

St Paul's and All Hallows CofE Infant School

URN: 139176 | Inspected: 09 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Strong standard

Pupils achieve well and progress very well from their different starting points. Many pupils arrive with skills below what is typical for their age, particularly in language and communication. Teaching is well matched to their needs, so pupils quickly build their basic knowledge and skills and move confidently through the curriculum. Pupils develop secure early reading skills through consistent phonics teaching and read with growing confidence. In writing, pupils' work shows improving handwriting and accurate sentence structure. In mathematics, pupils build secure number knowledge and explain their thinking using correct vocabulary. Published outcomes are positive and compare favourably with national averages, especially given the school's context. Disadvantaged pupils and pupils with special educational needs and/or disabilities progress very well because support is identified early and closely monitored. Any gaps between groups of pupils reduce quickly. Pupils are extremely well prepared for their

next steps

. They leave with secure basic skills, confidence as learners and positive attitudes to learning, ready to succeed in the next stage of their education.

Curriculum and teaching

Strong standard

Leaders have designed an ambitious and well-planned curriculum that prepares pupils very well for future learning. Leaders adapt the curriculum to match the school's context, so all pupils, including those with lower starting points or additional needs, can take part and enjoy lessons. Leaders regularly check that pupils are learning the intended curriculum well. Teaching is clear, well structured and easy to follow. In daily phonics lessons, for example, pupils are taught step by step. Pupils use actions and repeated practice to learn sounds, before reading books that closely match what they know. In writing, teachers model sentences clearly. They use familiar routines to help pupils build confidence in handwriting, including letter formation and pencil grip, spelling and punctuation. The curriculum is carefully planned across subjects. In mathematics, for instance, lessons build one step at a time, with teachers explaining ideas clearly and encouraging pupils to use the correct mathematical vocabulary. Similarly, in subjects such as history and art, pupils revisit earlier learning and build

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knowledge gradually over time. For example, pupils use timelines, key words and practical activities to help ideas stick. Leaders make sure staff have strong subject knowledge through regular training and support from specialists. Language and vocabulary are a significant focus across all subjects. This helps pupils talk about their learning and understand new ideas. Teaching is consistent, engaging and well matched to pupils' needs.

Early years

Strong standard

Children make a strong and successful start to their education. Many start school with skills well below those typical for their age, particularly in communication and language. Staff understand this and focus on helping children develop their speech, vocabulary and confidence from the start. Staff model language carefully and repeat key words. They encourage children to explain and share their ideas during play, stories and group activities. The early years curriculum is well planned. It supports children's progress across all areas of learning. Communication and language sit at the heart of the curriculum, with storytelling, role play and structured talk woven throughout. For example, children retell familiar stories confidently using story maps. They use new vocabulary accurately. Children develop fine motor skills and early writing through a variety of practical activities. Reading is a clear priority. In the Reception Year, children learn phonics through daily, structured sessions. Staff use actions, repetition and clear modelling to help children secure sounds and begin blending quickly. Books are well matched to children's phonics knowledge, helping them build confidence as early readers and writers. Children feel safe, settled and happy. They develop independence, manage routines well and show kindness to one another. The school forges strong partnerships with parents and carers. As a result, children are extremely well prepared for Year 1 and beyond.

Inclusion

Strong standard

Leaders have built a caring, inclusive school where every pupil is supported to succeed. Staff take time to understand each pupil's needs, especially those with special educational needs and/or disabilities, pupils who speak English as an additional language, disadvantaged pupils, and those needing support from social care. Information from parents and carers, home visits, assessments, and professional advice help staff understand pupils' strengths and challenges. Leaders and staff work hard to remove any barriers to learning. Teaching is designed so all pupils can take part and feel included. Extra support is provided quickly when needed, with specially adapted spaces and resources for pupils who need help with behaviour or communication. Pupils with higher needs learn alongside their peers. They enjoy the same lessons, trips and activities. Pupils' progress and wellbeing are reviewed regularly. Staff check how support is working and adjust it when needed. Leaders use pupil premium funding effectively to ensure disadvantaged pupils receive the right help at the right time. Staff receive regular training to support all pupils. Leaders work closely with parents, external professionals, and social care to make sure any needs are identified and met swiftly. As a result, pupils feel safe, included and supported.

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Leadership and governance

Strong standard

Leaders are highly committed to ensuring that all pupils thrive, especially those who are disadvantaged, pupils with special educational needs and/or disabilities, or those who face other barriers to learning and wellbeing. Leaders have a strong understanding of the school's strengths and

areas for improvement

, and they actively prioritise actions that drive positive change. Leaders ensure that resources are allocated effectively to meet pupils' needs. For example, leaders have developed a clear focus on early reading, phonics, and social-emotional support, with a strong emphasis on supporting the progress of vulnerable pupils. The governance team and trustees hold leaders to account effectively. They ensure that statutory duties are met and that decisions are always made in the best interests of pupils. Governors and trustees are well informed about the school's context and performance, and provide both support and challenge to leaders. This collaborative approach ensures continuous improvement and enables leaders to remain focused on their mission to serve all pupils, particularly those facing additional challenges. Leaders are dedicated to staff's professional learning. A high-quality, evidence-informed training programme is available for all staff, including early career teachers, to build expertise and improve classroom practice. This is further supported by leaders' strong actions to manage staff's workload and wellbeing, ensuring that staff feel supported and valued. Leaders' engagement with stakeholders, particularly with parents and carers, is a key strength. Their strong communication and collaboration ensures that pupils' needs are met both in and out of school.

Personal development and wellbeing

Strong standard

The school provides an inspiring and carefully planned personal development and wellbeing offer. This helps pupils grow into confident, kind and responsible individuals. Leaders place pupils' emotional health, character and happiness at the heart of school life. They ensure that pupils, including those who are disadvantaged or face additional challenges, feel supported and valued. Pupils' spiritual, moral, social and cultural development is woven seamlessly through everyday experiences. For example, assemblies, stories and discussions encourage pupils to reflect on their feelings, beliefs and experiences, while helping them understand right and wrong. Pupils learn how to manage emotions, build friendships and resolve disagreements calmly. These skills are reinforced throughout lessons, playtimes and group activities, creating a strong sense of community and belonging. The personal development offer is well matched to pupils' ages and needs. Pupils learn about healthy relationships, and keeping themselves safe, both online and offline, in an age-appropriate way. They know who to talk to if they are worried and feel confident asking for help. Disadvantaged pupils and those with additional needs benefit from extra mentoring, targeted support and adapted resources. This ensures everyone can take part and thrive. There is a rich range of cultural, creative and community experiences. Visits, clubs, workshops and special events help pupils appreciate different cultures, faiths and traditions. Pupils learn about British values

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such as fairness, democracy and respect through fundraising and community projects. As a result, pupils show empathy, confidence and pride in their school. They develop strong character, social awareness and life skills that prepare them extremely well for the future. Leaders carefully track pupils' participation in the wider offer. They make adaptations to reflect pupils' needs and the school's context. Strong pastoral support underpins all aspects of personal development. Trusted adults, mentors and wellbeing sessions provide pupils with space to talk, reflect and build resilience. This joined-up approach enables all pupils to flourish personally and socially.

What it's like to be a pupil at this school

Pupils at this school enjoy a warm, joyful and nurturing environment where they are encouraged to shine and feel valued. From the very start, children love learning because lessons are carefully planned to meet their needs. Many pupils arrive with relatively low starting points, especially in language and communication. Staff identify pupils' needs quickly and provide the right support. Consequently, pupils progress well through the curriculum and grow in confidence. Pupils achieve well in many subjects. Lessons are purposeful, with teachers showing pupils what to do clearly and giving them regular chances to practise and succeed. Pupils build strong foundations in reading, writing and number, which prepare them very well for the next stage of their education. Pupils who need extra support, including those with special educational needs and/or disabilities, pupils who speak English as an additional language, and those facing challenges at home, are supported with care, skill and high expectations. Teaching and resources are adapted so every child can take part, succeed and feel proud of their achievements. Pupils feel that they truly belong. They are included in all areas of school life and enjoy a wide range of opportunities such as trips, clubs and hands-on experiences like cooking. Staff build warm, trusting relationships with pupils. Children play happily together and form strong friendships. Bullying is rare. Pupils feel confident approaching adults for help. Parents and carers trust the school to care for their children. The school is calm, safe and well organised. Pupils behave well because routines are clear and adults are consistent, fair and supportive. Pupils say they feel safe. They know that their worries are taken seriously and resolved quickly. Attendance continues to improve through strong partnerships with families. Through daily school life, assemblies and community activities, pupils learn to be kind, respectful and responsible, preparing them well for life beyond school.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

Attendance and behaviour

Strong standard

Attendance is improving significantly. It continues to be a priority for leaders. Staff work closely with families to remove barriers that may affect regular attendance. They use early checks, daily contact and practical support

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where needed. Regular attendance is celebrated, and families are supported through home visits, translation tools, and flexible communication. As a result, the number of pupils with high levels of absence has reduced significantly. Leaders monitor attendance carefully, particularly for pupils with additional needs or more complex circumstances. They act quickly to support improvement. This consistent and caring approach helps pupils attend regularly and be ready to learn. Behaviour across the school is extremely calm, positive and well managed. Pupils behave well in lessons and at social times, including playtime, where interactions are friendly, happy and respectful. Clear routines, shared expectations and strong relationships help pupils understand how to behave and feel safe. Staff respond quickly to any concerns, and pupils are confident that unkind behaviour or bullying is dealt with promptly and effectively. Pupils show wonderful attitudes to learning, settle quickly into lessons and are keen to take part. They listen well, try hard and persevere with their work. As a result, pupils learn in a calm, supportive environment where they feel safe, respected and ready to succeed.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-pauls-and-all-hallows-cofe-infant-school-london>