

St Paul's and All Hallows CofE Junior School

Inspection report

Unique Reference Number	102141
Local Authority	Haringey
Inspection number	323591
Inspection dates	3–4 June 2009
Reporting inspector	Alison Storey HMI

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	235
Appropriate authority	The governing body
Chair	Father Mark Elliot-Smith
Headteacher	Mrs Sharon Easton
Date of previous school inspection	25 May 2006
School address	Worcester Avenue London N17 0TU
Telephone number	020 8801 3611
Fax number	020 8885 5495

Age group	7–11
Inspection dates	3–4 June 2009
Inspection number	323591

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

St Paul's and All Hallows is an average-sized junior school serving the inner city area immediately behind Tottenham Hotspurs football ground. The vast majority of pupils are of Black African or Black Caribbean heritage. Almost two thirds of pupils speak English as an additional language; most commonly the first language is Creole, Twi or Yoruba. The majority of these pupils are fluent speakers of English; there are just 10 pupils who are at the earliest stage of learning English. The proportion of pupils eligible for free school meals is above average. Just over a quarter of pupils, slightly higher than is found nationally, have learning difficulties and/or disabilities. The most frequently identified needs are speech, language and communication difficulties or behavioural, emotional and social needs. The proportion of pupils with a statement of special educational needs is also above average.

Since September 2006 the school has been federated with St Paul's and All Hallows Infant school under the leadership of the same headteacher. The governing body manages a breakfast club on-site; after school care is provided off-site by other organisations.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

St Paul's and All Hallows Junior School is a friendly and welcoming school. Parents are pleased with the school and staff and pupils describe it as being 'like a family'. Care for pupils is of a very high quality. Staff attach great importance to, and are successful in, ensuring that pupils feel that the school is a safe and secure place to be and have a well-developed understanding of how to keep themselves safe both in school and in their community. Relationships at all levels are very good. Pupils' behaviour is excellent; they are extremely polite and respectful, and caring towards both each other and adults.

The progress made by all groups of pupils, especially in literacy, mathematics and science, is too slow. The school has not fully addressed the need to raise the standards and achievement of the more-able pupils, mainly because the tracking of pupils' progress, and too often the planning of lessons, lack ambition. There is too great a focus on what the national expectations are for pupils of a similar age, rather than ensuring that these pupils build on their above-average starting points. Similarly, targets for all pupils do not take enough account of whether they have made sufficient progress in the past to ensure that they fulfil their potential. Teaching overall is inadequate because, while it is often enjoyable, it does not always challenge pupils enough and help to move them on in their learning. Teachers develop good relationships with their pupils. They are increasingly skilled at making lessons interesting and actively involving pupils and planning work for different levels of ability. However, they do not always match the work closely enough to pupils' needs or ensure that they know what they are learning and how they can improve their work.

The school's leaders acknowledge that pupils' progress is too slow. Much has been done to try to raise standards and achievement since the last inspection, but this has not been as successful as the school believes. In part this can be attributed to significant staff absences, but it is largely because the processes and methods that are in place for determining exactly what the school needs to do are not rigorous enough and the school's self-evaluation is, in most respects, too positive. The analysis of data is not detailed enough and the monitoring of teaching and learning is not sufficiently incisive. Consequently, there is insufficient insight into exactly what the issues are that teachers have to address. As a result, planning lacks the necessary focus or attention to detail and target-setting to raise standards has been too arbitrary. Overall, the effect of the school's current leadership and management systems on bringing about improvement is inadequate.

What the school should do to improve further

- Accelerate pupils' progress in English, mathematics and science, particularly that of the more able.
- Ensure that tracking and target-setting are used to raise expectations of what pupils can achieve.
- Improve teaching and learning by providing challenging tasks well suited to pupils' needs and ensuring they know better how to improve their own work.

- 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.

Achievement and standards

Grade: 4

Overall, standards are broadly average. There has not been any sustained improvement in the results in the Year 6 national tests since the May 2006 inspection and the school's own data does not indicate that there will be any significant improvement this year, particularly in the proportion of pupils reaching the higher levels. Given that many pupils transfer from the federated infant school at an above-average level, this represents inadequate progress. This underachievement occurs across all groups of pupils. Pupils of Black African and Caribbean heritage, including those who speak English as an additional language, reach the same standards as, and sometimes exceed, those of similar pupils nationally. However, they are not making the progress they should do given their starting points. This is because expectations are not high enough. Target setting is not based on what pupils should achieve in relation to their good starting points; instead progress is measured against pupils reaching the standards generally expected for their ages. Pupils with learning difficulties and/or disabilities make some progress against short-term targets in their individual education plans when they get additional support. However the lack of attention to these specific targets in whole-class teaching means that over time their progress, too, is inadequate.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and attendance is above the national average. Pupils are keen to learn and display good attitudes to learning in lessons. Pupils' spiritual, moral and cultural development is good; their social development is a particular strength and permeates the daily life of the school. They are involved in designing codes of conduct and their high expectations of themselves contribute strongly to the exemplary behaviour seen in lessons and around the school. Pupils make a good contribution to the life of the school, for example they take part in assemblies and school concerts; they play an active role in the local community and help to raise funds for charities both in this country and abroad. School council members are very enthusiastic about their roles and responsibilities and are keen to talk about their successes. Pupils are well aware of the need to eat healthily and to adopt healthy lifestyles. They understand the importance of physical exercise and many take part in the wide range of after school sporting activities and respond positively to the school's efforts to encourage them to walk or cycle to school. Pupils' preparation for the next stage of learning and future life is constrained by their underachievement in literacy and numeracy and by there not always being enough opportunities for them to take responsibility for their own learning in lessons.

Quality of provision

Teaching and learning

Grade: 4

Pupils' learning is inadequate, particularly in English, mathematics and science, because too many of them make insufficient progress during their time at the school. In the main pupils enjoy lessons but this, in itself, is not enough. Planning relies too much on standard plans and national expectations of what each age group should be able to do, rather than building on

the higher standards pupils join the school with, or being linked closely to the most recent assessments of their skills and understanding. As a result, work is not consistently well matched to pupils' needs and, particularly for the more-able, lacks challenge and leads to low achievement. Some lessons rely too heavily on worksheets or copying into books, which slows the pace of learning. Furthermore, the guidance given to pupils in lessons and the feedback on their work does not consistently help them understand what they are learning, how well they are doing, and importantly what they need to do to improve.

Teaching does have some more positive aspects. Relationships between teachers and pupils are consistently good. Pupils learn to work together effectively and respect one another's views. Increasingly, teachers try to make lessons relevant and interesting and incorporate strategies such as paired talk to actively involve and engage all pupils. In some lessons, pupils are beginning to be encouraged to assess their own learning.

Curriculum and other activities

Grade: 3

The curriculum is sufficiently broad, covering all requirements and has some strong features. It is enriched by half-termly creative arts events and pupils benefit from specialist teaching in physical education and music, including the opportunity in Year 4 for all pupils to learn a musical instrument. Spanish is taught in all classes. Pupils' learning is well supported by a wide range of visits and visitors and Year 6 pupils take part in a residential activities week. A comprehensive programme of personal, health and social education, enhanced by visiting experts, plays a key role in pupils' good personal development and well-being. There is a good range of after school and lunchtime clubs including dance, drama, writing, music and a number of sports. Provision for information and communication technology (ICT) has improved since the last inspection. It is now satisfactory and there are signs in lessons and from samples of work that standards in ICT are improving.

However, the curriculum is not always adapted successfully to match all pupils' needs, particularly in English, mathematics and science. In some classes there are not enough opportunities for pupils to practise and develop their literacy skills across other subjects.

Care, guidance and support

Grade: 3

The school provides excellent pastoral care. There are robust systems for child protection which comply with statutory requirements. Very good health and safety procedures ensure that pupils are able to work and play in a secure and safe environment. Pupils say that adults are easily approachable if they need help and the peer mediation scheme, in which pupils are trained to help each other, is popular and successful. The learning mentor provides strong support to those pupils and parents who need it and the school works hard to improve the punctuality of a small minority of families. A great deal is done to value pupils' backgrounds and to develop their appreciation of their roles within the school, local and wider communities.

Academic guidance is not as strong. Targets are too general and not routinely referred to in lessons; as a consequence many pupils do not know how to move on to the next steps in their work.

Leadership and management

Grade: 4

The headteacher has worked hard since her appointment to bring about the improvement that was needed, while maintaining the ethos of which the school is so rightly proud. She has been successful in largely winning the hearts and minds of staff, so that there is a common acceptance that pupils' progress is not as good as it should be and that changes are needed. However, too many of the systems that have been put in place lack sufficient rigour. The procedures for tracking pupils' progress and setting targets do not have high enough expectations of what they can achieve. The processes for monitoring and evaluating the school's work are not rigorous enough. The result is twofold. The school's own view of its work is too generous and although it has already done much to try to develop teaching and learning and raise standards, the pace of improvement since the last inspection has been too slow.

Much of the work to bring about improvement has been led by the headteacher, as there is no other person with overall responsibility for either standards and achievement or teaching and learning. On top of this, her dual role as headteacher of the federated infant school and commitments relating to planning for a Children's Centre to join the federation make significant additional demands on her time. It is only very recently that staffing issues have been resolved and have allowed the restructuring of the leadership of mathematics, science and ICT and of the upper and lower school. The new post holders are already demonstrating their potential for strengthening the management team with some of the actions taken, but as yet it is too early to judge their impact.

The governing body is very supportive of the headteacher and appreciative of her work. It is appropriately organised, but it has insufficient understanding of the issues relating to pupils' achievement. Some statutory responsibilities, including formally planning to promote community cohesion and reviewing the impact of its policies, are not fully met.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	4

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

03 July 2009

Dear Pupils

Inspection of St Paul's and All Hallows CofE Junior School, London, N17 0TU

It was a real pleasure to meet you when we came to visit your school recently. Thank you very much to all of you who spoke to us in lessons, around the school, in the playground and in the special meetings we had.

We were very impressed with how welcoming, polite and respectful you all were, and with the care that you took to ensure that we always found our way to the right room. In fact we decided that your behaviour was outstanding! We know that you enjoy school and like the visits and clubs that are organised for you. We think it helps you develop important life skills such as how to stay safe, keep healthy and take responsibility to help others. We were very pleased that Years 5 and 6 won the athletics competition while we were there. Well done!

However, we also found some things about your school that need to improve. We do not think that you make as much progress as you could, or do as well as you could in literacy, numeracy and science, so we have asked your headteacher and the governors to do the following.

- Ensure that the way that they track how well you are doing and set targets for you expect you all to do as well as you possibly can.
- Improve teaching so that you are challenged to do as well as you can and you know how well you are doing or what you need to do to improve your work.
- Improve how they monitor how well the school is doing so that they know exactly what they have to do to improve it.

Because these are very important things that need to improve, we have decided that the school needs special measures. This means that it will get extra help. It also means that inspectors will visit more often to see how things are going until the school does not need special measures any more.

You can help your school to improve by continuing to behave well and work as hard as you do now.

Yours faithfully

Alison Storey

Her Majesty's Inspector