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Mr John Wright  
Headteacher  
St Paul's CofE Primary School  
St Paul's Road  
Brentford  
TW8 0PN

Dear Mr Wright

### **Short inspection of St Paul's CofE Primary School**

Following my visit to the school on 20 June 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

#### **This school continues to be good**

The leadership team has maintained the good quality of education in the school since the last inspection.

You were appointed as headteacher in September 2013. You managed the significant challenge of leading the school through the extensive fire damage that occurred. You and your leadership team showed great resolve during this time, by remaining focused on providing pupils with a good quality of education. In 2015, the school expanded to become two forms of entry in response to the growing need for school places in the community. As a result, the school now has a second site close to the original building. Leaders' care has ensured that the nurturing ethos of the school is maintained as the school grows.

The school is a safe, ordered and harmonious environment. Pupils behave well during lessons and at unstructured times. Pupils' positive attitudes support their learning in class and they make good progress as a result. Pupils are polite and courteous to adults as well as each other. For example, the older pupils train as sports leaders and help younger pupils during sporting events.

The senior leadership team and governors share a strong moral purpose of developing a school that includes everyone. Consequently, pupils of different backgrounds thrive, developing into confident young people and achieving good outcomes. The school's ethos of 'Caring for all, growing with God' is echoed by its community.

Leaders provide a wide range of experiences to enhance the curriculum and support pupils' learning. You plan visits to places of interest and invite visitors to the school. For example, children in the early years wrote with much detail about all the famous sights they visited after a trip to London. As a result, pupils enjoy their learning.

Leaders have addressed the key areas identified for improvement in the previous inspection. A consistent handwriting style is applied across the school. Pupils are given further opportunities to practice their handwriting skills through a focus on writing across the curriculum. Leaders have completely overhauled the outside area in early years. There is now a range of exciting and stimulating resources for children to freely access and extend their learning. Consequently, children are developing into confident and curious learners.

Leaders review the school's effectiveness openly and honestly. You know the school's strengths and have clear plans to address areas for improvement. For example, you agree that further work needs to be done to match work more closely to pupils' different abilities, especially for pupils who have special educational needs and/or disabilities.

### **Safeguarding is effective**

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of a high quality. You and the governor with responsibility for safeguarding regularly monitor the single central record of staff pre-employment checks. Staff safeguarding training is updated regularly. As a result, adults in the school are confident in their understanding of potential risks to pupils and what to do about these.

Pupils feel safe at school. They told me that bullying is rare and they are confident that adults deal with it effectively. Pupils are taught how to manage risk for themselves and have participated in workshops and events to learn how to stay safe on the internet, in the event of a fire and on the roads. Most parents who responded to Parent View, Ofsted's online survey, agreed that their children are safe and well looked after.

### **Inspection findings**

- For the first line of enquiry, we agreed to consider the impact of leaders' actions to improve outcomes for girls in key stage 1, after a dip in girls' attainment in 2016.
- Leaders have taken swift action, which is having a positive impact on pupils' outcomes. For example, leaders receive more focused updates from class teachers on pupils who are falling behind. This has led to timely interventions to help those pupils catch up quickly. Current assessment information provided by the school, supported by inspection evidence, shows that girls in key stage 1 are making good progress from their different starting points. Reviews of girls' work showed that in English they write fluently and confidently for a range of purposes. In mathematics, girls recall number facts quickly and accurately.
- Nevertheless, you agree that teachers need to be better skilled at providing challenging work to match the needs of the most able girls in key stage 1. You have

put into place effective plans and this is improving quickly.

- For the second line of enquiry, we evaluated the actions taken by leaders to improve the progress in reading, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities in key stage 2.
- Improving the rates of progress in reading has been a key priority for leaders. Pupils are given the opportunity to explore rich literary texts in class. For example, I visited a lesson in key stage 2 where pupils were acting scenes from 'Romeo and Juliet'. Pupils' reading skills are further improving using 'reading passports'. The 'reading passports' are recommended reading book lists for each year group. Pupils told me that these help them to discover new authors. Another pupil said, 'My reading helps me to improve my writing.' Pupils are clearly enjoying reading.
- As a result of the increased focus on reading, pupils are making good progress in developing their reading skills. The school's own assessment information, supported by inspection evidence, shows improved outcomes for current pupils, especially disadvantaged pupils and those who have special educational needs and/or disabilities. However, the texts recommended in the 'reading passports' are sometimes too difficult for some of the pupils who have special educational needs and/or disabilities to understand. As a result, their progress slows.
- The final line of enquiry focused on how well children achieve in the early years. Although outcomes in the early years are quickly improving, the proportion of children achieving good levels of development has been just below the national average.
- The indoor and outdoor learning environments are bright and stimulating, encouraging good language development. Adults question children skillfully and model language effectively to promote children's communication and listening skills. Children's phonics knowledge is well developed and they apply phonics skills successfully in reading and writing activities. Good leadership is further improving standards in the early years.
- Although children are making good progress in mathematics in the early years, leaders agree that, sometimes, mathematics activities are not consistently challenging enough for children. Opportunities to extend children's knowledge, skills and understanding in this area of learning are less strong than in reading and writing.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers match reading books to the ability needs of pupils who have special educational needs and/or disabilities, so that these pupils make consistently good progress in reading across key stage 2
- children in the early years have access to more challenging activities in order to deepen their knowledge, skills and understanding in mathematics.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London and the director of children's services for Hounslow. This letter will be published on the Ofsted website.

Yours sincerely

Jenell Chetty  
**Ofsted Inspector**

### **Information about the inspection**

I carried out the following activities during the inspection:

- held discussions with senior leaders and those responsible for safeguarding
- held discussions with leaders responsible for monitoring the impact of additional funding for disadvantaged pupils
- met with members of the governing body and held discussions with representatives of the local authority and the diocesan board
- visited classes on both school sites with school leaders, talking to pupils about their work and looking at their books
- heard pupils reading and talked with them about other aspects of the school, including safeguarding
- scrutinised a range of documents including the school's checks on the suitability of staff
- considered the 100 responses to the Ofsted online pupil survey
- took into account 58 responses to the Parent View, including several written responses from parents. I also looked at the outcomes of the school's recent survey of parents' views
- considered the views of 33 staff who responded to the Ofsted questionnaire, as well as speaking to staff during the day.