

St Paul's and All Hallows C of E Junior School

Worcester Avenue, Tottenham, London, N17 0TU

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school

- The headteacher and her senior leadership team are passionate and relentless in their pursuit of good quality teaching. They ensure that the needs of the pupils are always at the heart of the school.
- Leaders use accurate self evaluation to give staff a clear direction, which is focussed on the priorities to drive the school forward. This ensures there is no complacency.
- Pupils achieve well in both mathematics and English. From starting points that are usually low, standards are generally in line with national averages, and a minority reached the higher levels in recent tests. In many cases pupils are making three levels of progress over Key Stage 2.
- Teaching is good. Teachers and teaching assistants work well together to ensure that pupils have the help they need to get the most learning from all the subjects they study.
- Pupils are very proud of the school and enjoy coming to school. This is reflected in their well above average attendance. Pupils feel extremely safe and are confident that adults will sort out any issues.
- Pupils behave well and are considerate of others. This strengthens the school as a caring community.
- Pupils find the curriculum exciting and it develops their spiritual, moral, social and cultural development well.
- The strong, knowledgeable and thorough governance of the school ensures that the school is appropriately challenged concerning its performance.

It is not yet an outstanding school because

- The school has a small amount of teaching that requires improvement. It is aware of this and has strategies to address it.
- Marking does not consistently show pupils how to improve their work.
- Sometimes, there is not enough challenge given to pupils, particularly the more-able ones, who do not always attain the higher standards of which they are capable.

Information about this inspection

- Inspectors observed nine lessons and saw all eight teachers. They undertook joint observations with the headteacher and a member of the senior leadership team. They scrutinised a sample of pupils' work and listened to pupils read.
- Meetings were held with school leaders, including middle leaders, representatives of the governors of the school and a group of pupils.
- Inspectors observed the work of the school and looked at a range of documents including those that show how the school checks on how well it is doing and its plans for future development. They looked at data about pupils' performance and progress, and they studied documents concerning safeguarding of pupils, documents relating to behaviour and attendance and minutes of recent governing body meetings.
- There was only one response on Parent View, but inspectors studied a recent study of parents' views about aspects of the school.
- The inspectors studied the 13 responses to the staff questionnaire.

Inspection team

Ron Cohen, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Full report

Information about this school

- This is an average-sized junior school.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well above average. The two largest ethnic groups are from Caribbean and African heritages. There are growing numbers of pupils from Eastern Europe.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is also well above average.
- The proportion of pupils known to be eligible for the pupil premium funding (additional funding for looked after children, pupils known to be eligible for free school meals and children from service families) is well above the national average. Pupils who have complex learning and emotional needs are supported by a wide range of additional and alternative on-site provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress
- The school is in a hard federation with the St Paul's and All Hallows Infant School, and the senior leadership is the same for both schools.
- In January 2013, the school became part of an academy established by the London Diocesan Board for Schools Academy Trust.
- Before becoming an academy, the school bore the same name as it has today. As such it was inspected in 2010 and was judged to be satisfactory.

What does the school need to do to improve further?

- Ensure that pupils attain the highest standards of which they are capable through teachers:
 - making sure that appropriate levels of challenge are always given to all pupils, particularly the more able, which encourage independent and deeper thinking
 - marking consistently to show pupils to improve their work to the highest standards by giving them clear advice as to the next steps they need to take in order to raise the level of their work
 - making sure that pupils consistently reflect on the good guidance given in marking and that teachers check how pupils' learning has improved as a result.
- Share and spread best practice so that teaching is never less than good, and is often outstanding, by ensuring that:
 - more opportunities are given for observing the more successful teaching in the school
 - teachers' lesson planning allows for checking of pupils' progress at various points in the lesson
 - lesson planning is determined by the importance of pupils being given sufficient time to act as active participants in their own learning
 - teachers deliver all their lessons with enthusiasm that excites and stimulates the pupils.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their wide range of starting points. Pupils currently at the end of Year 6 are also in line with national averages. Unvalidated results show a minority attained the higher levels in each of reading, writing and mathematics. However, given their starting points when they came into the school, which were below average, this represents good progress.
- Pupils have made most rapid progress in Years 5 and 6 as a result of consistently at least good teaching.
- Disabled pupils and those who have special educational needs make good gains in their learning. They are given a wide range of support which gives them equal opportunities with their peers to participate fully in all areas of the curriculum.
- Pupils who have complex learning and emotional needs are supported well by a wide range of additional and alternative on-site provision and make good, and sometimes better, progress against the targets of their individual education plans.
- The gap in attainment between those pupils eligible for the pupil premium and others in the school is narrowing. Pupils who were as much as a full level behind in their studies have closed the gap to being in line with their peers in mathematics, and are rapidly closing to this level in writing. The current gap is less than a half level, the equivalent of about two terms behind their peers.
- Progress in reading, however, is slightly behind that of mathematics and writing. Nevertheless, the introduction of the International Primary Curriculum is acting as a stimulus to both reading and writing, and the rate of recent progress in both aspects is high.
- More-able pupils perform better than their national counterparts at achieving Level 4 standards in their work. However, they do not yet sufficiently achieve the highest levels. The better progress of more-able Year 6 pupils is not yet sustained over time or for all year groups.

The quality of teaching is good

- A wide range of inspection evidence and the school's own monitoring show that teaching is generally good, and is occasionally outstanding. However, a small amount requires improvement.
- The good and better teaching is characterised by lessons in which:
 - teaching supports pupils' good progress and enjoyment of their learning.
 - teachers have strong relationships with their classes and plan activities which are exciting, stimulating and fun
 - teachers create a strong atmosphere for learning and expect pupils to work hard
 - teachers plan lessons which effectively meet the differing needs and abilities of their pupils, and challenge them to do their best
 - teachers use good quality resources, such as the interactive whiteboard, to make learning visual, and they deploy the teaching assistants well in order to maximise their effect on pupils' learning
 - learning is made relevant to pupils' earlier knowledge and, where possible, is practically based. For example, pupils know the quality of their work because this is explained fully and carefully to them.
- However, there are some aspects of teaching which require improvement. These are:
 - teaching does not always provide appropriate challenge, particularly for the more-able pupils
 - questioning is not sufficiently probing
 - the checking of learning in lessons is not frequent enough. Consequently, some

misconceptions are not addressed quickly enough.

- Work scrutiny shows that marking does not always provide pupils with the next steps needed to improve their work.

The behaviour and safety of pupils is good

- Pupils are courteous, friendly and polite. Their attitude towards learning in the vast majority of lessons is good.
- The school leaders continually monitor pupils' behaviour, and this has helped them provide extra support for those pupils who need it.
- Pupils believe that the school is good in the way it handles unwarranted behaviour.
- Pupils say they feel safe in the school and believe there are no dangers in the school. They have a good understanding of how to keep themselves safe in different situations, including 'stranger danger', and they are aware of the risks when using the internet.
- Pupils have a good understanding of the different types of bullying, and agree that there is only a small amount of bullying. They are confident that the school takes swift and effective action to sort it out.
- Pupils are very tolerant of those pupils who have behaviour management issues. As one pupil told inspectors, 'They often can't help it, and we just have to understand that and get on with it.'
- Attendance is above average and is robustly monitored.
- Although behaviour is nearly always good in the presence of adults, pupils are not yet fully capable of self-monitoring their own behaviour when adults are not visible to them.
- A recent survey carried out by the school showed that the vast majority of parents were very happy about their child's safety at school. They thought behaviour was good.

The leadership and management is good

- The leadership of the headteacher, very ably supported by her senior leadership team, has motivated the staff to work hard together to drive developments that are firmly focused on successfully improving pupils' achievement.
- The checks by the school on how well it is doing are accurate. They clearly show that leaders have a good and clear understanding of the school's strengths and areas for improvement. The impact of actions they have already taken demonstrates that they have the capacity to improve the school further.
- The school has robust systems that regularly check the quality of teaching and learning in the school. All teachers have performance objectives linked to pupils' achievement, their future pay and employment. The headteacher and governors use the information from such checks to make decisions about salary and employment.
- Senior leaders have created a school which is very inclusive, and which caters for the diverse cultures, needs and capabilities of all the pupils of the school. They promote equality of opportunity well and no form of discrimination is tolerated. This openness and inclusivity has resulted in a well above average proportion of the pupils who are in receipt of pupil premium funding benefiting immensely from its very effective use by the school. Support for pupils who have complex learning and emotional needs is well managed and, as a result, pupils achieve well.
- The effective and efficient use of the pupil premium funding, and its strict supervision highlight the strengths of the leadership in this manner. The monies are carefully, yet creatively, spent to gain the highest possible effect. A good example of this is the use of the funding to employ a music mentor, who uses music as a means to engage pupils whose circumstances make them vulnerable or who have become disenchanted with school and learning. His success, and the

success of the pupils in his charge, both in terms of attitudes and progress, is palpable.

- The International Primary Curriculum is used successfully to offer provision which is relevant and meaningful for the pupils, who thoroughly enjoy the extra enrichment which it provides. The high quality art work around the school is a result of its impact on pupils' progress.
- The global dimension of the curriculum makes an important contribution to pupils' spiritual, moral, social and cultural development.
- The school's relationship with the Academy Trust is one of mutual professional respect. The trust offers substantial support which the school uses well for the benefit of the pupils.
- **The governance of the school:**
 - The governing body consists of committed and experienced members who are well practised in their role. They have a good understanding of the school's data and are aware of the quality of teaching in the school. They are regular visitors to the school and have regular and frequent meetings with the headteacher and senior leaders. They provide the correct balance between challenge and support. They use their wide understanding to effectively hold leaders to account and they are full participants in major decision making concerning the school, particularly but not exclusively in the allocation of effective use of pupil premium funding. They ensure that safeguarding procedures meet requirements. They report on the progress of the school to the London Diocesan Board of Schools Academies Trust, who appointed them. Their confidence in the governing body, which is shown by its being happy to devolve powers to the governing body, is predicated on its successful record in carrying out its functions

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139177
Local authority	Haringey
Inspection number	418356

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

Type of school	Junior
School category	Academy
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Linda Turton
Headteacher	Sharon Easton
Date of previous school inspection	Not previously inspected
Telephone number	020 8801 0586
Fax number	020 8801 0587
Email address	head@spah.haringey.sch.uk

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