

St Paul's Catholic Primary School

Inspection report

Unique Reference Number	102146
Local Authority	Haringey
Inspection number	355134
Inspection dates	14–15 October 2010
Reporting inspector	Susan Thomas-Pounce

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Grace Syvelster
Headteacher	Peter Keane
Date of previous school inspection	10 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and saw eight teachers. Meetings were held with senior and middle leaders, members of the governing body and pupils. Inspectors looked at records of pupils' progress, the school improvement plan, local authority reviews and a range of other school documents. The inspection team analysed questionnaires completed by 58 parents and carers, 111 pupils and six staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The quality of pupils' learning and the progress of different groups, especially boys and those with special educational needs and/or disabilities.
- How well pupils understand what they need to do to improve their work.
- The effectiveness and rigour of school self-evaluation by leaders and managers at all levels.

Information about the school

The school is an average-sized primary school. An above-average proportion of pupils are known to be eligible for free school meals. A very large majority of pupils are from minority ethnic groups. The largest of these groups are of Black African and Polish heritage. Although the proportion of pupils who speak English as an additional language is much higher than average, only a few are at an early stage of learning to speak English. The proportion of pupils who need support for their behavioural, language or physical needs is well above that typically found. The proportion of those with a statement of special educational needs is in line with that found nationally. Early Years Foundation Stage provision is in the Reception class. The school holds a number of awards, including recognition of its work to promote healthy lifestyles. The deputy headteacher was appointed in September 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St. Paul's has improved since the previous inspection and is now providing a good standard of education for all pupils. The headteacher and his newly appointed leadership team are realising their objective of substantially improving the school, and their vision for doing so is strongly supported by the governing body and all staff. Parents and carers hold the school in high regard. One expressed the views of many, commenting, 'I am extremely happy with this school, and my child goes to bed excited about coming straight back to school the next day.'

Children get off to a strong start in the Early Years Foundation Stage, where all aspects are good and some outstanding practice is emerging. Despite their good progress, children enter Year 1 with below average attainment because their starting points are low as they enter Reception. By the end of Year 6, the attainment of the majority of pupils is broadly average, and this represents good achievement as a result of the good learning and progress fostered by the school. The school has worked very hard to improve pupils' outcomes, which dipped significantly in previous years. In the recent past, too many groups, particularly boys and pupils who find learning difficult, were not making the progress they were capable of. All groups are currently making better than expected progress. The development of writing skills has also been a success story for the school. The school has implemented a series of targeted interventions, which have successfully moved pupils' attainment in writing from well-below average in 2008 to above that expected nationally in 2010.

Teaching is good, with many fast-paced, purposeful lessons. However, there is a tendency for pupils to be over-directed without enough opportunity to work independently. While much improved, assessment is not used consistently enough. Occasionally, teachers do not assess what different groups of pupils have learned in lessons with enough precision. Consequently, activities sometimes do not provide enough challenge and interventions to support pupils are not always swift enough.

The curriculum provides pupils with good opportunities to develop the necessary skills and knowledge for their age. Although attainment is steadily improving, school leaders recognise that the better development of pupils' initiative and the encouragement of responsibility for their own learning is a key improvement area. The school has begun the process designed to develop links between subjects to make learning more relevant to pupils' future lives. It rightly recognises the need to accelerate improvement through this further development of the curriculum and, in doing so, give pupils greater opportunity to use information and communication technology (ICT) to provide stimulating learning experiences.

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The senior leadership team leads the school well. It is supported and challenged by a well-informed governing body and through effective partnerships with outside organisations. Although the school has a clear picture of the challenging but achievable aspirations for the school's future, the contribution of all staff to monitoring the school's performance is underdeveloped, especially in terms of monitoring attainment, and teaching and learning. The actions taken to address underachievement identified in the previous inspection have secured improvements in a number of important areas, such as the Early Years Foundation Stage. The resulting improvement in provision and progress indicates that the school is well able to sustain improvement in the future.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - developing the effectiveness of subject leaders to monitor attainment, teaching and learning
 - ensuring the consistent use of assessment information to plan lessons so that pupils of all abilities tackle activities that have sufficient challenge.
- Refine the curriculum by:
 - improving the links between subjects to help pupils understand the usefulness of the skills they are learning and work more independently
 - make better use of ICT to engage and interest pupils.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment has shown a steady and sustained improvement over the last three years and is broadly average. Pupils much enjoy their learning and achieve well as a result of effective teaching. Their positive attitudes to work and their good progress in lessons are evidence of this. In the past, different groups of pupils, such as boys and those who find learning more difficult, have not progressed well enough. However, as a result of improved identification of learning needs and a good range of interventions, boys are progressing as well as girls. Pupils with special educational needs and/or disabilities now make the same good progress as their peers. This was confirmed during the inspection from observation of learning in lessons, work in pupils' books and the school's tracking data.

Pupils have a clear understanding of what is involved in developing a healthy lifestyle. They enjoy participating in many sporting, cultural and charity events. Pupils say they feel really safe and secure and their spiritual, moral, social and cultural development is good. This, and the work the school does to help pupils appreciate the feelings and needs of others, contributes to their good behaviour. Pupils have a good range of responsibilities and readily support local and worldwide charities to help others less fortunate than themselves. Attendance has improved and is now average. Satisfactory academic skills and the pupils' well-developed social skills, alongside the good approaches to learning, ensure they are satisfactorily prepared for the next stage in

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their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is at least good but some is satisfactory. In most lessons pupils make good progress because teachers are clear about what they want pupils to learn. The purpose of lessons is communicated to pupils so that they know what they are aiming to achieve. There is a shared sense of purpose and relationships between pupils and teachers are good. Teachers' use of assessment, although satisfactory overall, is not yet consistent across the school. Where it is used well, pupils are given work that closely matches their stage of development and provides a high level of challenge. They know exactly what they need to do to improve and this results in very good progress. The quality of marking has improved and, although not yet consistent, it is helping to point pupils to the next steps in their learning. Teaching assistants make a good contribution to pupils' learning, especially those who have additional needs or who are at an early stage of learning English.

The curriculum is enriched by a good range of educational visits and good provision for

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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personal development. Pupils' social and emotional learning is a strength but refining the curriculum to enhance the links between subjects is not yet in place. Subjects tend to focus on developing knowledge with little modification to incorporate themed teaching. Planning to develop pupils' skills across the curriculum to give them greater responsibility to direct their own learning is at an early stage. Pupils' competencies in ICT are developing slower than other skills, and there is scope to integrate the use of modern technologies more regularly in lessons.

Pupils and parents are appreciative of the good care, support and guidance which the school provides. The school works well to support vulnerable pupils and their families. The school has taken effective steps to improve attendance and works supportively with families with children at risk of poor attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is improving markedly under the good leadership of the headteacher and governing body. This is demonstrated by the recent improvements in attainment. They are well supported by a close-knit team of senior staff who have a good mix of experience and new ideas. Together, they articulate a clear vision for the school securely focused on raising attainment. Since the previous inspection, attainment at Key Stage 1 has been raised and the provision has improved from satisfactory to good. Plans are in place to improve teaching further and the school recognises the need to share good practice more widely to achieve this. The gaps between the achievements of boys and girls and the slower progress of those who find learning difficult have been remedied through a well-targeted range of interventions.

The management of teaching and learning is dependent on the senior leaders with more limited contributions from other staff. Subject leaders have not had the opportunity to regularly monitor and evaluate the effectiveness of teaching and learning. This is correctly seen as an important next step in the school's development.

Procedures for safeguarding are satisfactory and meet current requirements. The governing body contributes effectively to safeguarding and other aspects of school life. The good work on parental involvement owes much to its hard work and commitment. The school works well with other agencies to promote the good learning and well-being of all pupils.

The school provides an inclusive environment for the pupils. No examples of different

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groups of pupils being treated less well than others were seen during the inspection. The school has been successful in developing a cohesive community and is beginning to build links with other schools both in this country and abroad. It makes a satisfactory contribution to community cohesion through its partnerships in the community, with local schools and with a range of agencies that support pupils' individual needs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Taking account of their starting points, outcomes for children are good, even though by the time they start in Year 1 most have not reached the standards expected of five-year-olds nationally. This year has seen significant improvement in the outcomes reached over those in 2009, particularly in communication, language and literacy. Children are happy, confident and enthusiastic learners. This was especially noticeable during a session on number. Children's excitement grew as they realised they were going to teach Jack, the class puppet, how to sequence numbers. The teacher skilfully directed their learning by asking probing questions to really make them think and develop their mathematical skills.

Progress in key skills is good because of effective teaching, some of which is outstanding. This ensures that individual needs are identified and provided for. Children settle well because of the good relationships that staff form with them and the good communication with parents and carers. Welfare arrangements are very secure and staff work together as a very close-knit team because the Early Years Foundation Stage leader sets a clear direction and is a good role model. There is a good balance of adult-led tasks and the many opportunities for children to choose activities for

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themselves. Good leadership has ensured that careful notes are kept of observations of each child's learning, which in turn informs next steps in planning.

The leader, with the help of other staff, carefully evaluates what is working well and what could be improved. Planning for improvement is thorough so that provision is continually under review and improving. The next step is to share this across the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the parents and carers who replied to the questionnaire expressed high levels of support for the school in almost all respects. The inspection evidence generally supports parents' positive views. There is strong agreement that children enjoy their work and make good progress, and that the school is well led and managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's Roman Catholic Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	17	29	0	0	0	0
The school keeps my child safe	40	69	18	31	0	0	0	0
The school informs me about my child's progress	33	57	23	40	2	3	0	0
My child is making enough progress at this school	26	45	31	53	1	2	0	0
The teaching is good at this school	32	55	24	41	0	0	0	0
The school helps me to support my child's learning	24	41	34	59	0	0	0	0
The school helps my child to have a healthy lifestyle	21	36	34	59	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	31	35	60	0	0	0	0
The school meets my child's particular needs	19	33	34	59	2	3	0	0
The school deals effectively with unacceptable behaviour	21	36	31	53	1	2	0	0
The school takes account of my suggestions and concerns	15	26	35	60	2	3	0	0
The school is led and managed effectively	23	40	31	53	2	3	0	0
Overall, I am happy with my child's experience at this school	32	55	24	41	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 October 2010

Dear Pupils

Inspection of St Paul's Catholic Primary School, Haringey, N22 7SZ

You may remember that three inspectors visited your school recently. I am writing on behalf of the other inspectors to say thank you for your help and tell you some of the best things we found about your school.

- You make good progress during your time in school.
- You are taught well and your teachers help and support you well in your learning.
- Your understanding of how to live healthy lifestyles and your contribution to your community are good.
- Your headteacher leads the school well, with the support of the staff and governors. Your teachers are always looking for ways in which they can help you to learn and achieve more. We have asked the school to do two things to help make it even better.
 - First of all, we have asked the teachers to work together to make sure that you are asked to do work that is challenging enough, and the school's leaders to work together more effectively to check how well you are learning.
 - Second, we have asked that you be given a wider range of experiences in your learning, including more use of modern technology.

You can help by continuing to work hard, behaving extremely well, and doing your best to help the school improve even further.

I wish all of you every success for the future.

Yours sincerely

Susan Thomas-Pounce

Lead inspector

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