

St Jude and St Paul's CofE Primary School

Inspection report

Unique Reference Number	100442
Local Authority	Islington
Inspection number	335540
Inspection dates	25–26 May 2010
Reporting inspector	Marion Wallace

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Chris Pawson
Headteacher	Marjorie Wood
Date of previous school inspection	26 May 2010
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 11 teachers. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, a scrutiny of pupils' work was undertaken and 64 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of senior leaders in bringing about improvements in mathematics throughout the school and writing at Key Stage 1
- how effectively teachers use assessment to support different groups of pupils' learning in mathematics throughout the school and writing in Key Stage 1
- how effectively the outdoor curriculum in the Early Years Foundation Stage is tailored to the needs of different groups.

Information about the school

St Jude and St Paul's Church of England Primary is a school of average size. Most pupils come from Islington and the local area. The majority of pupils speak English as an additional language, but very few are at the early stages of learning English. There are 27 different languages spoken. A minority of pupils are White British. The percentage of pupils with special educational needs and/or disabilities is well above average, and is particularly high in some classes. The proportion of pupils eligible for free school meals is well above average. Mobility is very high. There is Early Years Foundation Stage provision in the Reception class. At the time of the inspection, a new school hall was being built on the school site. Due to the building works, there was limited playground space and no school hall.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Jude and St Paul's Church of England Primary is a good school. Parents appreciate the strong family ethos, excellent quality care and enjoyable learning opportunities provided by the school. Pupils of different abilities achieve well. One parent summed up the views of the vast majority saying, 'I am very happy with the school knowing my child is safe and well educated. The headteacher is an excellent role model and leads the school very well. I feel part of the family, always welcomed in and the teachers are always very supportive and go out of their way to keep me informed.' Pupils were unanimous in their appreciation and support for their school. 'It is great! We like the school because it is fun and we learn a lot in lessons especially in science, literacy and art. The trips and activities help us learn too.'

These are the key strengths of the school.

There is a very strong commitment from all staff to provide each pupil with the best possible education. There is continual drive for improvement, and the effective systems for evaluating the strengths and weaknesses of the school play a successful part in improving standards. The school's good organisation and strong, shared vision demonstrate its good capacity to continue moving forward.

- Progress in mathematics and learning in this subject are less well developed than in English and science and consequently standards are below average.
- Teachers do not consistently use assessment information to match tasks closely enough to the learning needs of pupils especially the more able.
- Governors are supportive but not all governors have developed the skills and knowledge necessary to challenge the school.

What does the school need to do to improve further?

- Governors are supportive but not all governors have developed the skills and knowledge necessary to challenge the school.
 - ensuring all lessons have mental oral starters that are differentiated to meet the needs of all pupils
 - ensuring key skills in mathematics are taught consistently well throughout the school
 - providing more opportunities for pupils to use their numeracy skills when solving problems
 - improving opportunities throughout the school to use numeracy skills to enrich other subjects and areas of learning.

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- By September 2010, ensure all teachers use assessment information to plan tasks that are more closely matched to the learning needs of all pupils.
- By May 2011, ensure all governors develop their skills and improve their knowledge so that they can more rigorously challenge the school.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and enjoy learning because lessons are well planned and very good relationships with staff contribute to a positive climate for learning. A powerful drama sketch performed by a visiting theatre group helped Year 6 pupils to understand the effects of peer pressure and the importance of saying no to drugs. The class teacher effectively followed up the activity with role-play scenarios and class debates. All pupils develop good knowledge and enthusiasm for art because they are encouraged to learn a range of techniques and develop their own creative response to a task. For example, Year 1 pupils could talk about tearing, scrunching, folding and adding glue to tissue paper to create their shell collages.

Pupils say 'Lessons are fun but we could sometimes work harder especially in mathematics.' Inspectors agree with the pupils. Achievement is good overall for those with special educational needs and/or disabilities. Support for pupils who need additional help with their writing at Key Stage 1 is effectively improving their skills. Examination of pupils' work confirms that literacy, information and communication technology and improving numeracy skills are contributing well to their future economic well-being.

These are the other key features of pupils' outcomes.

Pupils learn to make a positive contribution to their school and local community. The school ethos encourages pupils to reflect, be thoughtful and be responsible members of their school community. Pupils talk enthusiastically about raising money for Great Ormond Street Children's Hospital. They learn about life in Dominica through discussion, video and examining a poem, 'What would life be like without water?' Through their communication with children in Dominica, pupils learned the three stages needed to make compost for their school allotment in King Henry's Walk garden.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good attitudes and behaviour contribute to a positive climate for learning. Teaching is good overall; the large majority of lessons observed during the inspection were good and a few were outstanding. Teachers use assessment information well to plan interesting work. Occasionally, however, average and more-able pupils are not always given sufficiently challenging work in mathematics. Teachers use questions well to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to evaluate their own learning and that of others. All pupils know their targets well and can identify what they have to do to improve. Pupils with additional needs and pupils who speak English as an additional language are very well supported by teaching assistants in class and small groups so they make good progress.

Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but is not always closely matched to the needs of all groups of pupils. The strong personal and social education programme assists pupils' good personal development. Pupils said that they enjoy the trips and learn a lot from them. During a residential trip to a farm in Sheffield, pupils were challenged to participate in farm life and learn about the farm animals. Literacy skills are reinforced well through other subjects such as history and geography. Information and communication technology is used well to support learning in other subjects. Art is a strength. Pupils' art work, such as the three-dimensional Tudor pictures and Victorian fashion models, enhances the school. Visiting drama groups, sports coaches, singing and sign language experts all enrich the provision. Year 3 pupils enjoyed learning their own class song 'spider man', accompanied by sign language so that they could communicate with those unable to hear.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and all staff communicate drive and ambition effectively and they have a very thorough understanding of the strengths and weaknesses of the school. The monitoring of pupils' progress throughout the school is good and highlights any areas of weakness, leading to improvement. The headteacher and leaders at all levels are dedicated to making sure all pupils and all staff achieve well.

Governors are enthusiastic but are in the early stages of understanding their role. The new leader of the governing body has done an impressive job in a short time, improving the organisation and involvement of governors in the life of the school. Governors evaluate the work of the school satisfactorily and are increasing the degree of challenge offered to ensure that school improvement initiatives are successful. Tracking of pupils' progress over time is thorough and senior leaders quickly identify any dips and intervene with sensible strategies to promote improvement.

The promotion of community cohesion is good. Pupils contribute effectively to their own and local community. The school has good links with schools in China, Dominica and Madrid. Senior leaders have sensible plans to strengthen their evaluation of their involvement with national and global communities. Child protection, risk assessment and safeguarding procedures meet current statutory requirements. All checks on adults are very robust. Equality of opportunity and elimination of discrimination are effective, as reflected in the profile of good achievement across different groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter Reception with skills and knowledge well below those levels expected for their age and a significant number have weaker communication, language and literacy skills. Children make good progress and their attainment is below average when they enter Year 1. Expectations are clear and consequently children make good progress in their personal development, behaving well and learning to play cooperatively with others. They make excellent progress learning about healthy lifestyles. As children munched their oranges, the teacher challenged them to consider what healthy food they would include in their lunch boxes for their trip to London Zoo the next day. Children that are more able know that too many biscuits and crisps are not good because they contain a lot of salt and sugar. Adults encourage children to develop their confidence and communication skills by speaking and singing. Appropriate planning is in place but it does not always identify the next learning steps for individual children and opportunities to promote learning outside are sometimes missed. Care and welfare are excellent and contribute to children's positive achievement. Links with parents and outside agencies are outstanding. The Early Years Foundation Stage leader is extremely experienced and is strongly committed to continual improvement; she is also a lead teacher in the local area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

All parents and carers who responded to the questionnaire are satisfied with the school. Parents regard the school as very supportive, happy, welcoming and friendly. Most parents say that their children enjoy attending and that they make enough progress. Parents regard the school as extremely caring and supportive. They identify the warm family ethos, the strong leadership of the headteacher and pupils' enjoyment as the most important strengths. The main parental concerns were about lack of playground space. The inspection findings confirmed the positive views expressed by parents and shared parents' and carers' concerns with senior leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Jude and St Paul's Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	64	22	34	1	2	0	0
The school keeps my child safe	41	64	23	36	0	0	0	0
The school informs me about my child's progress	34	53	26	41	4	6	0	0
My child is making enough progress at this school	31	48	30	47	2	3	1	2
The teaching is good at this school	31	48	31	48	1	2	0	0
The school helps me to support my child's learning	32	50	25	39	3	5	1	2
The school helps my child to have a healthy lifestyle	33	52	27	42	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	39	35	55	2	3	0	0
The school meets my child's particular needs	29	45	30	47	5	8	0	0
The school deals effectively with unacceptable behaviour	30	47	29	45	4	6	0	0
The school takes account of my suggestions and concerns	27	42	33	52	4	6	0	0
The school is led and managed effectively	34	53	38	44	2	3	0	0
Overall, I am happy with my child's experience at this school	37	58	25	39	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of St Jude and St Paul's Church of England Primary School, London N1 4NL

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how polite and considerate you all were and how well you all behaved. You and your parents told us that St Jude and St Paul's is a good school, and we agree.

These are the things we found that your school does well.

- You all do very well in English and science by the end of Year 6 because teaching is good.
- You all enjoy school activities and learning very much.
- Your behaviour is good and you are all sensible and know extremely well how to keep safe.
- ? You really enjoy and benefit from the many fun activities, clubs, visits and visitors the school provides.
- Your school cares for you really well and teaches you a lot about how to be healthy and to care for others.
- Your headteacher and senior leaders lead the school well. They work effectively together as a team to make sure that St Jude and St Paul's is a safe, secure and fun place to learn.

These are the things we have identified for staff and governors to improve:

- Make sure that you do as well in mathematics as you do in English and science by the time you leave the school.
- Make sure your teachers always plan challenging work for all of you.
- Make sure your governors gain more knowledge and understanding so that they can question the school more.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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