

**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**



Name & address of school: **St Paul's and All Hallows Church of England Junior School**  
Worcester Avenue, Tottenham, London, N17 0TU

Diocese of London

Date of inspection: 9<sup>th</sup> November 2009

Type of School: Voluntary Aided Juniors

Headteacher: Mrs Sharon Easton

Local authority: London Borough of Haringey

Date of last inspection: September 2006

School's unique reference number: 102141

SIAS Inspector: Gladys Vendy (N.S. 299)

**Context**

St Paul's and All Hallows is an oversubscribed two form entry junior school located immediately behind Tottenham Hotspur football ground in an area of severe deprivation. The school is in the parish of St Paul the Apostle and also serves the parishes of All Hallows, Bruce Grove and St Mary's, Lansdowne Road. The majority of pupils are from Christian backgrounds with most of them belonging to free churches. 96% of pupils are of Black African or Black Caribbean heritage. A high proportion of pupils speak English as an additional language. The numbers of pupils identified with learning difficulties or disabilities, mainly with speech and emotional needs, is in line with the national average. An above average number of pupils are eligible for free school meals. Standards of achievement on entry from the Infant School are above average. Although children of Black heritage perform better than those nationally, by the end of Key Stage Two progress does not match national expectations. Following the recent Ofsted inspection the school was placed in the category of requiring Special Measures. Since 2006 the school has been federated with St Paul's and All Hallows Infant School with which it shares the site. The school has recently undergone a major re-fit which has enhanced the learning environment.

**The distinctiveness and effectiveness of St Paul's and All Hallows School as a Church of England school are good**

The school is very well led by the Head Teacher and effectively promotes inclusiveness and community cohesion. Pupils have a clear understanding of the Christian ethos of the school and are able to apply Christian values to their lives in school, at home and in the wider world.

**Established strengths**

- The strong and clear Christian leadership influences every area of school life and contributes to excellent relationships between all members of the school community.
- The school is an exemplar of community cohesion developing in pupils a clear understanding of Christian values and the influence they can have in the wider world
- Children and staff are aware of the importance of the place of prayer in the school

**Focus for development**

- The role of all governors as active and challenging members of the Governing Body
- Evaluation of Religious Education and Collective Worship by the Foundation Governors

**The school through its distinctive Christian character is outstanding at meeting the needs of all learners.**

The school makes excellent provision to meet the needs of all its learners based on the aim 'to create a happy, positive Christian school environment where all our pupils feel valued'. The school motto 'Loving to Learn and Learning to Love' is exemplified through the strong relationships between staff and pupils that are nurtured in many ways. A fully inclusive education meets the needs of all learners and the school successfully accepts a number of children who have had difficulty settling elsewhere. The Learning Mentor plays a key role, together with the Special Educational Needs Co-ordinator, the Ethnic Minority teacher, the Every Child Matters co-ordinator, and a trained School Counsellor in ensuring that vulnerable children are properly supported. Gifted and talented children are involved in special projects. A positive approach to attitudes, reinforced by carefully trained peer mediators and prefects, leads to excellent behaviour. It is considered 'cool' to be a positive role model. The school has a strong emphasis on The Every Child Matters agenda and children are highly valued. Children's inner strengths are developed through the practice of their common faith and pupils are fiercely loyal to the school and the local community. A broad range of extra curricular activities include clubs where the Christian culture of the school is celebrated contributing to the very good social, cultural and spiritual development of the pupils. The school is making very good progress in addressing the issues identified in the Ofsted report. All children are given a Rainbow Bible on entry to Year 3 to be used during their time in school (although they are allowed to take them home) and Year 6 children are presented with a copy of the Good News Bible as a leaving gift. Classes are named after saints. At the beginning of each school year time is given to learning and researching their lives. This then forms part of a classroom display. Although space for display is limited the quality is very good and the use of artefacts helps the pupils to focus on their spiritual development. The school council members influence decision making both in school and in the local community. Among their suggestions is that of a prayer bench in the playground. The school holds The International School award – a reflection of the strong global awareness and links with Tobago, Uganda and Ghana as well as European countries. This year four children joined with those from other countries to visit Auschwitz. Children develop their understanding of the school's distinct Christian character whilst also recognising the ethos and beliefs of other countries and communities. Children raise funds for charitable organisations both locally and nationally. Parental learning is strong and courses are held for parents to develop their skills. As one Moslem parent said the 'love of the school wraps round me'.

**The impact of collective worship on the school community is good**

Worship and reflection is a central priority in the life of the school. The clear weekly pattern of worship includes themes based on the church year and is carefully planned by the Vicar and the Senior Management Team. Each week a year group attends church to lead Mass and another class will lead an act of collective worship in school. The whole school attends church together on special occasions. The school Mass book has recently been revised to include prayers and responses to support children's understanding of Anglican tradition and practice. The school has close links with St Paul's, All Hallows and St Mary's churches. Visitors from other denominations such as Pentecostal and Baptist churches lead worship and give pupils an understanding of less traditional forms of worship. After these assemblies have taken place pupils have visited the church clubs in the evening. All members of staff participate in school worship. Prayer meetings are held by some staff in times of need. Class based worship meets the needs of the children at their different ages. The observed act of worship was characterised by the stillness of the children. A very good power point presentation about Remembrance set to appropriate music encouraged a reflective atmosphere. The children sang tunefully and enthusiastically. All children joined in with the Lord's Prayer. Pupils often write their own prayers for worship and are keen to take part. Prayers are said before lunch and at the end of the school day. Each class has written its own prayer book. Very good records of acts of worship are maintained to avoid repetition and the Senior Management Team evaluates these. However, although Governors sometimes attend worship, it is not formally reported at Governors meetings except in the Head Teacher's report. Children join with other Voluntary Aided schools in a 'Deanery Day' and share in creative worship and joint festivals. Parents say they are well informed about worship. Their children receive a good moral foundation and often discuss the meaning of the parables at home.

### **The effectiveness of Religious Education is satisfactory**

The profile of RE has been raised by the recently appointed RE subject leader who has revised the scheme of work which has been launched this term. This is tailored to the needs of the school and draws information from several published schemes. The scheme demonstrates very good progression across the year groups and where appropriate links are made with worship themes such as in Remembrance. Recommendations for visits to other places of worship are built into the scheme. Staff have spent several training sessions discussing the new scheme, assessment, planning and learning. There is a determination to address the issue from the previous denominational inspection to use creative and challenging activities as an expression of learning. Evidence of this was shown in the use of drama, poetry and music in RE lessons. The school is involved in a creative partnership project to make cross curricular work more creative. The subject leader, Head Teacher and Diocesan Board staff have monitored RE through work scrutiny, classroom observations and planning. Assessment of work is in the early stages but is well set up and based on the two attainment targets of learning about and learning from religion. Children are also encouraged to self assess their work through the traffic light scheme. Children show a very good understanding of their faith and knowledge of Bible stories and enthusiastically share this in lessons. They say they enjoy the more practical approach in RE lessons and the good opportunities to discuss questions about their place in the world. A scrutiny of work shows that standards in RE are improving and are at least as good as those in other subjects. The theme in all observed lessons was about 'Remembrance'. Sometimes too long was spent on the introduction and insufficient guidance given about the follow up activity. However good connections were made with The Beatitudes, the Crucifixion and the parable of the Unforgiving Servant. Older children gave a well prepared presentation about their visit to Auschwitz and comparisons with the Christmas Truce. In all classes there was good reflection about forgiveness, resolving conflict and working towards peace. Lessons often ended with reflection. Resources were well used and the poppy laid on each child's desk in one class encouraged pupils to think about its symbolism. The RE subject leader has a comprehensive action plan which includes a Week of Prayer and a whole school visit to St. Paul's Cathedral. There is an indication of a very good capacity for improvement in RE. However RE is not yet monitored or evaluated by the Governing Body.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

The Head Teacher's strong, committed and determined Christian vision for the school is clearly conveyed. All school documentation talks about the Christian ethos of the school. The school community led by the Senior Management Team shares the vision of how distinctive Christian values are crucial to the school day and ethos. The Head Teacher has an open door policy where issues can be discussed in a safe, sensitive and supportive environment. Subject leaders have been re-organised to work across both schools as an effective team contributing to the strength of the school as a church school but it is too early to judge the impact of this. Although the Governors are supportive of the school's Christian status not all are actively involved either in strategically guiding the school or offering a level of challenge. Foundation Governors are represented on all governor committees but lack a distinctive role in supporting the school as a church school. RE and Collective Worship is detailed in the Head Teacher's report but there is no formal monitoring or evaluation of these two aspects by the Governing Body. Staff mobility is low but when new staff are appointed they agree at the interview stage to support the Christian ethos of the school and are buddied with a parallel teacher. Newly appointed teachers are able to access training relevant to a church school. Community cohesion is strong through links with the church, the local council and national and global initiatives. The proactive school council, peer mediators and prefects enable pupils to build relationships across classes and age groups. Views of parents and other stakeholders are regularly sought and impact upon the running of the school. Although for practical reasons there are no Friends' or Parents' Association there are regular meetings for parents and social events such as an international evening are held. The school is extremely well supported by the diocese. The school is accurate in its self evaluation and has very good capacity to improve.