006
Reporting inspector Nick Butt AI

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

Type of school	Junior	School address	Worcester Avenue
School category	Voluntary aided		London
Age range of pupils	7 to 11		N17 0TU
Gender of pupils	Mixed	Telephone number	02088013611
Number on roll	233	Fax number	02088855495
Appropriate authority	The governing body	Chair of governors	Father Andrew Dangerfield
Date of previous inspection	13 September 1999	Headteacher	Ms Sharon Easton

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This two-form entry school is typical in size, and situated in an inner-city area next door to Tottenham Hotspur Football Club. A large majority of pupils come from a Black African or Caribbean background. Almost two thirds of pupils speak English as an additional language. The proportion of pupils receiving free school meals is above average. More pupils have learning difficulties than are found in most schools. Since September 2005, the headteacher of the neighbouring infant school has been interim headteacher. There are plans for the two schools to become a federation under a single headteacher from September 2006. The school has the Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a rapidly improving school under the inspirational leadership of its interim headteacher. When appointed, she immediately set to work to put in place the management structures necessary to bring about improvement. Since then, the school has come on in leaps and bounds from the very low point it had reached. Inspectors agree with the school that its overall effectiveness is now satisfactory, with strengths in pupils' personal development. Value for money is satisfactory. Standards are broadly average by the time pupils leave in Year 6, although more able pupils do not always reach the higher levels. Achievement is satisfactory. It is a happy, friendly school. The pupils are very polite and care deeply about their school, wanting to please their teachers and make visitors welcome. The staff have embraced the many changes that have happened this year with enthusiasm. They can see already the benefits of more rigorous monitoring and the use of data. Because of this, the quality of teaching has improved, and there is more good teaching than there was. Occasionally, pupils are not clear about what they have to learn and the work is not matched to their level of ability. They do not always know what they have to do to improve. Since the last inspection, standards in music, art, and design and technology have risen. Standards in information and communication technology (ICT) are still too low. Whilst it is too soon for the impact of recent changes to be reflected in national test results, the rapid progress to date means that the school has a very good capacity to improve.

What the school should do to improve further

- * Raise standards and achievement of the more able pupils in English, mathematics and science.
- * Raise standards in ICT.
- * Improve teaching by making clear what it is pupils are to learn, giving work that matches their abilities and showing them how they can improve.

Achievement and standards

Grade: 3

Achievement is satisfactory and has improved this year as a result of the interim headteacher's focus on teaching and learning. Pupils enter the school in Year 3 with standards that are above average. In the 2005 national tests for Year 6 pupils, standards were above average in English and average in mathematics and science. Challenging targets were met in English but missed in mathematics. The more able pupils did not do as well as expected. The school has been through a period of uncertainty, when there was less emphasis on tracking pupils' progress. Since the appointment of the interim headteacher, standards have started to rise again and there is closer monitoring of pupils' achievement. The full impact of these changes is not yet evident, but recent progress has been at a faster rate. Standards in ICT are below average and have not improved since the last inspection. Standards in music, art, and design and technology

are broadly average, and are better than they were. Pupils with learning difficulties make satisfactory progress. The achievement of pupils learning English as an additional language is now satisfactory. This has improved following the appointment of a new coordinator, with extra support in place.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. Attendance is above what is found in most schools. Pupils are well behaved, polite and very proud of their school. One pupil said, 'It is a kind and loving school.' The warm welcoming ethos gives them confidence. They know a lot about keeping safe. They also value the opportunity to help other pupils in the playground as 'peer mediators'. The spiritual, moral, social and cultural development of pupils is good. They are very well informed about their own and other cultures and this is reflected in the attractive displays around the school. The newly formed school council has got established quickly, and is helping to improve the playground. The steel band is renowned locally and often performs in the community. Pupils know about having healthy lifestyles, and benefit from the expertise of sports coaches in physical education lessons. Attendance at after school sports clubs has dropped since charges were introduced. The school gives pupils a sound grasp of basic skills, although ICT is weaker. It develops in them a love of learning, which helps them as they move to secondary school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The interim headteacher has involved teachers in drawing up a new teaching and learning policy. Teachers have become much more aware of what goes into a successful lesson. Regular lesson observations by senior staff make sure that the policy is being implemented. Teaching has improved so that more of it is now good. Teachers have good relationships with pupils, and this helps to ensure that pupils behave well and are enthusiastic about learning. In the most successful lessons, teachers tell pupils clearly what they are going to learn and assess the progress they have made by the end. Pupils enjoy discussing ideas and working cooperatively with one another. This happened when Year 3 pupils were considering what makes a good story. Teachers have begun to keep records to track pupils' progress. They use this information to plan work that matches the abilities of all pupils. While this is helping pupils with learning difficulties, the more able pupils are not always sufficiently challenged in every class. The quality of marking is inconsistent. Teachers regularly give encouraging written comments but little specific advice on how to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The teaching week is longer than is often found in schools, but time is not always used efficiently with a view to raising standards. For example, opportunities for pupils to write at length are restricted to the literacy hour. Provision for ICT is currently inadequate, with limited access to computers. Pupils benefit from the use of subject specialists to teach music and physical education. The curriculum encourages pupils to work together in groups, and this boosts their confidence. Provision is satisfactory for pupils with learning difficulties. Provision for pupils who speak English as an additional language has improved and is now satisfactory. Out of school clubs are not as well attended as they were at the time of the last inspection, because of the introduction of charges for some of them. There is a good programme of visits for pupils, including a residential trip for Year 6.

Care, guidance and support

Grade: 3

Provision is satisfactory. The quality of pastoral support given to pupils is good. Teachers are vigilant about the needs of pupils and quick to recognise and investigate concerns. Child protection procedures and practice are outstanding. Pupils feel safe in school and have an adult they can turn to for help and advice. All risk assessments are in place. Pupils receive inconsistent guidance about how to make progress. This is because most pupils do not have targets, they have little understanding of how to improve. They say that they would like more advice on an individual basis. The newly appointed Ethnic Minority Achievement (EMA) leader has put in place an effective structure to identify and support pupils at the early stages of learning English. The Special Educational Needs Coordinator (SENCO), also newly appointed, uses data well to track the progress of pupils with learning difficulties.

Leadership and management

Grade: 3

The interim headteacher provides excellent leadership and has been a real inspiration to staff and governors alike. She has created a culture of confidence at a time when the school was facing many difficulties. This has given new freedom to middle managers in the way they run their subject areas, and a clearly defined role for the deputy headteacher. Teachers speak with excitement and enthusiasm about the progress that the school has made this year. Teaching has improved as a result of the regular monitoring of lessons. Achievement is rising, with the introduction of the new tracking system and the identification of groups of pupils who need extra help. The school is now much better at evaluating its work, and has systems in place to gather evidence so that its judgements are secure. This includes consulting parents, who are very supportive of the new direction the school has taken. One wrote, 'The school has improved and we are able to see changes for the better.' The school development plan focuses on key priorities and is of a good quality. The governing body has been very

supportive, and is now beginning to hold the school to account more. The overall impact of leadership and management is satisfactory, because other leaders are only now fully taking on their new roles and responsibilities. Given the tremendous progress in all aspects of the school since the interim headteacher came into post, capacity to improve is very good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

We enjoyed visiting your school and meeting you all. Many thanks for making us feel so welcome. It is clear you are very proud of your school, and we can see why. You have a very devoted team of teachers and support staff who want the very best for you, and are determined to see you get it. We were very impressed by your behaviour and manners, and how enthusiastic you are about your learning. We feel the school council plays an important role in the life of the school, and that the peer mediators make a big difference to playtimes. There is some lovely work on display around the school. We especially liked the way you learn about lots of different cultures as well as celebrating your own.

We think your school has improved a lot this year, that the teaching is better and that you are learning more. We put this down to the changes Mrs. Easton has brought in, and the way the staff have all rallied round. We think the school is doing fine, but there are always things that can be done to help it to get even better. For example, you told us that you would like to be told more about how well you are doing, and what you need to do to improve. We agree with you that the marking could be more helpful and that it would be good for you all to have targets to aim for. We think that standards could be higher in ICT. We know that you will be getting some new computers soon, and expect that will make a difference. We also think that the teachers need to make sure that the work is not too easy for you, but just right. That way you will get the most out of your lessons. We know they will want to hear your opinions about how well you are doing.

Many thanks once again for making our visit such an enjoyable one. We take away with us very many happy memories of your school.

Yours sincerely,

Nick Butt,

Lead Inspector.