



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Paul's and All Hallows' CE Junior School

Park Lane
Tottenham
N17 0HH

Previous SIAMS grade: Good

Diocese: London

Local authority: Haringey

Dates of inspection: 10 July 2015

Date of last inspection: November 2009

School's unique reference number: 139177

Headteacher: Sharon Easton

Inspector's name and number: Jayne Pavlou 628

School context

St Paul's and All Hallows' is an average-sized junior school which is in a hard federation with St Paul's and All Hallows' Infant School. In January 2013 the school became part of the London Diocesan Board for Schools Academy Trust. The percentage of children entering the school speaking little or no English is well above average. The proportion of pupils known to be eligible for the pupil premium funding is also well above the national average as is the number of pupils with Special Educational Needs. A number of pupils have complex learning and emotional needs and are supported by a wide range of additional on-site provision. The largest ethnic groups are from Caribbean and African heritages and the majority of pupils regularly attend a range of churches within the area. The school is in the parish of St Paul the Apostle and also serves the parish of All Hallows'.

The distinctiveness and effectiveness of St Paul's and All Hallows' as a Church of England school are good

- The exemplary behaviour that the pupils display to one another as a result of the emphasis given by school leaders on the importance of being a good friend to one another
- The strong support given by St Paul's Church and All Hallows' Church which makes a significant contribution to the pupils experience of religious education (RE) and collective worship
- The importance of prayer in the life of the school which contributes to the spiritual development of all
- The contribution that RE makes to developing pupils understanding and knowledge of the Christian faith

Areas to improve

- Review and sharpen the Christian distinctiveness of the school's vision and values and evaluate the impact that this has upon the wider curriculum in terms of policy and practice
- Review the leadership and weekly structure of collective worship to ensure there is an

annual plan in place for Christian worship, which provides greater support for those who deliver daily worship.

- Governors to formalise their monitoring of collective worship and with senior leaders identify where improvements are needed

The school through its distinctive Christian character is good at meeting the needs of all learners

The school environment makes a rich contribution to the Christian ethos of the school, reflecting its Christian foundation through high quality displays and reflection areas. This, in conjunction with a range of other curriculum activities such as Black History month and a 'Britishness' week, make a significant contribution to the learners spiritual, moral, social and cultural development. Following the Tottenham riots in 2011, leaders responded swiftly and sensitively by selecting the values of friendship, forgiveness and wisdom as a key focus for the school community. This has resulted in a strong sense of community both within the school and within the local community. Parents describe the school as 'a family'. Although most members of the school community recognise these 3 Christian values, they are not always able to articulate the distinctively Christian characteristics of them. Children demonstrate exemplary behaviour towards one another and recognise the importance of being a good friend. This was summed up well by one child who explained that 'no one is lonely...we have friends here for us'. The school leaders place great value upon the need to nurture the whole child and this is reflected in the recruitment of key members of staff who offer effective support to children and their families. Consequently attendance is good because children feel safe and are happy to come to school. All groups of learners are respected and supported to ensure they achieve their potential and this has resulted in gaps in the attainment of different groups of learners being narrowed. As a result pupils' attainment has steadily increased every year for the last 3 years. Through being part of a diverse community, learners understand that Christianity is multi-cultural. With a strong emphasis upon respect for one another and a religious education (RE) curriculum which includes the teaching of other faiths, diversity is acknowledged and respected.

The impact of collective worship on the school community is good

Collective worship is regarded by all members of the school community as a central part of school life. Staff and pupils are happy to participate in worship because they recognise the impact that it makes on their personal lives. Weekly worship led by the parish priest provides pupils with a clear Anglican pattern of worship and Biblical teaching. Within this context pupils are given opportunities to lead and deliver aspects of worship. Through the celebration of the Eucharist and key Christian festivals, pupils experience a wide range of Anglican traditions and develop their understanding of Christian beliefs. This has resulted in learners being able to talk about God as Father, Son and Holy Spirit with some degree of understanding. Prayer is given a significant place within the daily life of the school. Pupils regularly engage in formal prayer, such as The Lord's Prayer, in addition to informal prayers that they write themselves. Their own prayers are often hung on the prayer tree which is used to support their spiritual development through collective worship and individual prayer. The parish priest sets the themes for clergy-led worship. A weekly record of worship is kept, but teachers are not given sufficient direction and guidance in planning and delivering worship. Following the last inspection, Governors have taken steps to become more involved in evaluating worship. This now needs to be formalised and reflected regularly in school development planning. Collective worship is not yet outstanding because planning, monitoring and evaluation are not influential in ensuring improvement in the delivery of worship.

The effectiveness of the religious education is good

Pupils achieve well in religious education (RE). Attainment in the subject throughout the school is generally in line with and sometimes higher than national expectations. The teaching of RE is good overall, although some lessons seen during a learning walk lacked pace and rigour, leading to slower progress being made. Pupils particularly enjoy RE lessons when they are able to actively engage in their learning, for example, when the parish priest re-enacted a service of ordination with them in Church. Learners demonstrate a secure knowledge and understanding of Christianity and this is because provision is good and teachers receive training and support from the RE subject leader and parish priest. The RE curriculum provides a good balance in helping pupils develop knowledge and understanding and also reflect on the significance of religion in the world today. This is further supported by visitors to the school from other faiths. RE makes an effective contribution to the spiritual development of pupils because teachers encourage pupils to consider deep questions and statements such as one made by CS Lewis who said 'being spiritual is doing the right thing when no one is watching.' The school's assessment data and pupils work in books show that standards in the subject are good. Teachers provide helpful written feedback to pupils which enable them to improve their work. Learners respond well to this and are encouraged to reflect further on their learning. The relatively new RE subject leader is well supported by a Diocesan adviser and is beginning to take an active role in monitoring the subject which has resulted in improvements in the quality of work in pupils books. Further engagement with Governors in monitoring and evaluating the subject, along with sharper and more focused action planning, would improve standards even further.

The effectiveness of the leadership and management of the school as a church school is good

Both the school motto 'learning to love, loving to learn' along with the Christian values are well known by all members of the school community and have made a very positive impact on relationships within the school and the wider community. However, leaders are not always able to articulate what makes the vision and values explicitly Christian, and as a result, opportunities for the Christian vision to shape and inform the whole curriculum are sometimes missed. Following on from the previous inspection, Governors now have a better understanding of their roles and responsibilities and consequently are beginning to take a more active role in monitoring and evaluation. Priority is given to training and equipping staff to work within the context of a church school. Senior leaders and the RE subject leader are well supported by the Diocese and this has strengthened the distinctiveness of the school as a church school. Further support for the leadership of collective worship would help to improve the planning and delivery of Christian worship. The school enjoys a positive and supportive partnership with both St Paul's and All Hallows' churches and this enriches the opportunities for the spiritual development of pupils, staff and parents. Parents appreciate the clear lead and direction given by the Headteacher. They value the school as a caring, nurturing and inclusive Christian community which has the academic and personal development of their children at its heart.

SIAMS report July 2015 St Paul's & All Hallows' CE Primary School, Tottenham, N17 0HH