

Inspection of a school judged good for overall effectiveness before September 2024: St Mary's Priory RC Infant School

Hermitage Road, Tottenham, London N15 5RE

Inspection dates:

8 October 2024

Outcome

St Mary's Priory RC Infant School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is a nurturing and supportive school. Pupils understand and demonstrate the school's values in all that they do. From early years up, pupils feel welcomed and safe. Staff greet them warmly each day. Pupils feel cared for, and parents and carers praise the school's close-knit ethos and community-centred culture.

Staff have high expectations for pupils' achievement. The school's broad and balanced curriculum helps pupils to build secure knowledge across subjects. Pupils with special educational needs and/or disabilities (SEND) are well supported. The school makes sure that additional help provided in lessons is mostly tailored to meet pupils' individual needs.

Pupils' behaviour is positive. They understand the school's expectations well. Pupils are taught to play their part in keeping the school environment respectful and calm. Pupils know why this is important and they think that the rules are fair.

Pupils enjoy their learning. They participate in activities like sports, arts, and educational trips around London. These experiences enrich the curriculum, broaden pupils' horizons, and foster personal development. Pupils are well prepared for the next stage of their education.

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

The school's curriculum is ambitious and planned to meet pupils' needs, including those with SEND. Leaders have set clear goals for pupils. Staff make sure that pupils build on their prior knowledge as they progress through the school. Subjects are sequenced to allow pupils to revisit and strengthen their learning. This is particularly well considered in phonics, writing and mathematics.

Teachers have strong subject knowledge and are well trained to deliver the curriculum effectively. They use this knowledge to engage pupils in meaningful learning activities. In early years for example, staff select activities that cater to the developmental needs of each child. These activities are supported by meaningful interactions. For example, teachers share stories and other texts with children and discuss what they have read. Interactions like these help children to make the most of every learning opportunity. Children respond positively and enthusiastically to the learning planned for them. However, occasionally, teaching is not as well adjusted to meet pupils' different needs as it could be. When this happens, it means that pupils are not able to learn and remember knowledge as successfully as the school expects in some subjects.

The school places significant emphasis on reading. From early years, phonics is taught effectively. This enables pupils to develop their confidence in reading and spelling. Over time, their fluency builds. Staff are quick to identify those pupils who need extra support. These pupils benefit from extra sessions to help them keep pace with their peers. This contributes to a strong reading culture within the school. Staff provide a range of exciting reading opportunities for pupils to enjoy in school and at home.

School leaders carefully monitor attendance patterns and work closely with families to address any issues. The school works with families to support those needing extra help. Workshops, regular communications, and clear expectations help everyone understand the importance of regular attendance. The school continues to check attendance closely to ensure further improvements.

Pupils show high levels of motivation and work hard to follow the school's rules. Good behaviour is rewarded, and pupils are helped to understand and change unwanted behaviour. Pupils enjoy earning rewards for good behaviour. Staff are skilled at supporting pupils who need extra help to manage their behaviour and emotions. This helps these pupils to get the most out of their learning time.

The school offers a broad and rich programme that prepares pupils well for life beyond school. Pupils learn about healthy relationships, personal safety, and fundamental British values. Through roles such as school councillors and play leaders, pupils develop a sense of responsibility and leadership. These roles are not only valued by pupils but also foster a sense of belonging and community within the school. The school promotes an ethos of equality where everyone is special and cared for.

The school takes staff well-being very seriously. Governors and other leaders make sure that staff feel well supported. Staff appreciate the efforts made by school leaders to manage workload effectively.

The governing body brings a wealth of expertise to the school's work. They work closely with leaders to ensure that the school continually improves.

The school has created a supportive, inclusive and enriching environment where all pupils can succeed. The school works closely with the co-located junior school to make sure that pupils are well prepared for their next stage of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school does not yet consistently make or provide adaptations to learning tasks to meet the needs of some pupils. This sometimes affects how well some pupils learn the intended curriculum content. The school should continue to develop plans that ensure that learning is adjusted across all subjects so that all pupils can consistently engage with, and make progress through, the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in September 2014.

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 special educational needs and/or disabilities (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	102147
Local authority	Haringey
Inspection number	10313887
Type of school	Infant
School category	Voluntary aided
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair of governing body	Martha Hawting
Headteacher	Jane Ronan
Website	www.stmaryspriory.co.uk
Date of previous inspection	6 November 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed to the role in April 2022, since the last inspection.
- The school is part of the federation of St Mary's Priory Catholic Infant and Junior Schools. The infant and junior schools share the same site and governing body.
- The school operates a breakfast and after-school club.
- Leaders do not use alternative provision.
- The school is a Roman Catholic school in the Archdiocese of Westminster. It received its most recent Section 48 inspection in April 2022. These inspections take place every five years.

Information about this inspection

- The inspectors carried out this inspection under Section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's educational provision.

- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and took that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders. They also held discussions with representatives of the local authority and members of the governing body, including the chair of governors.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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.
- The inspectors spoke to pupils during lesson visits and observed their behaviour in lessons, at break and at lunchtimes. They also spoke to staff about their workload in the school and pupils' behaviour.
- The inspectors considered responses to Ofsted's online surveys for parents and staff.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

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Ofsted Inspector

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