

# St Paul's Church of England Primary School

Orchard Road, Chessington, KT7 1AJ

**Inspection dates** 25–26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All pupils, including those who are disabled and have special educational needs and those supported by the pupil premium, make good progress and achieve well in all subjects. Pupils' attainment at the end of Year 6 is above the national average and improving.
- Consistently good teaching, with a strong emphasis on developing the skills for learning, enables all pupils to make good progress.
- Outstanding provision in the Reception class means children make very good progress from their starting points and move into Year 1 with skills and understanding above levels expected for their age across all areas of learning.
- Reading is taught well and is a strength of the school.
- Pupils behave well, feel safe and enjoy coming to school. Attendance is high.
- All leaders have a clear, determined vision for the school, underpinned with strong Christian beliefs, creating a calm, purposeful atmosphere for success.
- The governing body is fully involved in the life of the school and offers considerable challenge to ensure the school continues to improve.

### It is not yet an outstanding school because

- There is not enough outstanding teaching at Key Stages 1 and 2. In some lessons, too much time is spent on thinking about how to learn rather than the learning itself.
- Targets set for pupils are not sufficiently focussed to enable them to improve to the next National Curriculum level.

## Information about this inspection

- Inspectors observed 14 lessons or part lessons, including intervention sessions, totalling over seven hours of direct observation.
- All teachers, some learning support assistants and specialist music and physical education teachers were observed.
- Inspectors also attended the assembly to celebrate harvest time.
- Meetings were held with the headteacher, deputy headteacher, the special educational needs coordinator, members of the leadership team, a representative from the local authority and members of the governing body.
- Inspectors took account of the 40 responses to the online Parent View questionnaire and to the consultation of parents, carers and pupils undertaken by the school. They also met informally with parents and carers at the start of the day.
- Inspectors looked at pupils' books, the school's records on progress and attainment for all pupils, and the school's records on monitoring and improving the quality of teaching, including information on the performance management of teachers. They also considered the local authority's review of the school's work, the minutes of the governing body meetings and the school's development planning.
- Detailed scrutiny was undertaken into how the school teaches reading, writing and mathematics.
- Inspectors heard pupils read and looked at assessment records for reading progress.

## Inspection team

Penny Spencer, Lead inspector

Additional inspector

David Howley

Additional inspector

## Full report

### Information about this school

- St Paul's is smaller in size than the average sized primary school, with one form of entry in each year group.
- The proportions of pupils supported at school action, school action plus or with a statement of special educational needs is broadly in line with other schools nationally.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- Most pupils are White British. Others enjoy a variety of heritages including Asian and other White heritages. Very few pupils are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club on site every morning which is not managed by the governing body and is subject to a separate inspection.

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

- Increase the proportion of outstanding teaching to raise pupils' achievement further, by:
  - ensuring teachers set targets that are more sharply focused on National Curriculum levels, so pupils have a clearer understanding of how to progress to the next level in their learning
  - providing pupils with more opportunities for independent learning.

## Inspection judgements

### The achievement of pupils is good

- All children make at least good progress, and some make outstanding progress, in the Early Years Foundation Stage, from starting points that are generally in line with typical expectations. Outstanding provision and a stimulating and exciting environment contribute to this success.
- Most children enter Year 1 with above average skills and understanding across all areas of the curriculum.
- Good progress throughout Key Stage 1 means pupils' attainment at the end of Year 2 has been consistently above average, for all groups, in all subjects.
- Attainment at the end of Key Stage 2 has risen since the last inspection. Improvements in the quality of teaching have steadily increased the rate of progress over time and attainment is now above national averages.
- There is very little difference in achievement between groups of pupils. All pupils from different ethnic groups, and from backgrounds of differing social and economic advantage, achieve well. Pupils who are supported by the pupil premium make good progress and achieve as well as their peers.
- Disabled pupils and those who have special educational needs do well and make good progress. This is because support is tailored carefully to their individual needs. This was observed during a literacy intervention to develop narrative skills. Pupils made good progress because the work was carefully designed to engage and enthuse them, leading to successful outcomes in their learning.
- Pupils read across a wide range of fiction and non-fiction books and the majority say they read for pleasure outside of school. The promotion of reading for pleasure is a strength of the school and contributes strongly to high attainment.
- The overwhelming majority of parents and carers who responded both to Parent View and to the school's own survey think their children are achieving well. This view was borne out by inspectors during the inspection.

### The quality of teaching is good

- The quality of teaching is consistently good overall, with some that is outstanding.
- In the best lessons, work is carefully matched to pupils' needs and teachers quickly move the pupils into independent or group working activities to maximise the learning opportunities.
- In a few lessons too much time is spent discussing ways in which pupils might go about a task and which methods of learning to use. This means the time available for pupils to really develop their understanding of the task is limited, leading to slower progress.
- In the Early Years Foundation Stage the excellent interaction between adults and children means that learning opportunities are very effective, leading to rapid progress.
- Children in the Reception class were observed excitedly making kites in response to the windy weather experienced that morning. Excellent questioning from the teacher encouraged them to explain what they knew already about kites and how they fly while extending their mathematical skills when measuring the length of string needed to fly the kite later.
- Opportunities for writing and mark making are outstanding in the Early Years Foundation Stage and a group of boys were observed using chalk to write on the pathway, with sustained concentration and obvious enjoyment.
- The teaching of reading, including the linking of letters and sounds, is a strength of the school. Recent, substantial investment in new books has enhanced this further. All pupils who read to the inspectors showed a good level of ability and used a wide variety of different strategies to support their understanding of the texts. They were keen to discuss their choices and favourite books.
- Learning support assistants are deployed extremely well and make a good contribution to pupils' learning. During a Year 6 mathematics lesson a higher level teaching assistant was observed working with less able pupils, using highly effective questioning to develop pupils'

understanding of division.

- A well-developed marking system is used effectively and consistently across the school, enabling pupils to reflect on their learning and move forward.
- Pupils know their targets but these need to develop so pupils can clearly see the links to their national curriculum levels.
- The work in pupils' books is well presented, and despite being early in the term, there was plenty of evidence available for scrutiny during the inspection.
- Teachers use the recently revamped creative curriculum imaginatively, creating exciting learning experiences for pupils. The dinosaur theme in Year 2 was especially well liked by all pupils and work planning shows clear cross-curricular links.
- The vast majority of parents and carers agree that their children are taught well.

### **The behaviour and safety of pupils are good.**

- Pupils' behaviour in lessons is consistently good and much is exemplary. They are eager to learn, willing to take part and keen to try out new strategies. They are courteous, polite and get along well with each other.
- Pupils in all year groups were observed working cooperatively together on tasks and inspectors observed pupils confidently 'phoning a friend' for help, if they were stuck with their learning.
- Older children are keen to take on responsibility as peer mediators and playground friends and in running clubs at lunchtime.
- The analysis of responses from Parent View and the school's own survey show all parents and carers consider the school to be safe and behaviour to be good. Staff also agree overwhelmingly that the school promotes good behaviour.
- There is a consistent and effective approach to managing any instances of poor behaviour.
- Behaviour logs are well kept and show recorded incidents are followed through rigorously.
- Pupils are adamant there is no bullying and any minor difficulties with friendships are quickly dealt with by the staff.
- They are well aware of dangers to themselves and understand how to keep safe. The school is proactive in ensuring pupils, parents and carers are aware of the potential dangers of unsafe internet use and cyber bullying; older pupils showed a mature attitude during discussions.
- Attendance and punctuality are excellent, reflecting pupils' obvious enjoyment of school.

### **The leadership and management are good**

- The headteacher provides very strong leadership, supported fully by her senior leaders and staff, to continue improving outcomes for all pupils.
- Her commitment to the school and the collective vision for its continued success permeate all aspects of school life.
- The headteacher and deputy headteacher have driven the improvements to teaching through rigorous, consistent monitoring of staff performance. Self-evaluation is accurate and insightful.
- Professional development and training are closely linked to school priorities and staff are extremely positive about how effective these opportunities have been in improving their practice.
- Leaders at all levels are confident in their role and have an excellent understanding of the impact they have on learning.
- Newly qualified teachers benefit from strong support and mentoring enabling them to quickly develop their practice.
- The school's interesting creative curriculum contributes significantly to pupils' learning by being engaging and relevant. It supports good understanding of global issues and cultures through its varied topics and supports pupils' awareness of civil institutions and services. All

pupils have equal and full access to what is on offer.

- The school benefits greatly from partnerships with the local church and community and the many charitable events that are undertaken by pupils. During the inspection pupils celebrated harvest festival with collections of food for homeless residents in the borough.
- Pupils enjoy many extra-curricular learning activities and the school sports teams are very successful in borough events.
- Relationships with parents and carers are excellent and they support school events wholeheartedly.
- Significant work by the headteacher to increase parents' and carers' involvement in their children's learning has begun to pay off with improved attendance at consultations and pupil progress meetings.
- The local authority has had a 'light touch' but has brokered support for teachers to develop into 'lead teachers' within the borough, and to move any teaching that might require improvement to good.

■ **The governance of the school:**

- is good because the knowledgeable and proactive governing body offers a good level of challenge to ensure progress and attainment continue to rise
- ensures all safeguarding and child protection policies and practice are in place and meet exacting standards
- is wholeheartedly committed to the vision and ethos of the school and its place in the community.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102590
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	400558

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

<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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Jarman
<b>Headteacher</b>	Marie Newman
<b>Date of previous school inspection</b>	27–28 April 2010
<b>Telephone number</b>	020 8397 3553
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