

# St Paul's and All Hallows CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	102133
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	307907
<b>Inspection date</b>	1 February 2008
<b>Reporting inspector</b>	Nick Butt

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Mark Elliott-Smith
<b>Headteacher</b>	Mrs Sharon Easton
<b>Date of previous school inspection</b>	3 June 2003
<b>School address</b>	Park Lane London N17 0HH
<b>Telephone number</b>	020 8801 0586
<b>Fax number</b>	020 8808 1168

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<b>Age group</b>	3-7
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## Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues - what the school is doing to maintain and improve its standards; pupils' awareness of their individual targets; the impact of monitoring by leaders on the quality of provision and pupils' outcomes - gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with pupils, a governor and staff, also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This average-sized school with a Nursery draws pupils from an inner city area that contains significant elements of economic deprivation. Almost all the pupils are from minority ethnic backgrounds and a high proportion speak English as an additional language. The two largest groups are pupils from Black African and Black Caribbean backgrounds. The percentage of pupils eligible for free school meals is above that of most other schools. The proportion of pupils with learning difficulties is about average. These pupils mainly have moderate learning or speech and language difficulties. In September 2006, the school was federated with the adjoining junior school under the leadership of the same headteacher. The school has awards for promoting healthy lifestyles and its international links. During the inspection, the school was undergoing major building works to create a new entrance and staff room.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This outstanding school provides an excellent education for all its pupils. The inspirational leadership of the headteacher has forged a close-knit community of exceptional staff, who relentlessly pursue the very best for their pupils. As a result of outstanding teaching and a vibrant and exciting curriculum, pupils achieve extremely well, with high standards maintained year after year from very low starting points. Parents are full of praise for the school and its staff. The comment, 'God bless St. Paul's and All Hallows staff for their hard and well-supported work' captures the high degree of appreciation parents express. Another said, 'I feel very privileged for my children to be attending this great school.'

Staff see the many potential barriers to learning pupils face as opportunities to be overcome and treat each child as an individual with their own particular needs and aspirations. This is why all pupils do so well, including those who have moderate learning difficulties, and those with speech and language difficulties. Programmes are tailored specifically to help pupils succeed, and their effectiveness is monitored closely.

Pupils' personal development and well-being are outstanding, combined with excellent spiritual, moral, social and cultural development. They treat one another with consideration and respect, and show high levels of sensitivity, for example, as peer mediators in resolving possible conflicts in the playground. Behaviour is exemplary. School councillors are influential in improving play equipment and representing pupils' views. As one put it, 'We see how we can make their problem a bit happier.' Pupils have an extremely well-developed understanding of healthy choices, including the observation that, 'Hoovering can be exercise too!' They know all about keeping safe and say there is no bullying at their school. Pupils have very close links with the federated junior school and often work with older children on joint projects. They are active in the Parish and attend services at the church every week. Further afield, pupils have established links with pupils in other countries. They thoroughly enjoy school. Most attend extremely well, although term-time holidays and punctuality are an issue for some. The school is working well with parents to ensure attendance continues to improve and recognises that this work needs to keep developing. Pupils gain outstanding basic skills by the time they leave the school, and become confident and avid learners.

The outstanding teaching and learning contribute greatly to pupils' rapid progress and the high standards they reach. Teachers know exactly what they want pupils to learn and teach it in stimulating ways. This makes pupils enthusiastic and keen to learn. In a science lesson, the teacher dropped an orange down some tights to demonstrate stretching, which inspired pupils to do their own investigations asking the question 'what would happen if...?' Pupils say, 'Sometimes you have to really think about your work', reflecting the high level of challenge that is built into tasks, and how well planning is geared towards pupils' specific abilities.

The school's high expectations of all it does ensure monitoring is rigorous and robust, with subject leaders joining senior leaders in observing lessons and scrutinising work. Together, they form a precise view of the school's strengths and where to focus development. Strategic plans are concise working documents that enable all staff to move forward together in bringing about improvements. For example, a focus on mental mathematics and problem-solving, especially for bi-lingual pupils, has had a measurable impact on their performance. High-quality staff development is integral to the school's vision, involving teaching and non-teaching staff alike.

One of its many successes is the way that it has encouraged and enabled teaching assistants to achieve Qualified Teacher Status.

The outstanding curriculum makes a significant contribution to pupils' enjoyment of school and their excellent attitudes to learning. The school's thematic approach ensures topics are chosen that are relevant to pupils and promote creativity. The curriculum includes all pupils especially well, such as those with moderate learning difficulties, who receive targeted support. The emphasis on drama and role-play promotes pupils' speaking and listening skills very well and is particularly effective in supporting those pupils who are at the early stages of learning English. Pupils with speech and language difficulties receive special help that enables them to make rapid progress in their development. The curriculum is greatly enriched by a wide range of clubs and visits to places of interest throughout London, including St Paul's Cathedral and the Natural History Museum. Many visiting musicians and theatre groups enable pupils to experience cultural diversity in its widest form embracing, for example, opera, Greek myths and story-telling.

This school, with its ethos based firmly on Christian values, provides outstanding pastoral care for all its pupils, creating a safe nurturing environment where its aim of 'Learning to love, loving to learn' is seen worked out daily in all the many interactions between pupils and staff. Safeguarding arrangements are secure and risk assessments in place. The potential disruption of the building project has been managed efficiently, enabling the school to run as normal. Excellent provision for pupils with learning difficulties and disabilities means that their progress is outstanding, whatever their particular need. Pupils are involved in setting their own targets and know what they have to do to improve. Their progress is tracked meticulously, and interventions put in place immediately for any who show signs of not making accelerated gains in their learning. Marking consistently shows pupils what they have to do next to succeed.

The impact of the headteacher and the deputy head is immense in ensuring the highest standards are maintained, and in supporting staff to provide an excellent education for all pupils. They delegate extremely effectively, but know exactly what is going on. Improvement since the last inspection has been outstanding, as the school has gone from strength to strength. Particularly close ties to the federated junior school have brought many benefits in terms of staff development and pupils' personal and social skills. Governors are very supportive of the school and ask searching questions. The task of monitoring its work has fallen to a few and the governing body is finding ways of broadening its role so that more can contribute. In view of its continued success, the school has an outstanding capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Even though children enter the Nursery with very low skills and abilities, especially in their personal and social development and in speech and language, they get off to a flying start. This is because of the outstanding provision in the Foundation Stage from staff who have a superb understanding of how young children learn. Particularly thorough assessments enable staff to set tasks that help children learn quickly, and an imaginative curriculum ensures there is plenty of fun. The Foundation Stage is led and managed especially well, with a high degree of consistency between classes.

## **What the school should do to improve further**

- Improve attendance and punctuality through developing further the school's close links with parents.

- Involve all governors in monitoring the school's work.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

13 February 2008

Dear Pupils

Inspection of St Paul's and All Hallows CofE Infant School, London, N17 0HH

Thank you very much for making me so welcome at your school. I did enjoy my visit. I am delighted to tell you that you attend an outstanding school, although this will come as no surprise, because you were so enthusiastic about it when I spoke to you. Here are some of things I particularly like about your school.

- You reach high standards in your work and make outstanding progress.
- Your behaviour is excellent and you look after one another very well.
- You know all about healthy choices and staying safe.
- You find lessons very interesting and are keen to take part and work hard.
- The teaching is outstanding.
- Staff make sure that the activities you do are just right for all of you.
- There are lots of visits and visitors for you to enjoy.
- The school cares for you extremely well, and makes sure that you always do your best.
- The school is led particularly well by the headteacher and deputy head.

Most of you attend school really well, but some of you are not always on time or miss school because you are on holiday. I have asked your teachers to work with your parents to make sure you always come to school when you should. The governors work very hard to help your school. I think it would be nice if they were all able to share the load, rather than just a few come in to see how you are getting on.

Thank you once again for your help. My very best wishes for the future.

Yours sincerely,

Mr N Butt,

Lead Inspector