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Mrs S Easton
St Paul's and All Hallow's CofE Junior School
Worcester Avenue
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Dear Mrs Easton

Special measures: monitoring inspection of St Paul's and All Hallow's CofE Junior School

Following my visit with David Hatchett, additional inspector, to your school on 1 and 2 December 2009, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in June 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors, the Director of Education for the Diocese of London and the Director of Children's Services for Haringey and David Hatchett, additional inspector.

Yours sincerely

Jonathan Palk
Her Majesty's Inspector



Special measures: monitoring of St Paul's and All Hallow's CofE Junior School

Report from the first monitoring inspection on 1 and 2 December 2009

Evidence

Inspectors observed the school's work; scrutinised documents and pupils' workbooks; and met with the headteacher, the chair of governors, the Head of Primary Standards from the local authority, the local leader of education, the two deputy headteachers, literacy and numeracy managers, the special educational needs coordinator, the chair of governors and groups of pupils. They also held a telephone conversation with the National Challenge adviser.

Context

The junior school is part of a hard federation with the infant school and shares the same site. Since the inspection in June 2009, a small number of the teaching staff have changed the classes and the year groups they teach. The school is involved with the London Challenge and has appointed a local leader of education to support staff training and development. A new literacy coordinator has been appointed from within the school and the two deputy headteachers have had their roles extended to both key stages.

Pupils' achievement and the extent to which they enjoy their learning

The Key Stage 2 national test results show that standards in English, mathematics and science have declined further and remain inadequate overall. Too few pupils reach the higher levels in all three subjects in the national tests. Achievements of pupils across the full ability range are inadequate. Too many pupils did not make the progress that was expected of them between Year 3 and Year 6. The progress of pupils who speak English as an additional language, and those with special educational needs, remains unsatisfactory.

Evidence from a scrutiny of pupils' books and lesson observations shows inconsistent levels of progress across year groups and classes, and low attainment for all ability levels, particularly in Years 4 and 6. Writing standards are beginning to improve as a result of a focus on small-group teaching, preparation for writing activities and editing first versions. Pupils' grasp of basic mental calculation is weaker than expected for their age and ability and their application of skills is poor. Following some recent sampling of pupils' work and test papers with local authority mathematics advisers, along with the sharing of lesson observations, the gaps in pupils' mathematical skills and knowledge are becoming better understood by the school.



The school has recognised the need for more accurate assessment, and substantial development of teachers' skills at assessing and moderating pupils' performances has been undertaken. This is helping to sharpen teachers' understanding of continuity in pupils' learning in writing and mathematics. However, the school is still in the process of setting up a system for monitoring pupils' progress and for setting ambitious expectations of what they can achieve. This delay is having significant repercussions in how effectively the school can evaluate how well it is doing.

Progress since the last inspection on the areas for improvement:

- accelerate pupils' progress in English, mathematics and science, particularly that of the more able – inadequate.

Other relevant pupil outcomes

The behaviour of pupils in lessons and around the school is very good. They play well together and have a good understanding of how to stay safe. For example, they are aware of which access ways through the school need to stay locked at all times and the reasons why. Pupils told inspectors how safe they feel and are proud of their roles as peer mediators in helping sort out unacceptable behaviour. Those who are experiencing difficulties with their relationships at home or in school are confident in the adults they can turn to for help and support. Attendance is above average and, although a few sometimes arrive late in school, the systems work well to maintain high expectations of punctuality. The pupils eat healthily. They are offered a good range of healthy dinners and the salad bar is popular. The school provides two hours of physical education a week and this is seldom disrupted by poor weather owing to there being two halls. With attainment being low, the pupils are not as well prepared as they should be for their next stage in education. There is limited opportunity for them to undertake independent research and this diminishes the impact of the positive attitudes they have towards working with each other.

The effectiveness of provision

Inspectors' observations broadly confirm the picture of teaching and learning established by the school's most recent rounds of lesson monitoring. The quality of teaching has not improved sufficiently since the last inspection and is inadequate overall. Eleven lessons or parts of lessons were observed during the monitoring visit and these ranged from good to inadequate, and too much remains just satisfactory. This does not enable pupils to learn as well as they could or to make the rapid progress they need to. Teachers' expectations of what pupils are capable of achieving remains too low in too many lessons. This is typified by a lack of challenge in the questions asked of pupils and, in some cases, a lack of positive encouragement to reflect on their own learning.

In more successful lessons, teachers share clear learning objectives with pupils, plan and use activities that are closely matched to pupils' needs, use a range of lively teaching strategies and effective questioning, and make frequent checks during and



at the end of the lesson to ensure that pupils are making progress. In less effective lessons, insufficient attention is given to the different abilities of pupils in the class. As a consequence, the learning outcomes for different-ability pupils are not at the forefront of the teachers' planning and are rarely referred to even when the activity is slightly more aspirational. The pace of teaching is often too slow and typified by too much teacher-directed input. As a consequence, pupils do not always engage quickly enough with the teacher's learning intentions and remain relatively passive. There is still an over-reliance on worksheets and textbooks and, again, this fails to motivate and extend pupils' learning and thinking skills. Analysis of books shows that too many children do the same task, despite differing abilities. As a result, many pupils make unsatisfactory progress.

Despite training and support this term to improve assessment practices and hard work by senior staff, the use of assessment information in raising expectations about pupil progress remains weak. The school has very recently invested in a new computerised assessment tracking system, which is beginning to be used by senior managers to track and review levels of pupil progress. However, the use of assessment information to set whole-school targets remains underdeveloped and does not have enough impact to improve the progress that pupils make significantly. Class teachers do not have an accurate enough picture of pupils' learning to plan to meet the needs of all pupils in their classes effectively. This results in many lessons which do not challenge pupils appropriately, and the pitch of learning is often inappropriate for those who find tasks either too difficult or not challenging enough.

The quality of academic guidance is too variable across the school and is inadequate overall. The use of success criteria to aid pupils' understanding and self-assessment of their progress against learning objectives is not implemented. This restricts the teachers' and pupils' ability to assess progress at the end of lessons. Self-assessment of their learning by pupils remains at a very early stage of implementation, and many pupils are not guided sufficiently in order to evaluate their own and others' work. The school has recently introduced a new marking policy. However, inspection evidence indicates that it is not being consistently applied in all year groups and classes, and some teachers' marking is not helpful, positive or developmental enough to motivate and help pupils improve or extend their work. The use of year-group subject improvement targets is becoming established but evaluation against these targets is patchy across the school. Where pupil attainment targets do exist in English, mathematics and science, they rarely appear informed by prior attainment, and lesson planning and teaching rarely take account of these.

Opportunities for pupils to develop their literacy, numeracy, and information and communication technology (ICT) skills across the curriculum are currently limited. Schemes of work and lesson planning templates do not explicitly specify cross-curriculum links, and developing pupils' ICT capability is mainly through discrete sessions using the school's limited laptop computer resources.

The quality of individual education plans for pupils with special educational needs is satisfactory overall, although there are weaknesses in provision for these pupils. The



targets reflect their current development and needs, but do not inform teachers' lesson planning and, therefore, whole-class teaching rarely takes into consideration the specific learning needs for these pupils. The use of small groups and one-to-one intervention has recently started in writing and mathematics, although the use of assessment data to inform who attends these programmes is not sophisticated enough. The school does not evaluate whether these strategies are of benefit to the pupils selected and, as a result, it is not clear what progress or value these programmes add.

Progress since the last inspection on the areas for improvement:

- improve teaching and learning by providing challenging tasks well suited to pupils' needs – inadequate
- ensure that tracking and target-setting are used to raise expectations of what pupils can achieve – inadequate.

The effectiveness of leadership and management

After an initial period of reluctance to address the issues raised by the last inspection, the staff team are now pulling together. The issues facing the school are better understood and some necessary processes, whereby the school can determine exactly what it needs to do to raise standards and achievement, are taking shape, albeit at a slow pace. However, the tools the school is using lack the necessary refinement to accelerate the rate of school improvement. The monitoring of teaching and learning is regular but lessons learned are not drawn together to provide a platform for concerted improvement in the quality of learning.

Performance data are not collected often enough or evaluated sufficiently to inform decisions and to measure the impact of action. The school development plan is not the tool it should be to bring clarity and purpose to the plethora of training and developments that have been started. It lacks measurable success criteria; precise dates for when action is to be implemented and evaluated; and is unclear about what methods of evaluation are to be used. Furthermore, the involvement of all stakeholders, including governors, is not clearly stated and this limits their ability to provide the appropriate challenge.

Progress since the last inspection on the areas for improvement:

- improve the monitoring by senior leaders and governors to ensure that the school has an accurate picture of how well it is doing and what it needs to do to improve – inadequate.



External support

The local authority's statement of action, submitted soon after the last inspection, was evaluated as inadequate and did not meet requirements or provide a satisfactory basis for improvement. This remains the case. Although the statement of action identifies a list of relevant planned actions to address the areas for improvement, they remain too broad and the sequence of activity is not specific enough. Timings are not always appropriate and do not always match with the school's improvement plan. Furthermore, the school's improvement plan, evaluation, and the local authority's statement of action and analysis of progress carried out do not currently match up sufficiently. This demonstrates a lack of shared purpose and ownership. In addition, the statement of action lacks quantified success criteria and milestones for evaluating progress towards raising standards. The requirement to keep parents and carers informed about the progress the school is making has not been fully met.

Nevertheless, the local authority has provided leadership support through a City Challenge adviser, a local leader in education, and curriculum support through a range of subject support input from literacy and mathematics consultants, which has been valued by the school.

Priorities for further improvement

- Rapidly implement a rigorous system for tracking pupils' achievement in order to set ambitious targets for pupil performance in English, mathematics and science.
- Improve the quality of teaching and learning by ensuring clear and well-matched learning objectives for different ability groups, ensuring that questioning both challenges and engages pupils as learners, and improve the quality and value of marking.
- Improve the effectiveness of the school's self-evaluation by providing a single raising attainment plan that address the four issues from the last inspection, identifies all stakeholders' roles in accelerating the pace of improvement, clearly sets out evaluation methodology, and links measurable success criteria to pupils' standards and achievement.