

# St Peter-in-Chains RC Infant School

## Inspection report

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<b>Unique Reference Number</b>	102148
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	355135
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Marion Wallace

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Mulroy
<b>Headteacher</b>	Margaret Falvey
<b>Date of previous school inspection</b>	18 September 2007
<b>School address</b>	Elm Grove Haringey N8 9AJ
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## **Introduction**

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 6 teachers. They held meetings with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the school improvement plan and those to develop subjects, minutes of governors' meetings, pupils' work, assessment information and curriculum planning. In addition, 98 parent and carer questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The slightly weaker performance of more-able girls in mathematics and science at the higher levels.
- Achievement in mathematics of the pupils with special educational needs and/or disabilities designated as being on school action.
- The quality of provision and learning outcomes in writing for all groups of children in the Early Years Foundation Stage.

## **Information about the school**

St Peter-in-Chains is a small infant school without a nursery. Most pupils come from the Haringey area and the vast majority have attended pre-school settings prior to joining the Reception classes. The majority of the pupils are from minority ethnic groups and a minority are White British. A small minority of pupils speak English as an additional language, and no pupils are at the early stage of learning English. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is about the same as similar schools. The Early Years Foundation Stage provision is in two classes for Reception children. The school has achieved Healthy Schools status and the Intermediate International award.

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**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## **Main findings**

St Peter-in-Chains is an outstanding school. Pupils of all abilities achieve extremely well in their academic and personal development. Parents, carers and pupils greatly appreciate the high-quality care and exciting learning opportunities.

Support from parents and carers is extremely strong. Parents and carers said, 'St Peter-in-Chains Infant School is a brilliant school, children are extremely happy and well behaved, they thoroughly enjoy learning. Children make wonderful progress socially and academically. We cannot rate the school highly enough, it is an excellent school with an amazing headteacher and enthusiastic staff who bring out the best in the children.' Pupils were equally enthusiastic about their school saying, 'School is great fun we like learning especially maths, literacy, science and history.'

The key strengths of the school are:

- pupils make excellent gains in their personal development because relationships are extremely strong and the school ethos is very warm and welcoming
- standards in reading, writing and mathematics are well above those expected for all groups of pupils because the quality of teaching and learning is outstanding over time
- the provision in the Early Years Foundation Stage is good and ensures all children make a positive start to their education

- care, guidance and support are extremely strong, so pupils behave superbly well and are sensible and enthusiastic learners. Parents and carers commented, 'Staff deal very effectively with any needs the children may have.'
- the curriculum meets the needs of all pupils very well and consequently they develop an extremely positive attitude to their learning
- the headteacher leads the school exceptionally well and is passionate about providing high quality learning
- excellent links with parents, carers, the local community and external agencies contribute very effectively to the provision. The quality of reports for parents and carers detailing their children's progress are outstanding.

Key areas to develop are:

- evaluation of the impact of community cohesion initiatives for national and global aspects is less well developed than those local to the school
- although the provision in the Early Years Foundation Stage is good, teachers do not always make maximum use of the outdoor space available.

There is an excellent commitment from all staff to provide each pupil with the very best possible education and a continual drive for improvement. Equality of opportunity and the elimination of discrimination are pursued determinedly. The very effective systems for evaluating the strengths and areas for development of the school are playing their part in sustaining high standards over time. The school's excellent organisation and strong, shared vision demonstrate its outstanding capacity to continue moving forward.

## **What does the school need to do to improve further?**

- By September 2011, ensure teachers in the Early Years Foundation Stage make maximum use of the outdoor space to enhance all aspects of children's learning.
- By September 2011, monitor more rigorously the impact of community cohesion at national and global levels by:
  - tracking the impact of national and global initiatives
  - using the information gained to enhance current provision.

## Outcomes for individuals and groups of pupils



Achievement is outstanding for all groups of pupils, with exceptional attainment in Year 2 for reading, writing and mathematics. The school's tracking and the inspection evidence indicate all pupils are on course to reach or exceed their challenging targets. Excellent outcomes are contributing extremely well to pupils' economic well-being.

Pupils really enjoy learning because lessons are very well planned and excellent relationships contribute to an exciting climate for learning. Writing is superb throughout the school and in subjects other than English. Handwriting is neat and work is well presented. Pupils' lively writing shows good use of imagination through vivid use of vocabulary. One Year 2 pupil wrote an excellent description of a rain forest during a fire. 'Glowing hot flames everywhere! Quickly the blazing fire spread destroying everything in its smoky path. Darting, terrifying, sparkling, crackling flames of fire engulfed the rain forest.' Extremely high standards were seen in reading because the teachers seize every opportunity to encourage the pupils to read with accuracy, enjoyment and expression.

Examination of pupils' work shows that numeracy skills throughout the school are exceptionally high. Excellent differentiation in a Year 2 class enabled all more-able pupils to find fractions of numbers and to confidently multiply and divide. Pupils with special educational needs and/or disabilities can explain simple strategies they have learnt to help them solve number problems. In science, boys and girls talked excitedly about the results of their investigation using magnets and paper clips. They were able to explain predictions and they all had a very good understanding of a fair test.

All groups of pupils make excellent progress because the level of challenge is appropriate and consistent. Consistently high standards of reading, writing, mathematics and work in subjects such as science, art, and history were seen during the inspection.

Pupils behave extremely well because they thoroughly enjoy coming to school and this is reflected in their attendance, which is above average. Pupils say they feel extremely safe because relationships are excellent and they can discuss any problems they have with adults. Pupils talk knowledgeably about maintaining a healthy lifestyle and the good range of clubs and activities are well attended. Pupils have extremely well-developed skills in working cooperatively. They make an excellent contribution to their school and local community. All children learn to be responsible and relish opportunities to be class monitors and leaders. Pupils learn to make an excellent contribution to the parish and local church. Their end-of-term productions are shared with members of the community.

Pupils have excellent awareness of different cultures, ethnicities and religions. They write about different religious festivals such as Divali and Chinese New Year. They learn to make a very positive contribution to their school and local community, national and global communities, raising money for charities. During class assemblies, pupils reflect maturely when challenged to suggest ways to follow Jesus. They suggest reading the Bible every day, forgiving others, listening carefully to others and being kind to everyone on the playground. Pupils know and talk knowledgeably about the village they are supporting in Ghana.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## **How effective is the provision?**

Extremely strong relationships and excellent attitudes and behaviour contribute to a positive climate for learning. Teaching is outstanding overall. The large majority of lessons observed during the inspection were at least good or better, and teaching and learning over time have been outstanding. Teachers use assessment information very well to plan work that matches the needs of all pupils, consequently all groups are very

well challenged. Teachers use a range of methods and strategies to incite learning. For example, in an excellent Year 2 literacy lesson, a video snippet of an underwater scene was used extremely successfully to encourage pupils to appreciate the beauty, vivid colours, movement and shapes of the sea scene. Pupils were challenged to use their imagination and to create their own special scene as they moved around the classroom like the sea creatures and then to describe what they had created. Pupils were thrilled to explain ambitious words like 'exotic, illuminating, gleaming fish swimming in a tranquil ocean'. Teachers give good oral feedback to pupils on how to improve their work and marking is good. Year 2 pupils know their targets and what they need to do to improve. Teaching assistants support pupils with additional needs very well, so they make the same excellent progress as others.

The curriculum is extremely well planned and matched to the needs of all groups of pupils. The very strong personal and social education programme assists pupils' outstanding personal development. Literacy, numeracy and information and communication technology skills are used well in other subjects. Year 2 pupils produced their own newspaper reporting on the Fire of London in 1666. Curriculum enrichment is excellent and there is a wide range of visits, clubs and activities which are popular and well attended, such as to a farm, the Florence Nightingale Centre and London Zoo. Various pupils benefit from specialist teaching in music and piano lessons.

The extremely caring ethos results in very happy pupils who thoroughly enjoy school life. Support for pupils who need additional help is extremely well planned. Pupils' needs are central to the work of the school and all adults effectively help children and parents to get the best from learning by excellent communication. The school works extremely well with external agencies to support all pupils in need of help. All adults are excellent role models, expectations are extremely high and this is reflected in pupils' outstanding conduct. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage and when moving on to other schools are excellent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's excellent leadership and management skills have permeated through the school. These are the key reasons for the continual improvements, high standards and the high-quality learning environment. There is extremely strong, enthusiastic commitment from all staff to provide each pupil with the best possible education. Leaders have a very thorough understanding of the strengths and weaknesses of the school and they communicate their ambition extremely well. The headteacher is dedicated to making sure pupils achieve their best and that staff bring high-quality expertise to their work. Pupils' work is monitored rigorously. The headteacher leads the school with competence and compassion, valuing the work of others and encouraging staff and pupils to take responsibility for their actions.

The governing body ably supports staff and challenges the school extremely well to ensure school improvement initiatives are successful. Governors monitor and evaluate the work of the school very effectively and are extremely well organised. They produce their own self-evaluation of their performance and identify areas to improve. Tracking of progress over time is very thorough and senior leaders quickly identify any slight dips in standards and swiftly put strategies and interventions in place to promote improvement. Appropriate developmental areas to further improve the effectiveness of the school are clearly identified in the school improvement plan.

The school promotes equalities expertly ensuring there is no discrimination between different groups. This is reflected in the profile of high achievement across all pupils. All safeguarding procedures and checks on adults are robust. Child protection, risk assessment and safeguarding procedures meet current statutory requirements and represent examples of good quality practice. The cultural diversity of the school is valued and, consequently, the promotion of community cohesion is effective because pupils develop an excellent understanding of the school and local community for their age. Monitoring the outcomes of national and global initiatives is less well developed than for the school and local communities.

Excellent partnership links with local schools and various support agencies contribute to the school's excellent provision. The school deploys its resources extremely well, particularly to improve provision for pupils who need extra support or challenge.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children join the Reception classes with the skills and knowledge expected for their age. They make good progress in all areas of learning and, consequently, their attainment is above average by the time they join Year 1. Progress is outstanding in their personal, social and emotional development and behaviour is excellent. Staff provide interesting activities and children have good opportunities to learn through activities led by adults and those they choose for themselves.

Good teaching, excellent links with parents and carers and extremely well-planned induction arrangements contribute successfully to children's enjoyment of school. They are proactive and polite, considering the needs of others. For example, several children said, 'Would you like to look round our classroom?' They also show initiative and responsibility sweeping up the sand that has fallen onto the floor. Children make good progress in developing their writing skills. They were keen to write their contribution to the class book entitled, 'When the Meanies came to the classroom and smashed all the computers.' The outdoor area has been developed since the last inspection and activities are planned for outdoor learning and activity lessons in the hall. Despite this, opportunities for using the outdoor area to enhance all areas of learning are not as well developed as they could be and opportunities to maximise the use of the outdoor space are sometimes missed. There are excellent systems for tracking children's progress and the provision is led and managed well.

*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

There were 98 parent and carer responses; this is a very good response for a school of this size. The vast majority of parents and carers are extremely happy with the school. They feel it is very welcoming and friendly. All parents and carers say that their children enjoy attending and that they make excellent progress. Parents and carers regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the excellent quality of teaching and learning, the excellent progress and high standards, relationships with staff, the school ethos and the pupils' enjoyment and the outstanding leadership and management of the school. There were very few parental criticisms. Inspection findings confirm the many positives expressed by parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	79	20	19	0	0	0	0
The school keeps my child safe	81	83	17	17	0	0	0	0
My school informs me about my child's progress	61	62	36	37	0	0	0	0
My child is making enough progress at this school	73	74	23	23	1	1	0	0
The teaching is good at this school	81	83	14	14	2	2	0	0

The school helps me to support my child's learning	72	73	24	24	0	0	0	0
The school helps my child to have a healthy lifestyle	64	65	31	32	1	1	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)	62	63	30	31	0	0	0	0
The school meets my child's particular needs	59	60	37	38	1	1	0	0
The school deals effectively with unacceptable behaviour	63	64	31	32	2	2	0	0
The school takes account of my suggestions and concerns	57	58	36	37	3	3	0	0
The school is led and managed effectively	70	71	28	29	0	0	0	0
Overall, I am happy with my child's experience at this school	81	83	17	17	0	0	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%.

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## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	Satisfactory	These features are of reasonable quality. A satisfactory school is providing

3		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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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:	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. <ul style="list-style-type: none"> <li>• The school's capacity for sustained improvement.</li> <li>• Outcomes for individuals and groups of pupils.</li> <li>• The quality of teaching.</li> <li>• The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>• The effectiveness of care, guidance and support.</li> </ul>
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.

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**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.**

11 February 2011

Dear Pupils

Inspection of St Peter-in-Chains RC Infant School, London N8 9AJ

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were and how well you all behaved. A number of you and your parents and carers told us that St Peter-in-Chains Infant is an excellent school, and we agree. These are the things we found that your school does well.

- You get off to a good start in the Reception and make excellent progress through the school. You reach standards by the end of Year 2 that are much better than most pupils of your age achieve because teaching is outstanding.
- You all enjoy learning very much and your attendance is above average.
- Your behaviour is excellent and you are extremely sensible and know how to keep safe.
- You really enjoy and benefit from the many fun activities, clubs, visits and visitors.
- Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.
- Your headteacher and other staff have great expertise and governors lead the school extremely well. All the staff work very effectively together as a team to make sure that St Peter-in-Chains is a very safe and secure, fun place to learn.

These are the things we have identified for staff and governors to improve.

- Make sure teachers in the Early Years Foundation Stage make more use of the outdoor area
- Make sure that your teachers track and record more rigorously how well you learn about different people in the world, in this country and abroad.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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