

# St Paul's Primary School

## Inspection report

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<b>Unique Reference Number</b>	126182
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360013
<b>Inspection dates</b>	15–16 November 2010
<b>Reporting inspector</b>	John Laver

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geert Winters
<b>Headteacher</b>	Sherdan Upton
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	The Oaks Chippenham SN15 1DU
<b>Telephone number</b>	01249 653041
<b>Fax number</b>	01249 653041
<b>Email address</b>	head@st-pauls.wilts.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 10 teachers. Inspectors scrutinised a range of documentation, including the school's improvement plan, reports from the School Improvement Partner, minutes of governing body meetings and assessment data on pupils' recent and current progress. They observed the school's work, and also analysed 47 parental questionnaires, 99 pupil questionnaires and 29 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether pupils throughout the school are achieving as well as they should and making sufficient progress in writing and mathematics.
- The effectiveness of teaching and the curriculum in improving attainment and progress.
- The extent to which care, guidance and support procedures and pupils' personal development are having a positive impact on their well-being and progress
- The extent to which children in the Early Years Foundation Stage are making good progress from their point of entry to the school.

## Information about the school

Most pupils in this average-sized school are from a White British background. The proportion of pupils who have special educational needs and/or disabilities, which include a wide range of needs, is above average. Children join the Early Years Foundation Stage into two classes, one of which also contains pupils in Year 1. In Years 1 to 6, there are also some mixed-age classes. The headteacher took up his post in September 2009, having previously been the deputy, and the new leadership team was formed in September 2010. There have been some other changes in the teaching staff since the start of this school year. There is a children's centre on site, run independently of the school.

**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?**

**3**

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

**3**

## Main findings

St. Paul's provides a satisfactory standard of education. Senior leaders have, through the self-evaluation process, a clear understanding of what needs to be done to move the school on and have made important improvements. These improvements are rapidly increasing progress and lifting attainment. A drive for higher expectations has been communicated successfully to all staff and new initiatives are already having an impact on achievement in English and mathematics, ensuring that pupils make satisfactory progress. These strategies involve swift identification of underachieving pupils and the provision of support through such means as one-to-one and small group interventions to help these pupils make faster progress. As a result, there are already signs that attainment is rising from its past and current low levels and that the school is much more closely on track to meet its targets for pupils in Year 6 than it has been in recent years. This improving picture is true for pupils with special educational needs and/or disabilities, who also make satisfactory progress.

Nevertheless, the school is aware that writing is a key priority, particularly for pupils higher up the school. Leaders are developing the curriculum so that there are more opportunities for pupils to develop a range of skills whilst studying various topics. ♦

Although these new approaches are becoming established, there are still missed opportunities to extend writing skills in other subjects, and also during literacy lessons. When teaching is briskly paced and challenging, pupils respond enthusiastically and learn well. Sometimes, however, written tasks are mundane and not challenging enough. In general, pupils are not always clear about their learning targets and do not yet receive enough precise guidance on how they can move to the next level. Children in Reception progress satisfactorily. Sometimes progress here is good, but limitations in the extent to which children can choose a range of learning activities for themselves, both inside the classroom and outdoors, prevent consistently good progress.

There are several strengths in pupils' personal development and these make a valuable contribution to their learning. Pupils enjoy coming to school, as reflected, for example, in their above-average attendance. They also feel safe and well cared for. Pupils particularly enjoy several aspects of the curriculum, especially the enrichment activities such as clubs and visits. Their social development is strong, exemplified in the positive way they collaborate in lessons. These positive features reflect the school's good pastoral support. However, many pupils have a limited awareness of the issues involved in living in the multicultural environment which characterises other parts of the United Kingdom and of other cultures overseas.

The school has a satisfactory capacity for sustained improvement, illustrated in already improving academic achievement. Rigorous and systematic monitoring is increasing,

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including the involvement of governance, and there is a realistic approach to the introduction of initiatives.

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

- Increase achievement in English and mathematics, so that pupils reach at least age-related expectations by the time they leave school, by:
  - providing pupils with more scope and challenge in writing tasks across all subjects, particularly those pupils higher up the school.
  - giving pupils detailed feedback and using learning targets to provide precise guidance about how to improve their work.giving pupils detailed feedback and using learning targets to provide precise guidance about how to improve their work.
- Enrich the learning of children in the Early Years Foundation Stage by ensuring that they have more opportunities to choose activities for themselves, both in the classroom and outdoors.
- Increase pupils' awareness of the factors involved in living in the multicultural environment which characterises other parts of the United Kingdom and of other cultures overseas.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Attainment on entry to the Reception group varies a good deal from year to year, but is generally much lower than the expectations for children of this age. Pupils make satisfactory progress throughout the school and, although attainment currently remains low in Year 6, it is improving strongly and securely, as is the rate of progress. Improvement is most marked in reading and mathematics but, although writing is moving on at a relatively slower pace, there is convincing evidence of improving achievement in this subject too. ♦ Pupils with special educational needs and/or disabilities also make satisfactory progress, although because of good support from teaching assistants, they sometimes achieve well in individual lessons.

Pupils are keen to learn and there was evidence of good progress in some lessons. For example, pupils at Key Stage 1 developed their ideas for story writing successfully because they first discussed their ideas at length and then articulated them with confidence. They also responded well to skilful questioning from the teacher, which enhanced their understanding. Good use was also made of assessment, with the teacher drawing on earlier examples of pupils' work to show how ideas could be imaginatively improved upon. However, learning is held back when pupils sometimes complete low-level tasks such as copying, or too much time is spent organising activities rather than carrying them out.

Pupils enjoy school. Although occasionally boisterous outside lessons, they are polite and well behaved in class. Pupils get on well with each other because they feel secure. Pupils understand the importance of trying to live healthily, talking knowledgeably about the impact of exercise and diet on the body. Pupils take part in events such as organising charity ventures, which illustrates a valuable contribution to the school and wider community, and the school is now seeking to extend the work and influence of the school council. Preparation for pupils' future well-being is satisfactory. There are good transition

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procedures to integrate newcomers into the school and to prepare older pupils for the next phase of education, while pupils are now gaining from their increasing academic achievement. Pupils benefit from opportunities to reflect on sensitive issues such as personal relationships and from some particular cultural experiences, especially through extensive music provision.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

Teachers develop clear classroom routines so that pupils know what is expected of them and are eager to learn. When teachers provide challenging opportunities, learning accelerates. For instance, pupils in Key Stage 1 were encouraged to discuss healthy eating at length. This opportunity extended their understanding and ensured the development of their speaking and writing skills. However, good progress is not yet a feature of all lessons and learning is occasionally inadequate. Learning slows when pupils spend too long on undemanding tasks, discussion is cut off because the lesson is too teacher-directed, or there is not enough independent learning. A minority of pupils feel that they get insufficient information from marking or other feedback on how well they are doing.

The use of topics such as 'The Victorians' and 'Transport and the Community' is adding more interest and liveliness to the curriculum, but is at a relatively early stage of development, including in relation to extending present multicultural content. There is already strong modern foreign language and music provision, with a large number of

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pupils enjoying instrumental tuition. A well-developed programme of personal, social and moral education underpins pupils' sense of well-being. The school is a happy, friendly place. There are strong links with outside agencies and the nearby children's centre, which ensure that vulnerable pupils are well supported. Careful support for those with special educational needs and/or disabilities enables the school to focus on the specific needs of individuals, increasing their confidence and self-esteem. A parent support worker provides valued additional care.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new leadership team has quickly and successfully communicated the drive for improvement to all staff, some of whom are also new to the school. Parents and staff are particularly complimentary about the headteacher's approachability and his positive impact on morale. ♦ Increasingly robust monitoring involves subject and curriculum leaders, as well as the senior leadership. Staff are held accountable for pupils' progress, although the gathering and analysis of assessment data are relatively new and therefore have not had a consistent impact on learning. The school communicates well with parents and carers, giving them extensive information and inviting them into school for events such as learning workshops and 'good work' assemblies. There are also some valuable links with local schools. These links provide additional opportunities such as challenge days for gifted and talented pupils. Equality of opportunity and steps taken to reduce any discrimination are satisfactory, and improving further as the school's academic performance grows. St. Paul's is committed to being an inclusive school, and pupils learn about the importance of equal opportunities both in lessons and assemblies.

Governors are supportive and have increased their understanding of their role in improving the school's performance. There are robust safeguarding procedures. Staff have a very clear understanding of their responsibilities and pupils are aware of safety issues, for example when using computers. Staff are regularly updated on relevant safety and child-protection procedures. The school makes a satisfactory contribution to community cohesion. The school is a happy and harmonious community and it develops close links with the local community. It is aware that the next step is to look wider afield. There is already a link established with a school in France, and the school now plans to extend similar links within this country and develop more abroad.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in Reception make satisfactory progress. Sometimes there is good learning, as observed when children were encouraged to talk about their activities, which they did enthusiastically, creating a lively and interesting atmosphere in the class. There is also often a stimulating range of activities available in the classroom. Children particularly enjoy, for example, role-play activities and the chance for practical tasks involving cutting out and colouring in. Children behave well and engage well with each other. There is strong care and support, and staff are suitably trained in strategies to support individual children and groups, particularly in writing. There are good links with parents and carers and with the nearby pre-school, and these also contribute to children's sense of well-being.

Sometimes, however, there is a lack of pace in activities led by staff, such as when too much time is taken following basic routines such as leaving the classroom. Classroom displays celebrate children's work, but are not used fully to encourage enquiry or independent learning. In particular, good progress is constrained by too few chances for children to choose activities for themselves or to move easily from activities inside to those outside. Staff work hard and conscientiously to bring about improvement and are currently developing assessment systems further. ♦



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most of the parents and carers who returned questionnaires were positive about their children's experiences of school. They praised in particular the impact of the headteacher, the quality of teaching and the quality of care for their children. A typical parental comment was, 'You sense a lovely atmosphere and the children seem very happy and calm', whilst staff are described as 'committed and brilliant'. A few parents expressed individual concerns about how much progress their children make in school and how effectively the school deals with incidences of unacceptable behaviour. Although several parents praise the school for the individual care given to children, a few parents feel that the school does not meet the particular needs of their children well, and also believe that the school takes insufficient account of their views or concerns. These concerns were followed up during the inspection. Whilst evidence supported the view that the progress of several children should be better, the inspection found progress overall to be satisfactory, as it did behaviour. In addition, inspection evidence found that the school takes steps to listen to parents, and that the quality of care and support for pupils, including those who are particularly vulnerable, is good.

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

Ofsted invited all the registered parents and carers of pupils registered at St. Paul's Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	60	18	38	1	2	0	0
The school keeps my child safe	28	60	18	38	1	2	0	0
My school informs me about my child's progress	17	36	26	55	4	9	0	0
My child is making enough progress at this school	18	38	19	40	7	15	0	0
The teaching is good at this school	17	36	29	62	0	0	0	0
The school helps me to support my child's learning	19	40	23	49	4	9	0	0
The school helps my child to have a healthy lifestyle	23	49	19	40	1	2	1	2
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)	21	45	17	36	1	2	1	2
The school meets my child's particular needs	17	36	18	38	8	17	0	0
The school deals effectively with unacceptable behaviour	14	30	22	47	9	19	0	0
The school takes account of my suggestions and concerns	16	34	19	40	7	15	1	2
The school is led and managed effectively	22	47	23	49	0	0	0	0
Overall, I am happy with my child's experience at this school	23	49	20	43	3	6	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%.

## 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 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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:	<p>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.</p> <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.

**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.**



17 November 2010

Dear Pupils

**Inspection of St. Paul's Primary School, Chippenham SN15 1DU**

Thank you for welcoming us in such a friendly way when we visited your school recently. We enjoyed talking to you about your school as well as seeing you in lessons and in assembly.

Your school gives you a satisfactory standard of education and you make at least satisfactory progress in your work. Improvements to your progress mean that your knowledge and skills are getting better, although progress is still not as fast in writing as it is in mathematics and reading. We know that you like school, and we agree with you that you are well cared for. Some of the very youngest children do not get enough opportunities to choose different ways in which they can learn. Some of you, particularly higher up the school, sometimes find the work too easy and do not know how well you are doing, although you do have targets. Many of you do not know much about people's lives and beliefs in other parts of the world.

Your staff are determined to make the school even better, and work hard to help you. We have, therefore, asked the school to do three things:

- Make sure that teachers always give you the type of work that helps you make even more progress, and give you more precise information on how you can improve your work; also improve your writing by giving you more opportunities to write in interesting ways.
- Provide the youngest of you with more opportunities to choose activities which will help you learn well.
- Give you more understanding of what life is like for people in other parts of this country and the wider world.

You can help your teachers by continuing to work hard. Best wishes for the future.

Yours sincerely

John Laver

Lead inspector

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