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

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

Following my visit with David Hatchett, Additional Inspector, to your school on 9–10 March 2010, 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 second 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

Progress since previous monitoring inspection – satisfactory

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 AI.

Yours sincerely

Jonathan Palk

Her Majesty's Inspector



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

Report from the second monitoring inspection on 9-10 March 2010

Evidence

Inspectors observed the school's work, scrutinised documents, pupils' progress data and workbooks, and met with the headteacher, the chair of governors, a senior manager from the local authority, the Primary Schools Adviser from the London Diocesan Board, the local authority consultant, the two deputy headteachers, the curriculum managers, the Chair of the Governing Body and groups of pupils.

Context

Three of the permanent members of staff were absent at the time of the visit. Their classes were taught by a part-time permanent member of staff and three agency teachers. Since the last visit, the school has revised its raising attainment plan and the local authority has issued a revised action plan. The governing body has established a strategic monitoring committee.

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

The school's data at this half-way point in the academic year indicate that the majority of Year 6 pupils are on track to reach Level 4. The proportions of Year 6 pupils on course to reach the higher levels in the core subjects in national tests suggest that, for most pupils, previous underachievement has been successfully tackled. Achievements of pupils across the full ability range and across the school remain too variable. A majority of pupils in Year 4 are making the progress necessary to narrow the gap between their starting points and expected attainment. However, too many pupils, including some with English as an additional language and those with special educational needs and/or disabilities, are not making the progress that is expected of them in Year 3 and Year 5.

Writing standards have improved across the school and, for a minority of pupils, outstrip their attainment in reading. This is because of effective teaching and a good range of purposes for writing. Pupils who spoke to inspectors were unanimous in their enthusiasm for writing. The creation of small mathematics teaching groups, based on reliable achievement data, is proving moderately effective in Year 6. However, overall progress in mathematics is inadequate and attainment low. Teachers are more aware of gaps in pupils' skills but the school has been slower to secure the necessary improvements in the quality of mathematics teaching.

The school has made good progress in developing teachers' skills at assessing and moderating pupils' performance in the short term. This is helping to sharpen



teachers' understanding of the continuity in pupils' learning in reading, writing and mathematics.

Progress since the last visit on the areas for improvement:

- Accelerate pupils' progress in English, mathematics and science, particularly that of the more able - satisfactory

Other relevant pupil outcomes

The behaviour of pupils in lessons and around the school is good and conducive to learning. They are keenly aware of unacceptable behaviour and, through their work as peer mediators and as members of the school council, do their best to improve any poor behaviour. They work well with the members of staff charged with monitoring and supporting good behaviour. There have been no exclusions. Pupils play well together and have a good understanding of how to stay safe. Attendance figures were not evaluated during the visit but the school reports no significant change in this area. Pupils are punctual to lessons and those pupils who spoke to inspectors are keen to be at school. The pupils are strongly aware of being healthy. They are enthusiastic about the new games and activities they have at playtimes, and after-school sports clubs are popular and well attended. Pupils report that there are still only limited opportunities for them to undertake independent research and their access to computers is limited to information and communication technology lessons. This limits their skills for the future.

The effectiveness of provision

The quality of teaching observed during this visit currently ranges from good to inadequate, with the large majority satisfactory. This confirms the school's most recent round of observations. The permanent teachers are better aware of pupils' starting points and demonstrate greater confidence in grouping pupils. In the short term, progress towards consistently good teaching is satisfactory. However, teaching is currently still too variable overall to ensure that all pupils make the progress they should, given their prior attainment.

The best lessons are characterised with strong relationships between pupils and teaching staff, good subject expertise, clear learning objectives, some effective questioning, rapid pace, opportunities to think about and discuss learning, and clearly differentiated tasks which support and challenge learners. In these lessons, pupils make accelerated progress and catch-up on learning they have missed. For example, in a good science lesson in Year 6, the teacher's good subject knowledge resulted in her asking very searching questions about gravitational force, which helped pupils extend their scientific knowledge and understanding. In the weaker lessons observed, the pace of learning was slower, teachers talked for long periods of time, work was not well-pitched to learners' prior attainment, and learning objectives were not sufficiently focused or too ambitious. These shortcomings hampered good learning. Teaching assistants and support staff are deployed



effectively to support learning in lessons but teachers' lesson plans do not show what is expected of support staff and there is limited evidence of their involvement in assessing learning.

Since the last monitoring visit, the school has implemented an impressive assessment and tracking system which is now enabling school leaders to track pupils' progress and attainment more effectively. The information is feeding into pupils' progress meetings, and increasing the accountability of teachers for the progress made by individuals and groups. The use of assessment data to inform the composition of booster groups and one-to-one intervention is effective. The information that is derived is not, as yet, consistently used by teachers and assistants in classrooms. There is insufficient understanding by all staff of how to ensure that planned tasks meet the needs of different groups of pupils in the main taught part of the lesson, and how to draw from pupils their learning and understanding through well-matched questions. Furthermore, while most pupils have developmental learning targets in their books that are clearly linked to the next stage of the National Curriculum, some pupils do not, and these targets are not sufficiently used in lesson planning, teaching and marking.

The quality of academic guidance across the school remains inconsistent, as it was at the last monitoring visit. Marking is on occasion helpful, and sometimes diagnostic, but too often it is perfunctory and next steps are rarely identified to help pupils move forward in their learning. Examples were observed where teachers had noted the non- or part-achievement of a learning objective, with no follow-up commentary as to what the pupil needed to do to improve. Self- and peer-assessment remains at the early stages of development. Some evidence was found of pupils evaluating how difficult they found their work, but there remains little evidence of that feeding into tailored guidance and feedback from teaching staff. There are too few opportunities within the timetable for pupils to respond to their teachers' marking.

The school has made a start on identifying opportunities for developing writing through other subjects and this contributes to improved progress. There are also some tentative links in science and information and communication technology (ICT) lessons to develop mathematics skills, but as yet there is no clear management of this development at a strategic level. Many lessons were observed where teachers missed opportunities to exploit ICT in their subject teaching. As a result, pupils' ICT capability and skills remain below national expectations.

There are weaknesses in the organisation of the curriculum. Currently, the school is only providing a maximum of one hour of physical education a week for most year groups, restricting pupils' ability to maintain a healthy lifestyle. Insufficient time is allocated to the teaching of science in all year groups, and the overall teaching time per week is below the recommended minimum level. Monitoring by senior leaders has not always picked up shortcomings in the timetable and arrangement of the curriculum, and in some cases, inappropriate learning objectives for pupils.



Currently, teachers use a range of planning formats of their own choice, and in some instances, the clarity and appropriateness of identified learning objectives is weak. This results in an inconsistency in delivering high quality and well-matched learning experiences for pupils. Planning in mathematics lacks rigour in identifying tasks to meet the widely differing needs of pupils in sets. This has not been sufficiently challenged by senior leaders during monitoring. Lesson plans typically do not include succinct learning outcomes alongside success criteria, key vocabulary and differentiated key questions for each stage of the lesson. This results in variable quality of teaching and inconsistent coverage over time.

Progress since the last visit on the areas for improvement:

- Improve teaching and learning by providing challenging tasks well suited to pupils' needs – satisfactory
- Ensure that tracking and target-setting are used to raise expectations of what pupils can achieve – satisfactory

The effectiveness of leadership and management

Data about pupils' performance are now collected and evaluated in depth. This informs the deployment of staff and has sharpened the sense of purpose evident amongst senior and middle leaders. However, there are still significant shortcomings in the rigour with which school leaders monitor provision that are slowing the pace of improvement. The school conducts many monitoring activities, for example observations of teaching, scrutiny of pupils' work and 'learning walks', all of which identify strengths and weaknesses. Leaders do not make sufficiently robust use of the information gathered from these activities to promote improvements in the quality of provision. Some monitoring has focused on more superficial areas, such as presentation, display boards and tidiness of classrooms, rather than evaluating learning and pupils' progress. The current monitoring of learning does not include the potentially useful insights provided by consultants who support teachers' continuing professional development.

The school development plan is more dovetailed with the support plan from the local authority, since the last visit. It still lacks precise and quantifiable success criteria for improving teaching and learning and strengthening monitoring by senior leaders and governors. Job descriptions for all staff have been completed and match the relative strengths of senior and middle managers. They are not, however, convincing as to which members of the senior leadership team are championing high quality learning, inclusion and the equalities agenda. There is also some unnecessary overlap, particularly in the management of the provision for pupils with special educational needs and/or disabilities and vulnerable groups.



Progress since the last visit 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 revised statement of action now provides an adequate basis for improvement. Actions are now more precise, with clear milestones, and are more closely linked to the school's plans for raising attainment. However, the success criteria in the local authority plan for the first area for improvement currently lack a clear link to the quality of teaching and provision, particularly for the more able. The local authority has provided and brokered a myriad of support activities, some of which have had a positive impact, for example curriculum support by consultants and leadership support provided through a local leader in education. The headteacher has limited involvement in directing or evaluating the impact of their work and it is not clear how the local authority is building leadership and management capacity in the school. This is of some concern, given a staged withdrawal of local authority support.

Through monthly project board meetings, the local authority is beginning to increase the rigour by which it challenges and holds school leaders to account for the school's progress. The project board meetings are overly dependent on the school to provide the information required rather than drawing evaluations from their own evidence base. The notes of partnership board meetings are not setting the example of good quality evaluation. In essence, the local authority needs to improve the rigour whereby it is holding the school to account, particularly as there remains inadequate progress in key areas of the school's work.

Priorities for further improvement

- Undertake a review of curriculum teaching time and ensure minimum recommendations are met, particularly for physical education.
- Improve the quality of teaching and learning by ensuring that lesson planning provides clear and well-matched learning objectives for different ability groups and by using well-targeted questioning to assess how well pupils are progressing.
- Improve the effectiveness of school self-evaluation by establishing rigorous processes for monitoring and evaluating the quality of learning.

