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14 July 2010

Mrs S Easton  
Headteacher  
St Paul's and All Hallows CofE Junior School  
Worcester Avenue  
London  
N17 0TU

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 June 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 third 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 third monitoring inspection on 9–10 June 2010

## Evidence

Inspectors observed the school's work and scrutinised documents, pupils' progress data, a selection of pupils' science workbooks and other workbooks. They met with the headteacher, the Primary Schools Adviser from the London Diocesan Board, the deputy headteacher and acting deputy headteacher, the curriculum leaders, the Chair of the Governing Body and the chair of the governors' strategic working party, and groups of pupils. They held telephone conversations with the Head of Primary Standards for the local authority and the local leader of education.

## Context

Two of the permanent members of staff were absent due to sickness at the time of the visit. Two members of staff, including the deputy headteacher, have resigned their posts. The school is currently dependent on four teaching staff on short-term contracts or supply teachers. The deputy headteacher's post is temporarily filled by an experienced school leader. Since the last visit the governing body has appointed three additional, experienced, governors.

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

The school's data indicate that the majority of Year 6 pupils are on track to reach the school's statutory targets. The proportions of Year 6 pupils on course to reach the higher levels in the core subjects in national tests suggest that, for these pupils, previous underachievement has been successfully tackled. Achievements of pupils across the full ability range and across the school remain too variable. In reading, writing and mathematics achievements are good in those year groups where teaching has been consistent over the year. This has been sufficient to close the gaps in pupils' prior attainment. However, the school's most recent data show that a minority of average- and lower-ability pupils have made inadequate progress in writing over time. In one year group, progress is still inadequate for a majority of pupils and too slow to close the gap on previous underachievement. The disruptions in pupils' learning due to staff absence and some weaker teaching have contributed to this picture. This is recognised by the school which is tackling this rigorously.

The progress pupils make in using and applying their scientific knowledge and understanding is inadequate as there is insufficient practical and investigative work to challenge learners. Progress in this subject is less rigorously monitored, and pupils' attainment in the different strands is not evaluated with a view to directing teaching effectively.

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 continues to be good and conducive to learning. Pupils 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 unsatisfactory behaviour. There have been no exclusions this year and attendance is above average.

#### The effectiveness of provision

The profile of teaching observed remains similar to that of the last visit, ranging from good to inadequate, with the majority satisfactory. Too many lessons remain barely adequate and this is restricting pupils' progress in some classes. The school's own recent monitoring round describes a similar picture. Teaching is stronger among the school's permanent staff, and these teachers take on board feedback from lesson observations and inspectors' visits in relation to differentiation, delivery and planning. The problems with staffing have exacerbated the problem, but ultimately inadequate teaching persists. The school's leaders have made some new appointments for next term, aimed at strengthening the quality of teaching.

Teachers' planning has improved overall since the last visit: most teachers are now planning for and thinking about the key components of the lesson, clear and well-matched learning objectives, key questions and the needs of pupils of differing abilities. The school has continued to develop successfully 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. However, the identification of challenging success criteria, and the cross-curricular application of skills and knowledge remain weaknesses. The best teaching is characterised by clearly articulated learning outcomes shared with pupils, a logical teaching sequence, a good balance of teacher and pupil input, targeted questioning, appropriately differentiated learning activities and well-planned plenary sessions that assess pupils' progress within the lesson. In weaker lessons observed, resources were not used well, there was too much teacher direction, activities were not well informed by pupils' prior attainment, and expectations of what pupils are capable of achieving were not high enough.

Teachers' knowledge of groups within their classes is better than on earlier visits, and in the best lessons teachers plan with the needs of pupils who have special educational needs and/or disabilities, those who speak English as an additional

language or those who find learning easy, in mind. However, systematically incorporating relevant pupil-specific targets remains inconsistent.

Although a recent review of the timetable has ensured that it is broad, balanced and meets statutory requirements, inspectors observed some 'dead time', and lessons do not always begin punctually. The discrete subject teaching lacks opportunities for the practical application of mathematics and science, and for independent learning. Although the school has a generic scheme of work in place to deliver the curriculum for information and communication technology (ICT), it is insufficiently integrated into other subject areas. As a result, ICT skills were rarely used in the lessons observed and this restricts the development of pupils' ICT capability. Provision in science is unsatisfactory. There is insufficient focus on developing pupils' experimental and investigative skills, and scrutiny of pupils' work shows patchy coverage of the science curriculum over time. Pupils lack the knowledge and breadth of scientific enquiry skills expected for their age, because teachers rely on delivery through worksheets, closed tasks and the copying of information. The targets in science are not based on curriculum content or an assessment of pupils' current scientific knowledge and skills. The school has plans to revise the curriculum next term to make it more relevant to pupils' needs.

Although teachers are beginning to incorporate assessment strategies into their lessons and planning, weaknesses remain. The quality of marking has not improved since the last visit. In too many cases feedback to pupils is unhelpful, cursory, and on occasions, demotivating. As a result, pupils are not left with clear guidance on what the next steps are to make further progress. The use of peer and pupil self-assessment has not been systematically implemented and many pupils lack the direction and guidance on how to conduct such assessments.

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

There is a greater consistency about how the school is tackling poor performance and much greater clarity of purpose. Solutions to ongoing weaknesses in provision are practical and focus strongly on improving outcomes for pupils. The leadership team is more selective about the advice it takes and has benefitted from the expertise of new governors. However, there remains a reliance on external support to secure the necessary improvements. The governors have been thorough in their review of both the plan to raise attainment and curriculum developments. They offer

high-quality support and challenge to the senior leadership team in the areas of teaching development and pupils' progress and are increasingly helping to prioritise and sustain action. However, the lack of precise milestone checks in the school's planning to show how much progress has been made towards end-of-year targets, hampers their effectiveness in measuring success.

The school has worked hard to ensure that the monitoring systems are more focused on pupils' outcomes and have triangulated their findings with those of external monitoring. Senior leaders have continued to make progress refining and securing the required information on pupils' achievements. This is analysed to show where pupils are meeting age-related expectations and used to target support. However, there is insufficient analysis of the data to establish the causes and reasons for underachievement when and where it occurs. There remain shortcomings in the monitoring of the quality of learning. Although school leaders have introduced some new lesson observation formats, the rigour and accuracy of observations are variable. Some are too generous, while others do not clearly identify, or make judgements on, the progress of pupils, or groups of pupils, their learning and their attainment. School monitoring systems have not identified some key shortcomings, for example in teachers' marking, the use of curriculum targets in learning and curriculum coverage in science.

The recently appointed interim deputy headteacher has rapidly had a positive impact. The creation of a new inclusion team, under her leadership, is beginning to ensure that teachers tailor their teaching and activities to the needs of a range of learners, for example those who have special educational needs and/or disabilities or who speak English as an additional language. These new arrangements have yet to bear fruit in terms of impact on the overall quality of teaching and the progress of pupils, particularly those who are more able.

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 – satisfactory.

### External support

The local authority and the London Diocesan Board provide well-tailored support to the school. They are encouraging the school leaders to identify for themselves where help is required and have provided this promptly. This support has included input on improving the leadership and management skills of school leaders and assisting the school with moderating progress information. The plan is to tailor this support to the current Year 5 in order to develop strategies for accelerating these pupils' rates of progress. Meetings to review action taken are more robust and the reports carry a sense of rigour, challenge and support. Engagement with parents through the

appointment of a Parent Champion has served to maintain confidence in the school community.

#### Priorities for further improvement

- Improve the provision for science learning, focusing on increasing practical activities, differentiated learning and good-quality assessment.
- Continue to ensure that lesson planning provides well-matched success criteria for different ability groups.
- Introduce milestones within the school's action plan which clearly define interim quantitative measures for assessing the impact of improvements.