

# St Paul's CofE Junior School

## Inspection report

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<b>Unique Reference Number</b>	109987
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	363760
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Philip Scull

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>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Songer
<b>Headteacher</b>	Julieanne Taylor
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Oxford Road Wokingham RG41 2YJ
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## Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons taught by 13 teachers. Meetings were held with the senior leadership team, representatives of the governing body, the school council and pupils from Year 6. They observed the school's work, and looked at documentation relating to safeguarding and child protection, pupils' work, school data analysis, the governing body minutes and school improvement planning. They looked at the 225 questionnaires returned by parents and carers, and those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of strategies to improve the progress and attainment of pupils of below average ability and those eligible for free school meals.
- The quality of pupils' cultural and multicultural awareness.
- Teachers' use of assessment data to match work to pupils' abilities.
- Evidence of the impact of leaders and managers at all levels on improving provision and outcomes for pupils.

## Information about the school

St Paul's is much larger than the average sized junior school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are below average, as is the proportion known to be eligible for free school meals. The number with learning difficulties and those with a statement of special educational needs and/or disabilities is below average.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school that provides a caring and stimulating learning environment for pupils. Pupils are confident, enjoy their lessons and like their teachers. An overwhelming majority of parents and carers agree that teaching is good and the school prepares pupils well for the future. One parent wrote: 'St Paul's is an excellent school which is a credit to the headteacher and her fantastic team.'

Pupils' achievement is outstanding. By the end of Year 6, attainment is high and pupils' progress is good. The proportion of pupils attaining at the highest levels in English and mathematics is exceptional. Very effective systems are in place to support the progress and attainment of pupils of below average ability and those eligible for free school meals. Excellent care and guidance are provided for potentially vulnerable pupils and those with special educational needs and/or disabilities. Consequently, these pupils show no significant difference in their rates of progress in comparison to other groups. Some of the work seen in pupils' books during the inspection, particularly in writing and science, was of a very high quality. Pupils know their individual targets and frequently refer to them in their lessons. The school has a strong Christian ethos and a clear focus on 'the whole child' permeates its work. Excellent relationships contribute greatly to the outstanding strengths in pupils' personal development. In lessons, pupils listen attentively and respect each other's views and opinions. Their exemplary behaviour makes a strong contribution to their enjoyment of lessons. They report feeling totally safe and secure in school and they have an excellent understanding of healthy lifestyles. The school council has initiated improvements, such as playground markings for games. Members were proud to represent the school at the Wokingham Carnival.

The outstanding curriculum makes excellent links between subjects. Themed weeks and special days such as the 'Greek morning' seen during the inspection excite and stimulate pupils' learning. Teaching is good and sometimes outstanding. Teachers make good use of interactive whiteboards in lessons to make learning more interesting and use questions effectively to consolidate and extend learning. Assessment data are used well by teachers in their planning to ensure that work provided is challenging and matched well to ability. Teaching assistants too often, however, play a passive role during the teacher's input, which means opportunities are missed to help pupils and accelerate their learning. Marking in books is inconsistent as it does not always give pupils a clear indication of ways to further improve their work.

The headteacher is an outstanding leader and her senior teachers are an extremely effective team. The school's accurate self-evaluation is based upon searching analysis of its own performance by staff and the excellent governing body. Leaders at all levels show a strong drive for continuous improvement. A common sense of purpose is evident and there are strong systems in place to support the continued development of the school.

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Their work has resulted in a significant impact upon the curriculum, attainment and the personal development of pupils. Taking into consideration the improvements in pupils' achievement, attainment and the curriculum, the school's capacity for future improvement is outstanding.

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

- Improve the quality of teaching from good to outstanding by consistently ensuring:
  - teaching assistants are used effectively during teaching inputs to support learning
  - marking consistently challenges and guides pupils to produce their best work.

## **Outcomes for individuals and groups of pupils**

<b>1</b>
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Pupils achieve extremely well and make good progress because they listen attentively and enjoy their lessons. The positive relationships pupils have with staff are a key factor in pupils' excellent behaviour and attitudes. This results in interested and motivated pupils, keen to participate and unafraid to make mistakes. A strategy that is employed very successfully by the school is pairing pupils of different abilities together as talking partners. This was particularly effective in an outstanding Year 3 literacy lesson on the past, present and future tense. Pupils eagerly engaged in 'word tennis' in their pairs, demonstrating excellent use of tense. Even when this produced much hilarity, they remained completely focused and responsive to their teacher.

In a Year 5 science lesson, pupils were very confident in explaining their scientific understanding, and the exemplary work in their books showed the pride pupils take in their work. In a Year 6 numeracy lesson, all pupils were challenged by an open-ended task on the sequencing of numbers that allowed them to fully utilise their skills and knowledge. Lower-attaining pupils benefit from the support of adults during work activity while pupils with special educational needs and/or disabilities benefit from smaller group teaching and excellent intervention packages. Pupils from minority ethnic heritages play a full part in lessons and in the life of the school. By the end of Year 6, all pupils make good progress from their various starting points.

Pupils are given many opportunities to take responsibility and pupils' views are both expected and valued. Their sense of ownership is evident in the positive way that pupils talk about their school. They make a significant contribution to local and national charities. Their awareness of safety, for instance regarding use of the internet, is excellent. Pupils' spiritual, moral and social awareness is very strong but they are less secure in their knowledge of cultural diversity in the United Kingdom.

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*These are the grades for pupils' outcomes*

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

The high achievement and attainment of pupils reflects the good quality of teaching at the school. Teachers create a focused learning environment where all pupils' contributions are valued. The learning intention for the lesson is shared well, and pupils know the 'success criteria' and use this to assess their own and others' progress. Teachers make good use of explanations and a range of questioning skills to extend and clarify learning. Teaching assistants offer good support to pupils during working activity but they are not used as effectively during the teaching input. Sometimes, marking is used to model or suggest improvements to work but it is not used consistently enough to identify and address individual areas of weakness.

Good teaching is underpinned by an outstanding curriculum that motivates pupils and promotes their enjoyment of learning. There are significant strengths in the opportunities for pupils to use and apply their skills in literacy, numeracy, and information and communication technology (ICT) across other areas of the curriculum. Pupils benefit from an excellent range of curriculum enrichment activities, including the annual residential visit to Osmington Bay. Pupils enjoy the wide range of clubs and music lessons offered and the take-up is high. Such experiences, together with learning in personal, social and health education, and the emphasis on staying safe and healthy, teach skills that contribute extremely well to their future economic well-being. Support for pupils with special

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educational needs and/or disabilities and those who speak English as an additional language, for instance through in-class support or withdrawal groups, is excellent.

Great care is taken to ensure the safety of all pupils and the governing body undertakes rigorous checks on the building and site each term. The transitional arrangements for pupils entering or leaving school, as well as when moving up to a new class, are exceptional. The provision of pastoral support through the involvement of the inclusion manager and the parent support adviser, a post shared with the infant school, is extremely effective in supporting families. Arrangements for supporting potentially vulnerable and underperforming pupils and the involvement of their parents and carers are very well managed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides inspirational leadership. Her vision and aims for the school are supported by rigorous monitoring and evaluation and the consistently applied school ethos. The drive and determination of staff and governors underpins the smooth running of the school. The approach to developing the curriculum has been highly effective in advancing improvement and sustaining high levels of attainment and achievement by pupils. Leaders comprehensively monitor all aspects of the school's performance and present the outcomes to governors. The governing body regularly participates in training courses and is highly involved in the everyday life of the school. Their knowledge and use of school data to hold the school to account is excellent. As a result, the governing body is very well informed and has a clear view of the school's strengths and areas for improvement. It makes an outstanding contribution to the work of the school.

The school's self-evaluation is accurate and correctly identifies areas for improvement. Tracking of pupils' progress is thorough, involving all staff, and the analysis of provision is accurate. Detailed evaluations show that all groups, including those pupils with special educational needs and/or disabilities, are doing equally well and illustrate exceptionally well the school's successful work to promote equality of opportunity.

The school has outstanding arrangements for ensuring the safety of all pupils, and this is evident in the detailed risk assessments and concern for health and safety. Community cohesion is good and pupils have excellent links at the local and international level, although their awareness of national dimensions is less secure. The school has excellent relationships with parents and carers, who appreciate all that the school is doing for their children. Their views are regularly sought and acted upon. Parents and carers greatly

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value the way that the headteacher stands at the school gate each morning to meet and greet pupils and parents and carers as they arrive.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Sixty per cent of parents and carers completed the questionnaires. Most are supportive of the school and all aspects of its work. In written comments, parents and carers say that their children make good progress and enjoy after-school clubs. Although a few parents and carers expressed concerns about insufficient homework and lack of challenge, this was not reflected during this inspection in the lessons observed or in discussions with pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at St Paul's Church of England 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 225 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	114	51	101	45	9	4	0	0
The school keeps my child safe	142	63	80	36	2	1	1	0
My school informs me about my child's progress	71	32	136	60	15	7	1	0
My child is making enough progress at this school	74	33	131	58	9	4	0	0
The teaching is good at this school	118	52	102	45	0	0	0	0
The school helps me to support my child's learning	68	30	135	60	18	8	0	0
The school helps my child to have a healthy lifestyle	108	48	109	48	6	3	0	0
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)	139	62	78	35	2	1	0	0
The school meets my child's particular needs	75	33	132	59	11	5	1	0
The school deals effectively with unacceptable behaviour	86	38	125	56	6	3	2	1
The school takes account of my suggestions and concerns	71	32	130	58	11	5	1	0
The school is led and managed effectively	134	60	84	37	3	1	0	0
Overall, I am happy with my child's experience at this school	124	55	95	42	2	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



13 June 2011

Dear Pupils

**Inspection of St Paul's Church of England Primary School, Wokingham RG41 2YJ**

Thank you very much for welcoming me and my colleagues to your school. We enjoyed seeing your lessons and talking with you. On behalf of the team, I would like to thank the school council and those of you in Year 6 who met with us; you were so well mannered and polite. I am pleased to tell you that you go to an outstanding school. These are some of the things that really stand out.

- Your school has a welcoming atmosphere and adults who look after you do it exceptionally well.
- Your achievement is outstanding and, by the end of Year 6, your attainment in English and mathematics is high.
- Your behaviour is exemplary and you have an excellent understanding of why it is important to lead a healthy lifestyle.
- In lessons, you work together in pairs and/or small groups exceptionally well.
- You have an excellent headteacher and governing body who always put you first when they make decisions. They are determined that you get the best possible learning experiences.
- Your lessons are often fun and you are very lucky to have so many clubs.

Although yours is an outstanding school, we have asked your headteacher, staff and governing body to do the following to make it even better.

- To make comments on your work more often that will help you to improve it.
- To make sure the teaching assistants give you more help during the teaching input at the start of lessons.

All of you can help by carefully reading the marking comments made by your teacher and making sure you follow the suggestions in your next piece of work. You might like to write a little comment back too, even if it is just 'thank you'.

Yours sincerely

Philip Scull

Lead inspector

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