

# Sarum St Paul's Church of England (VA) Primary School

Westminster Road, Salisbury, SP2 7DG

**Inspection dates** 2–3 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school's outstanding commitment to developing pupils' spiritual, moral, social and cultural development is reflected in the pupils' exemplary behaviour. They have a strong desire to learn in lessons and they conduct themselves well out of lessons.
- Achievement is outstanding, with the attainment at the end of Years 2 and 6 consistently above the national average. A high proportion of pupils make better than expected progress.
- Pupils experience outstanding teaching. Teachers and other adults have high expectations of what pupils can achieve.
- Pupils with disabilities and special educational needs learn well, because the school knows and cares for each individual.
- Pupils are extremely proud of the school. One pupil said, 'There is nothing that would make this school better.'
- This is a caring school, with a strong belief in caring for each other. Pupils feel very safe in school, and parents confirm this
- Parents are very positive about the education their children receive and the progress they make.
- The good provision in the Early Years Foundation Stage ensures children receive an excellent start to their learning. They make good progress.
- The acting headteacher, senior leaders and governors form a highly effective team. They are supported by highly motivated staff, who are committed to creating a positive learning experience for all pupils.
- The knowledgeable and committed governing body is exemplary. There is outstanding support and challenge and is exceptionally well led.

## Information about this inspection

- Inspectors observed parts of 16 lessons, several of which were jointly observed with the acting headteacher. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants.
- Inspectors observed a class assembly and listened to pupils from Years 2 and 6 reading.
- Inspectors held meetings with two groups of pupils, including the school council.
- Inspectors spoke to seven governors, including the Chair of the Governing Body, representatives from the local authority and staff, including senior and middle leaders.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents and records relating to behaviour, attendance and the safeguarding of children. The school's arrangements for spending the additional sports funding and pupil premium funding were also scrutinised.
- Questionnaires were analysed from 35 members of staff.
- Inspectors took account of the responses of 112 parents to the on-line Parent View questionnaire during the inspection, and inspectors also used the opportunity to talk to parents who attended sports day.

## Inspection team

Sarah Jones , Lead inspector

Additional Inspector

Ian McAllister

Additional Inspector

## Full report

### Information about this school

- Sarum St Paul's Church of England (VA) Primary School is smaller than the average primary school.
- The acting headteacher took up her post in March 2014.
- There is a specialist resource base within the school for hearing-impaired pupils.
- The proportion of disabled pupils and those who have special educational needs supported through school action or have a statement of special educational need is below average.
- The proportion of pupils who are known to be eligible for free school meals is below average. These pupils are supported by additional government funding known as pupil premium.
- The school met the government's current floor standards in 2013, which set the minimum expectations for pupils' attainment and progress.
- The school provides a number of after-school activities that include various sports, Zumba and gardening club.

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

- To raise the quality of teaching and the proportion that is outstanding by:
  - making sure that all marking gives pupils clear guidance on how they can improve the quality of their work

## Inspection judgements

### The achievement of pupils is outstanding

- Children start in the Early Years Foundation Stage with skills broadly typical for their age. By the time they leave Early Years Foundation Stage, they are well prepared to start Year 1. The Early Years Foundation Stage provides a secure, engaging atmosphere for children to work. Good use is made of both the indoor and outdoor classroom. 'Learning Journals' capture the children's achievements and show progress both at home and at school.
- The progress pupils make has continued to improve since the last inspection. Pupils are now making good and outstanding progress in all classes because the focus has been on improving the quality of teaching and the outcomes for pupils whatever their starting points.
- Pupils achieve well in the national tests at the end of Year 2 and Year 6. Their results are consistently above the national outcomes in reading, writing and mathematics. The most able pupils achieve highly, with many pupils reaching Level 5 and some Level 6, particularly in reading and mathematics.
- The pupils who are supported by additional funding are now making good progress in both English and mathematics. The gap in performance between these pupils and their peers is narrowing rapidly as a result of effective in class support and rigorous monitoring by the leadership team.
- Disabled pupils and those who have special educational needs, including those attached to the resource for hearing-impaired pupils, make progress in line with that of their peers. This is because they receive targeted support. During the inspection, one parent reported how very well their child, who has particular learning needs and has been supported by the school was making good progress.
- Reading skills are taught effectively using phonics (learning letters and the sounds they make); as a result pupils' reading skills are well developed in all classes. Pupils discussed with inspectors the value of reading and the contribution it has made to their written work. They gave examples of 'borrowing' words from their reading books to improve the content of their written work. One pupil told inspectors that she loved reading so much that she wrote stories at home. The colourful displays in the classrooms and corridors support pupils learning, as well as celebrate the success of their achievement. The 'topic learning walls' help to support pupils as they are able to make reference to previous work and build on the next steps of their learning. Pupils use the resources well to support their work.

### The quality of teaching is outstanding

- Teachers' subject knowledge is good. They check and strengthen pupils' understanding to ensure it is secure.
- Pupils in all classes are able to assess their progress at the end of the lesson because they are clear about what they were learning and what they had to do.
- Pupils' work is planned to take into account what pupils understand, know and can do and is exciting and engaging. As a result, all groups of pupils make outstanding progress. For example, props such as sand, the sound of the sea and vinegar wafting around to simulate the smell of fish and chips helped to create the atmosphere for a literacy lesson based on the seaside.
- As a result of a carefully planned curriculum, pupils have time to develop their literacy and numeracy skills across a range of subjects. This was seen in some Year 6 topic books on Africa. Pupils had researched about Nelson Mandela and, as a result of their findings, created excellent biographies.
- Regular checks make sure pupils apply their understanding of grammar and punctuation in a range of different subjects, to write lively and engaging pieces of work. For example, in Year 3, pupils used their knowledge of verbs and adjectives to write creatively about the journey of a £5 note.

- A strong feature of lessons is the positive climate for learning that is fostered through very good relationships between staff and pupils, including in the resource for hearing-impaired pupils, with pupils keen to achieve and meet the success criteria set at the start of the lesson.
- All staff effectively praise pupils whether in lessons, break times or during sports day, as observed on the first day of the inspection. This ensures pupils are confident learners.
- Children in the Early Years Foundation Stage find that activities are fun and stimulating. They had recently visited the New Forest and were creating postcards to send to their families to describe their visit. They used their knowledge of letters and sounds to support their writing. Other children took on the role of explorers and looked for both mini beasts and plants within the outdoor classroom, observing the way snails moved from one area to another.
- Teaching assistants are well trained and are used effectively to support pupils to help them learn and improve their work. They use questioning and their subject knowledge well to ensure a good understanding of the needs of disabled pupils and those who have special educational needs. This includes pupils attached to the resource for hearing-impaired pupils. They both support and challenge these pupils, so they make progress in line with their peers.
- Books are marked well in most cases; however, there are some occasions when next steps could provide pupils with more help in how to develop their work.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding. This reflects the school's strong emphasis on moral values.
- Pupils are very proud of their school and they are friendly and welcoming to visitors.
- Pupils have a very positive attitude to their learning. They want to develop their knowledge and are keen to do well. Pupils work together well; they share ideas as well as helping each other. For example, when working as a group in a Year 5 science lesson, pupils shared their ideas well to predict the outcomes of the experiment.
- The behaviour of pupils at playtime is exemplary. Pupils play well together and use the equipment available to them well. Pupils like the many different zones of the playground. This includes the reflection area, which the pupils were very keen to talk about.
- Pupils enjoy taking on responsibilities, for example as playground buddies at lunchtime, as well as the school council. The council made an important contribution when the school planned the introduction of hot meals. This included sampling the meals that will be available from September.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel extremely safe and well cared for by all the adults in the school. This was shown during the sports day when all pupils engaged in the events, with many parents and grandparents in to support and encourage their children.
- Pupils are well informed about all types of bullying such as name calling, physical bullying and cyber bullying. They say that bullying is very rare, and should it occur it is quickly and successfully resolved by the adults in the school.
- Attendance is consistently above figures for similar primary schools.

### **The leadership and management** are outstanding

- The senior leadership team and the governing body have maintained continuity and a caring environment for all to succeed in, during a period of change earlier in the year. This demonstrates the school's wholehearted commitment to the pupils.
- Systems to check pupil's progress in all year groups is rigorous. This enables the leadership team, including effective subject leaders, and class teachers to monitor the progress of different groups of pupils.
- Teachers' performance is managed effectively by senior leaders. The process is effective and

includes the opportunity to share best practice with colleagues. This involves all teachers, including those at the start of their teaching careers. The school is part of a local cluster of schools with the chance to benefit as well as share ideas on improving both teaching and learning.

- The curriculum provides pupils with many opportunities to develop their understanding in a wide range of different contexts. In a Year 6 lessons on the Vikings, pupils were designing longboats and were working collaboratively together, using a range of skills that included design technology as well as their numeracy and literacy whilst completing the research.
- Equality of opportunity lies at the heart of the school's ethos. The school provides excellent support for pupils with special educational needs, including those attached to the resource for hearing-impaired students, and pupils who are learning to speak English.
- There are many educational visits and the use of visitors to help broaden pupils' experiences of the local and wider world, including a Skype connection with a school in India and further work planned to include visits to Stonehenge, as part of the plans for the introduction of new curriculum from September, enhancing pupils' spiritual, moral, social and cultural development.
- Links with parents are highly effective and parents are kept well informed about their child's progress. Parents make a valuable contribution by helping raise additional funds, for example running a barbeque during the sports day. In July each teacher holds a new parents' tea to get to know the parents of the next year. The parents whose children are currently in Year 1 had the chance to meet their child's new Year 2 teacher during the inspection many said they appreciated this occasion.
- The additional sports funding provided by the government has enabled the school to employ specialist coaches to provide additional sporting provision in and after school and provide training for staff to develop their expertise. It has also enabled the school to extend the experience pupils have of sports, for example golf, street and Brazillian dance.
- The pupils enjoy a range of after school activities such as Zumba, sport, gardening. The Zumba class during the inspection was very well attended.
- The local authority is making a valuable contribution to the school's continued development through its training for staff and governors.
- The school's systems for safeguarding are in place and ensure the pupils are well cared for and looked after.

■ **The governance of the school:**

- The Chair of Governors effectively leads a highly skilled governing body to both challenge and support school leaders well. They have an outstanding understanding of information about the school's performance and the progress pupils are making. They use this effectively to make sure that funds such as pupil premium and the additional sports funding are spent wisely. They also have a very good understanding of teachers' performance and how this links to their pay. They take regular opportunities throughout the year to meet and review the performance of the school and are actively involved in the evaluation of the school's work and in development planning. Governors have attended training such as analysing data, safer recruitment and the use of pupil premium funding organised by the local authority and the diocese. Governors make sure that statutory responsibilities are met and, safeguarding requirements are in place and effective. Governors recognise the link between teachers' performance and salary progression.

## 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 pupils' 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 pupils' 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>	126411
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	439634

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>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Anstey
<b>Acting Headteacher</b>	Elizabeth Weavers
<b>Date of previous school inspection</b>	4 June 2009
<b>Telephone number</b>	01722 336459
<b>Fax number</b>	01722 500633
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