

St Paul's Church of England Primary School

Inspection report

Unique Reference Number	100046
Local Authority	Camden
Inspection number	376340
Inspection dates	1–2 December 2011
Reporting inspector	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Allan Jenkins
Headteacher	Simon Knowles
Date of previous school inspection	22 January 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons taught by seven teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered responses to questionnaires received from 101 parents and carers, 24 pupils in Years 3 to 6, and nine staff.

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

- Are rates of learning and progress consistently rapid for all groups of pupils?
- How accurately does the school monitor the quality of its work and ensure consistency of provision through the school?
- To what extent is pupils' personal development a strength of the school?

Information about the school

This is a slightly smaller-than-average primary school with Early Years Foundation Stage provision for children in one Reception class. The proportion of pupils from minority ethnic heritages is above average, with a few from a range of different ethnic backgrounds. Forty per cent of pupils speak English as an additional language. A few of these are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Most of these pupils have moderate learning difficulties. The school operates a breakfast club. The school has achieved nationally recognised awards including Healthy Schools status and the Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

St Paul's Church of England Primary School provides a good quality of education. The staff work hard to ensure that pupils are well cared for and that all pupils are well supported. This is reflected in pupils' enthusiastic attitudes to learning, positive relationships and their well-being. Pupils take on responsibility extremely readily, for example as house captains, break-time sporting equipment monitors and members of the school council. They make suggestions to enhance the local environment. The school choir sings for local older residents. Pupils regularly raise funds and make donations to a wide range of local and national charities. Through very close links with the parish church, and learning about a variety of religious festivals and cultural practices, pupils have an excellent understanding of world beliefs and cultures. Together with pupils' very caring attitudes to one another, the extent of their spiritual, moral, social and cultural development is outstanding. Pupils feel extremely safe and are very confident that staff at the school, as well as pupil playground buddies, will help them should any problems occur. Pupils are exceedingly clear about the steps they should take to keep themselves safe from harm. This is due to regular visits from local emergency services and excellent guidance concerning road safety and keeping safe when using computers.

Children get off to a good start in the Early Years Foundation Stage. Pupils make good progress through the rest of the school and reach above average attainment in English and mathematics by the end of Year 6. Teachers track how well pupils are making progress and identify those who need additional support. Extra help, tailored to pupils' specific needs, ensures all groups of pupils, including those with special educational needs and/or disabilities, and those who speak English as an additional language make good progress. Teachers use assessment information well to match work in lessons to pupils' learning needs, particularly when planning group activities and independent work. However, during whole class teaching, tasks are not always as sharply matched to the full range of pupils' abilities.

Regular monitoring and accurate self-evaluation enable the school's leaders to identify appropriate priorities for improvement. Since the previous inspection, the school has successfully sustained above average attainment, good behaviour and above average attendance. The school has been particularly successful in enhancing outcomes for pupils in their personal development, many aspects of which are now outstanding, including their extremely positive attitudes to keeping fit and healthy. The school's work to promote community cohesion has improved and is outstanding. All these strengths show the school's good capacity for improvement. The governing

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body is supportive. However, opportunities are sometimes missed to play a full part in challenging the school to improve provision further so that pupils make even swifter gains in their learning.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that whole class teaching is suitably challenging to meet the needs of all pupils.
- Enhance the skills of members of the governing body in playing a strategic role in securing improvements and in monitoring the impact of developments on pupils' achievement.

Outcomes for individuals and groups of pupils**2**

Children join the Reception class with skills and capabilities that are in line with those typically found for their age. Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning, are good. This was evident in an English lesson observed, where pupils were working hard to practise their use of adjectives in their writing. They set to work quickly and produced a good range of adjectives within the time they were given. The pace of learning was brisk because they listened carefully to the teacher's explanations of what they had to do and were enthusiastic to contribute their ideas. Pupils in a mathematics lesson made good progress and deepened their understanding of fractions. They worked successfully together in groups to calculate which fractions had the same value, even when they looked different.

Provision for pupils with special educational needs and/or disabilities is effective in ensuring that they make good progress. Extra help in lessons ensures they keep up and learn well. Additional sessions outside the classroom successfully boost the literacy and numeracy skills of pupils with moderate learning difficulties. All groups of pupils make similar progress. The small number of pupils at an early stage of learning English as an additional language receive extra guidance in lessons and support with their spoken English from other pupils so that they make good progress across all subjects.

Pupils are extremely clear about the importance of healthy lifestyles. Activities including juggling, swimming and football, together with sporting equipment for pupils to use at break time, are all very popular. The majority of pupils enjoy the hot lunches cooked freshly at the school. The school's award-winning gardens, with herbs, vegetables and fruit plants, are tended by members of the 'dig it' gardening club. Cycling proficiency for older pupils and many accomplishments in sporting competitions with other local schools reflect the school's success in achieving Healthy Schools status and the Activemark. Good academic achievement, teamwork skills and regular attendance ensure pupils are well prepared for the next stage in their

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education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers manage classes successfully. They make use of a variety of resources, including computers, to engage pupils' interest and enable them to take an active part in lessons. Teachers make clear links between new learning and the work pupils have done previously. This helps pupils to build swiftly on what they know and can do already. Pupils' very strong social skills are fostered through regular opportunities to work together in pairs and small groups. Sometimes during whole-class teaching, tasks are not suitably matched in difficulty to the full range of pupils' needs and the pace of learning is not as consistently brisk. When teachers mark pupils' work in English books, written feedback as well as individual targets make very clear how pupils can improve. Teachers' written comments and target setting are less consistently effective in helping pupils to move quickly up to the next level in mathematics.

Project weeks and interesting visitors, including artists, inspire and motivate learning. Pupils have regular opportunities to write at length in a variety of different styles so that they build up their literacy skills systematically. Partnerships benefit the curriculum well. Volunteers listen to pupils reading individually each week and specialist sports coaches lead a variety of sporting activities. Cross-curricular links are developing through the recent introduction of themes enabling pupils to practise their literacy and numeracy skills across a range of subjects. These have not been in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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place long enough to show their impact in raising pupils’ attainment further. Extra-curricular clubs are well attended and develop pupils’ interests widely. For example, pupils in the ‘make it’ club created table decorations for sale at the recent Christmas fair. Outings to local places of interest bring the curriculum to life. Pupils in Years 5 and 6 are particularly enthusiastic about residential visits to Norfolk and France.

Links with a range of outside agencies promote pupils’ good learning and well-being. Together with staff, specialist therapists give additional help for pupils, and their parents and carers, who experience difficult circumstances. This includes opportunities for counselling where it is needed. Additional adults support and guide pupils well in lessons, particularly during group tasks. Opportunities are sometimes missed to ensure they support all pupils’ learning as effectively during whole-class teaching. The school helps pupils in preparing to leave the school at the end of Year 6 and ensures that important information is passed on to secondary schools when they move to the next stage in their education. Effective systems to promote regular attendance and good punctuality ensure that the whole school community is clear about the importance of attending regularly and on time. The breakfast club provides a healthy, calm and sociable start to the day for those pupils who attend.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is a strong leader and works successfully with the school staff and members of the governing body to put pupils at the centre of all the school’s work. The school tackles discrimination and promotes equality well so that rates of learning and progress are good for all groups of pupils. All pupils have equal opportunities to participate in activities in and out of school, regardless of their background or ability. Leaders and managers embed ambition and secure improvements well, bringing about sustained improvement. For example, they have ensured the quality of teaching is consistently good and enhanced the curriculum. Effective monitoring ensures the school has an accurate picture of its performance. The roles of middle leaders are still developing, particularly in relation to further enhancing provision. Safeguarding arrangements are good. The school site is safe and extremely well maintained. Staff are well trained and have a detailed awareness of safeguarding issues, and risk assessments are thorough. Relationships are harmonious between different groups of pupils, and differences are respected because community

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cohesion is promoted exceptionally well. Pupils have a very strong knowledge of the school and local community. Extremely well established links with a school in Africa ensure pupils have an excellent knowledge of the lives of those who live in communities in other parts of the world. They meet a wide range of pupils from contrasting communities within the United Kingdom through sporting activities and visits to contrasting communities beyond their local area. The governing body fulfils its statutory duties. Its role in challenging the school to further improve outcomes for pupils, though, is less consistently rigorous.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Home visits made by staff before children join the school, opportunities to visit the Reception class before they start and well established routines ensure that children settle quickly and are happy. They work and play well together sharing toys and equipment. For example, children in the doctors' surgery role-play area enjoyed sharing dressing-up clothes and taking turns to use the toy equipment. There is an appropriate balance of adult-led tasks and activities for children to choose. Children working with an adult in the classroom effectively practised their knowledge of letters and the sounds they make (phonics). Outside, another group of children developed their calculating skills well with an adult while role-playing travelling on a bus. Children enjoy a wide range of visits to the local area, and visitors to the school. For example, as part of a project about people who help us, a red London bus and its driver came to the school. Children make good progress in the Reception class. The Early Years Foundation Stage is well led and managed, and detailed records of observations are kept. Occasionally, however, the planning of activities for children to choose for themselves does not use assessment information rigorously to ensure that they are challenged to make even faster progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate of parents and carers to the questionnaire was above average. A very large majority of the responses were positive. Most of those who responded are happy with their child’s experience at the school and most confirm that their children enjoy their time there. A few parents and carers do not agree, for example, that their children are making enough progress at the school. Inspectors found that pupils make good progress. They judged many aspects of the school’s work to be good, and their findings endorse almost all the views expressed by parents and carers.

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 101 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	76	21	21	1	1	1	1
The school keeps my child safe	70	69	30	30	0	0	1	0
The school informs me about my child’s progress	50	50	44	44	4	4	1	4
My child is making enough progress at this school	37	37	52	51	8	8	3	8
The teaching is good at this school	48	48	48	48	4	4	1	4
The school helps me to support my child’s learning	44	44	52	51	3	3	2	3
The school helps my child to have a healthy lifestyle	62	61	35	35	1	1	1	1
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)	59	58	32	32	3	3	1	3
The school meets my child’s particular needs	46	46	44	44	10	10	1	10
The school deals effectively with unacceptable behaviour	46	46	48	48	3	3	2	3
The school takes account of my suggestions and concerns	46	46	46	46	3	3	2	3
The school is led and managed effectively	59	58	35	35	3	3	3	3
Overall, I am happy with my child’s experience at this school	67	66	30	30	2	2	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



5 December 2011

Dear Pupils

**Inspection of St Paul's Church of England Primary School, London NW3
3DS**

Thank you very much for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed our visit and were pleased to see the beautiful artwork in the hall which you have made recently with a visiting artist on the themes of peace and koinonia (fellowship). This letter is to tell you about the judgements that we reached.

St Paul's Church of England Primary School is a good school. You told us that you like coming to school and you attend regularly. Your parents and carers like the school too. You behave well and are keen to learn. You have an excellent knowledge of how to keep yourselves safe from harm and take on responsibilities in school extremely enthusiastically so that the whole school community benefits. You have an exceedingly good understanding of how to keep yourselves fit and healthy and are very keen to lead healthy lives. You enjoy all the interesting work the teachers plan and particularly like the clubs and outings that the school organises. The youngest children get off to a good start in the Reception class. You make good progress in your learning to reach standards that are above those of most other pupils nationally by the end of Year 6. Those of you who need additional help are well supported and also make good progress. All the adults work as a team to make sure all of you are safe and well cared for.

We have asked the staff to make sure that all of you are set work that is the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult. We have also asked that members of the governing body develop their role in helping the school to become even better.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector

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