

# Belchamp St Paul Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique reference number</b>	115134
<b>Local authority</b>	Essex
<b>Inspection number</b>	379014
<b>Inspection dates</b>	24–25 April 2012
<b>Lead inspector</b>	Mary Summers

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hesketh
<b>Headteacher</b>	Linda Buchanan
<b>Date of previous school inspection</b>	7 February 2008
<b>School address</b>	Vicarage Road Belchamp St Paul Sudbury CO10 7BP
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	24–25 April 2012
<b>Inspection number</b>	379014



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## Introduction

Inspection team

Mary Summers

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons taught by four teachers or assistants, and talked with groups of pupils, three members of the governing body and staff. She took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at documents associated with safeguarding procedures and self-evaluation. She examined data and other information about pupils' progress, listened to pupils read and looked at samples of their work. The inspector scrutinised the school's improvement plans as well as the curriculum and teachers' planning for lessons. The responses to the 53 questionnaires returned by parents and carers, together with those submitted by staff and pupils, were taken into account.

## Information about the school

This village school is much smaller than the average primary school. Nearly all of the pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The proportion of disabled pupils and those with special educational needs who are supported at school action plus is higher than average. Their needs vary from speech, language and communication problems to specific learning difficulties. There are no pupils with a statement of special educational needs. The school meets the current floor standards that are the minimum standards expected by the government. The school recently gained the Eco-Schools Silver Award.

The current headteacher was appointed in June 2011.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not outstanding because provision for the children in the Early Years Foundation Stage is satisfactory rather than good. In addition, although management procedures are generally good, school improvement plans lack enough rigour to ensure rapid development and pupils' work is not analysed often enough to check they are making enough progress.
- Pupils make good progress from their starting points. Their attainment is usually above average. Careful analysis of assessment information enables school leaders to make improvements to the curriculum. For example, a new strategy for teaching early reading and writing skills has had a positive impact on pupils' learning in Key Stage 1, and pupils are making good progress.
- Teaching is good. Pupils are engaged in their learning because the teaching is lively and interesting. Lessons build well on pupils' previous knowledge and understanding, and involve them actively in their learning. Teachers organise useful activities that enable disabled pupils and those with special educational needs to make good progress.
- Behaviour, safety and pupils' personal development are good. Pupils enjoy school and attendance is above average. They approach their learning seriously, understanding the need to work hard to gain a good education.
- School leaders work well together and have a clear vision for the school's development in the future. The monitoring of teaching is good, with clear evaluations of the strengths and weaknesses in teachers' performance.
- Reception children are not given enough opportunities to engage in independent activities and there are insufficient opportunities for them to develop their literacy and numeracy skills in the outdoor area. Assessment systems do not provide a clear enough picture of children's attainment and progress. Adults do not always interact well enough with children during

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independent activities to extend learning.

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

- Extend provision in the Early Years Foundation Stage by the end of the autumn term 2012 by:
  - strengthening assessment systems to make sure that children's attainment and progress are recorded clearly
  - ensuring that planning for children provides enough opportunities for them to choose activities for themselves in different areas of learning throughout the day
  - providing more opportunities in the outside area for children to develop literacy and numeracy skills
  - ensuring that adults take every opportunity to interact with children during their independent activities to extend their learning.
- Strengthen leadership and management by the end of the autumn term 2012 by:
  - ensuring that school improvement plans always contain clear measures of success and interim benchmarks by which to judge progress towards intended outcomes
  - examining workbooks more regularly to check on pupils' progress
  - ensuring that teachers set clear individual targets for pupils, review them regularly and provide advice when marking their books, about how they can improve their work.

## Main report

### Achievement of pupils

All of the parents and carers who returned questionnaires stated that they thought their children were making good progress and inspection evidence confirms this. Most children start in Reception at levels that are typical for children of their age and, by the end of the year, reach levels that are broadly as expected for five-year-olds. By the end of Key Stage 1, their attainment is generally average, but is rising rapidly because of improvements in teaching and the curriculum. A new literacy programme has helped pupils in Reception and Years 1 and 2 develop a secure understanding of letters and sounds. Most are able to use them successfully to read and write new words.

By the end of Year 6, pupils' attainment is above average, about a term ahead of similar-aged pupils nationally. Inspection evidence, including the school's tracking data, shows that pupils make good progress. There are no differences in the attainment and progress of girls and boys. In a good Year 6 mathematics lesson, pupils keenly worked out how to translate and reflect different shapes on a grid.

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They worked extremely well in pairs, sharing their ideas and previous knowledge to complete the task. A group of more-able pupils worked at a higher level, reflecting different shapes in four quadrants. However, in some lessons, the more able-pupils do not make the progress of which they are capable because the activities are not challenging enough. Pupils in Year 6 are keen readers. They can skim and scan texts efficiently and appreciate a wide range of modern and traditional literature.

Disabled pupils and those who have special educational needs make good progress. They receive well-organised and effective support which helps them fill gaps in their previous learning. They enjoy individualised programmes using computers to help them improve their literacy and numeracy skills. Pupils who are known to be eligible for free school meals also make good progress.

### **Quality of teaching**

Staff have developed excellent relationships with pupils and their parents and carers, who all said that teaching was good. Inspection evidence supports this view. In a good lesson observed, the pupils could hardly wait to start writing their story openers, having first discussed this with their teacher. The teacher's explicit explanations and good questioning ensured that all pupils knew what they had to do to achieve success. The impact of the planned curriculum is good. Reading and writing skills are taught effectively and improvements to the way that younger pupils are taught letters and sounds has meant that they are all making good progress in literacy. Interesting tasks, such as using computers to construct tree diagrams about minibeasts encourage pupils to apply skills and knowledge gained in other subjects. The teaching of disabled pupils and those who have special educational needs is well organised and successful. Teachers plan suitable work to help them make good progress; teaching assistants have clear guidance about what they are helping these pupils to achieve. Teaching in the Early Years Foundation Stage is satisfactory but adults do not always interact well enough with children during their independent activities to extend their learning.

Teachers always explain to pupils what they are going to be learning and this helps to involve and motivate them. However, although pupils know the levels at which they are operating, they are not always sure of what they have to do to improve. Individual targets are not reviewed regularly enough to build upon their enthusiasm and high levels of motivation. Teachers' marking does not always provide enough guidance about how to make written work better.

Teachers have good strategies for managing pupils' behaviour and their high expectations of conduct have a significant effect on pupils' moral and social development. The curriculum ensures that pupils have a good appreciation of their own and other cultures. Teaching assistants are deployed well and have a considerable impact on pupils' progress. Some, who have specific subject knowledge, take groups of more-able pupils, to challenge them, for example, in mathematics activities.

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## Behaviour and safety of pupils

School records and the views of staff, parents, carers and pupils confirm that behaviour is typically good. Pupils understand the red and green card system which is used to apply sanctions and rewards. The school council takes an active role in monitoring the numbers of cards given out and members talk with any pupils about aspects of their behaviour which have been of concern. Nonetheless, by the time pupils are in Key Stage 2, they regulate their own behaviour well. During wet playtimes, for example, they organised their own games efficiently, collecting equipment from different areas with minimum supervision.

In lessons, pupils are well-behaved, listen carefully and work hard on their tasks. They do not give up, even when work is difficult. A pupil who was new to the school this year noted the warm welcome he received from pupils to help him quickly settle in. Pupils are adamant that there is no bullying, but do report some name-calling. All agree that staff deal quickly and effectively with this. The inspector found that incidents of bullying, harassment or homophobic behaviour are rare and always dealt with promptly and well. Attendance is above average and punctuality good. Pupils are keen to come to school each morning, many arriving early to take part in the popular dance club. Pupils are proud of their work that is displayed in corridors and classrooms but do not always take enough care with presentation in their books. Pupils say they feel safe in school. Every parent and carer who responded to the questionnaire agreed that the school keeps their children safe.

## Leadership and management

Good leadership has led to more effective monitoring systems, closer analysis of pupils' attainment and progress and to most pupils making good progress because of good quality teaching. Adults work very effectively as a team. Routines and procedures are well-established and the day-to-day running is smooth and effective. The staff and the governing body contribute to evaluating the school's strengths and weaknesses. The improvement plan that is subsequently drawn up is satisfactory but lacks clear and measurable targets and interim benchmarks to track its effectiveness. The quality of teaching is evaluated regularly and pointers are given for improvement. Teachers visit other local schools to share ideas and to strengthen their skills in, for example, grading pupils' work. Performance management systems are well-established, with clear links between targets for staff and areas for school improvement. Members of the governing body are knowledgeable and reflect a good range of skills and expertise with which to support and challenge the school. The whole school team, with strong support from parents and carers, ensures that the school has a good capacity to go on improving.

Leaders continuously evaluate the curriculum, assessing pupils' performance and setting new targets. They look at pupils' workbooks, but not frequently enough to check on pupils' progress over time. Promoting basic literacy and numeracy has a high profile and there is a good range of opportunities for pupils to write in different subjects. The curriculum is enhanced by many visitors, including the school nurse

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and the local vicar, as well as clubs outside the school day. The curriculum for the Early Years Foundation Stage children, while satisfactory, provides insufficient opportunities for them to choose their own activities to support different aspects of their learning. There are not enough activities planned in the outdoor area for them to develop literacy and numeracy skills. Assessment procedures are not organised well enough to give a clear picture of their progress.

Staff promote pupils' spiritual, moral, social and cultural development well. Links are being developed with a school in Hong Kong and pupils show a good knowledge of other countries and cultures. The high ratio of adults to pupils ensures that pupils receive equal opportunities to succeed. They all receive the support they need to make good progress. There is no discrimination and relationships are extremely positive throughout the whole school community.

The school meets safeguarding requirements. The school enjoys an excellent partnership with parents and carers. One parent, echoing the views of many, wrote: 'I couldn't want for a friendlier, more supportive or better environment for my children. They come home each day bursting with enthusiasm and keen to share all they have learned.'



## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 April 2012

Dear Pupils

**Inspection of Belchamp St Paul Church of England Voluntary Aided Primary School, Sudbury, CO10 7BP**

Thank you for giving me your views about the school when I came to visit you recently. I enjoyed looking in your books, reading your questionnaires and watching you in your lessons. This helped me to get to know your school. It provides you with a good education and these are some of the things I liked best.

- You enjoy coming to school and your attendance is good.
- You make good progress because you work hard and the teaching is good.
- You enjoy all the different activities and clubs that adults organise for you.
- Your behaviour is good and you are always ready to help out if someone has a problem.
- Adults in the school do a good job in making sure you are safe and happy.

To make it even better we have asked the school to:

- make sure that adults check children's progress more carefully in the Reception year and spend more time talking with them to develop their learning
- plan more opportunities for children in Reception to choose their own activities
- provide more experiences in the outdoor area for Reception children to develop their literacy and numeracy skills
- make sure that the headteacher and deputy headteacher keep a close check on what is happening in lessons and look at your workbooks more regularly to see that you are making enough progress.

You all can play your part in helping your school become even better by taking more care in presenting work in your books and by working hard towards your individual targets.

Yours sincerely

Mary Summers  
Lead inspector

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