

Inspection of St Paul's C of E Primary School

Ringwood Way, Winchmore Hill, London N21 2RA

Inspection dates: 13 and 14 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

This is a kind and happy school where pupils are encouraged to 'shine like stars'. Pupils are respectful towards their peers, staff and visitors. Pupils are given a range of opportunities to take on positions of responsibility. Older pupils work hard to be role models and they value supporting younger pupils.

Pupils behave well here because adults typically have high expectations of them. Relationships between staff and pupils are nurturing and warm. Pupils are confident that if they have a worry, a trusted adult will listen and help them. Pupils feel happy and are safe here.

Pupils achieve well across a range of subjects. They are proud of their learning. This includes children in Reception, who are eager to show their work to visitors.

Pupils are thoughtful learners. For example, pupils in Year 6 recall key information on rights and discrimination from learning about the Bristol Bus Boycott. Pupils are taught that people of different backgrounds and cultures should be treated equally.

Everyone is celebrated here. This includes those of other faiths and those in all different kinds of families. Pupils work hard to show the school's values of love, forgiveness, faith, friendship, peace and hope.

Leaders prioritise attendance. The school takes appropriate action so that attendance remains high.

What does the school do well and what does it need to do better?

Reading is prioritised here. Children are taught to read right from the start of Reception. This is because leaders want pupils to read fluently and without delay. Pupils visit the school library regularly and are read to daily. Pupils across the school read widely and often. These experiences develop a love for reading.

Teachers and other adults have been well trained to teach reading. The reading programme is delivered with consistency. Pupils regularly revisit previously learned letters and sounds, which they recall confidently. Books are carefully matched to the sounds that pupils have been taught. As a result, pupils read with developing fluency. Effective support is in place for those pupils who are at risk of falling behind and need help to keep up.

The school has in place a well-structured curriculum. Leaders have identified the key skills and knowledge they expect pupils to be taught. For example, in computing, pupils in Year 5 are able to programme a device to make a carousel move. This is because pupils have previously been taught about algorithms. In Reception, children are taught to find 'one less' than a number up to five using mathematical resources. This mathematical learning prepares children well for learning in Year 1. However, on a few occasions, learning is not sequenced as effectively as it could be. This

means that sometimes pupils do not build on their learning and deepen their understanding as intended.

Teachers typically have good subject knowledge. They explain concepts such as 'digraph' and 'trigraph' clearly when teaching early reading and encourage pupils to find these letter patterns in words. However, in a few subjects, adults do not check pupils' understanding enough. Therefore, some pupils have gaps in their learning.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are effectively identified. Pupils with SEND achieve well because leaders and teachers make appropriate adaptations to teaching. The school has effective relationships with external professionals who provide training and support for staff.

Pupils behave well in lessons and during social times. Staff generally have high expectations. Learning is not interrupted by inappropriate behaviour. Pupils value receiving awards for working hard because they get to stand up in an assembly for all to see.

The school has thought carefully about how to support pupils' personal development. The personal, social, health and economic education curriculum is well sequenced. Therefore, pupils learn about consent in an age-appropriate manner. This includes children in the early years, who are taught the language to express if they do not like something. Pupils are taught about the risks they could face within and beyond school. They learn the importance of keeping personal information safe and how to report any concerns they may encounter online.

Leaders provide a range of clubs, including multi-skills, orchestra and gardening club. These activities help pupils to develop their talents and pursue their interests. Members of the school choir are given opportunities to perform to others. They recently sang to members of a local care home.

Leaders, including the governing body, are ambitious for all pupils to flourish, thrive and achieve well here. The governing body know the strengths and areas for development for the school well. Staff are overwhelmingly positive about the guidance they receive to develop their practice. Staff value the support leaders give to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On a few occasions, learning in lessons does not effectively sequence essential knowledge with precision. This means that some pupils do not build on and

deepen their understanding. The school needs to think carefully about the sequencing of component knowledge to enable pupils to achieve more complex tasks.

- In a few subjects, adults do not check pupils' understanding of what has been taught systematically enough. As a result, some pupils have gaps in their learning. The school should ensure that assessment is used sharply and any gaps in understanding are addressed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102035
Local authority	Enfield
Inspection number	10289831
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Theresa Davis
Headteacher	Cathryn Mann
Website	www.st-pauls.enfield.sch.uk
Dates of previous inspection	22 and 23 February 2012, under section 5 of the Education Act 2005.

Information about this school

- St Paul's C of E Primary School is part of a partnership with one other school.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.
- This is a Church of England school in the Diocese of London. The school's most recent Section 48 inspection took place in May 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the senior leadership team to discuss school development.
- Inspectors met with representatives of the governing body. They also met with a representative from the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a wide range of documents, including those related to pupils' personal development and behaviour and attendance. They also met with groups of staff and pupils to discuss these aspects of the school's work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, design technology and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in some other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Curtis Sweetingham	Ofsted Inspector
Daniel Burton	Ofsted Inspector
Sophie Allen	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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