

St Paul's CofE Primary School

Upper Holly Walk, Leamington Spa, Warwickshire CV32 4JZ

Inspection dates

21–22 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, leaders and governors have established a shared culture of high expectations. Together, they have secured rapid school improvement in both the quality of teaching and the outcomes for pupils.
- The role of English and mathematics leaders has improved since the previous inspection. These leaders now take a significant role in monitoring the quality of teaching, learning and assessment in their areas of responsibility.
- Pupils make good progress from their different starting points because they are taught the precise skills and knowledge they need. However, there is still room for improvement to sustain the rise in reading standards, particularly in phonics.
- Pupils work well together to challenge and support each other's learning. This has a positive impact upon their progress.
- Pupils attend school regularly and behave well in lessons and around the school. Pupils understand and respect school rules, get on well with others and are polite to visitors and staff.
- The teaching has improved well since the previous inspection. The quality of teaching is now consistently good. Teachers have high expectations and challenge pupils to improve their learning.
- Parents are highly supportive of the school and believe, rightly, that their children are safe and enjoy school.
- Pupils' spiritual, moral, social and cultural development is promoted well through all aspects of the curriculum.
- The staff provide good care and welfare. They value pupils' efforts and work. Pastoral support is a strength of the school.
- Procedures for keeping pupils safe at school are effective. Bullying or unkind behaviour of any sort are rare.
- Leaders and teachers do not currently ensure that the skills and knowledge of foundation subjects such as history and geography are taught in sufficient depth.
- Effective leadership and skilful teaching mean that children make good progress in the early years.

Full report

What does the school need to do to improve further?

- Improve reading standards by:
 - checking and assessing more diligently that pupils are improving their reading skills
 - supporting pupils to choose texts that are more closely matched to their reading abilities.
- Improve the teaching of phonics by:
 - adopting a more consistent approach to the teaching of phonics across classes in key stage 1
 - making sure that all staff are sufficiently skilled and knowledgeable in the approaches to teaching phonics agreed by the school.
- Make sure that leaders and staff plan more opportunities for pupils to study subjects other than English and mathematics in greater depth.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the headteacher, deputy headteacher and governors have secured sustained school improvement. They are resolute in their efforts to improve teaching and learning. Leaders are in a strong position to secure further improvement and are quick to address areas for development.
- The school uses external support from local authority reviews and meetings with local schools to improve the quality of teaching and the accuracy of assessment. Subject leaders benefit from training with a national teaching school.
- The leadership of teaching is good. Leaders observe teaching regularly and make accurate judgements about its impact on pupils' progress over time. Pupil progress meetings, held half-termly, ensure that pupils' achievement is considered thoroughly and teachers are held to account for how well all groups of pupils learn. Leaders manage teachers' performance well. They watch lessons and look at pupils' workbooks and then set targets for improvement that are rigorously followed through. As a result, teaching is consistently good and all groups of children achieve well.
- English and mathematics leaders are taking a more active role in driving improvements in teaching and achievement. They have been trained well to undertake book scrutiny and evaluate the impact of lessons on pupils' progress and, as a result, standards are rising in these subjects.
- The school provides a rich broad curriculum that interests and motivates pupils to learn. Pupils benefit from a wide range of extra-curricular activities, including an orchestra and the Young Carers programme. However, leaders and staff currently do not ensure that the skills and knowledge of subjects other than English, mathematics and religious education are taught in sufficient depth.
- Additional funding is used well. Pupil premium is carefully budgeted to address identified issues, for example by providing extra support sessions. As a result, disadvantaged pupils are making good progress.
- The physical education and sport premium funding enables children to experience a wide variety of sports activities and inter-school competitions, for example in athletics.
- The special educational needs leader is knowledgeable and systematic in managing support for pupils who have special educational needs and/or disabilities. Therefore, these pupils are supported well and make good progress. Consequently, the additional funding for special educational needs is spent well.
- Pupils' spiritual, moral, social and cultural education is very well developed through a wide range of experiences, for example the Young Carers programme, the close links with the local church and Young Voices.
- Pupils discuss British values and relate them to situations in school, for example how the school council is formed using a democratic system. They discuss how the values of tolerance and equality are used in school.

Governance of the school

- Governance is effective.
- Governors have a good understanding of the school's strengths and areas for development because they are closely involved in the monitoring of the school improvement plan and evaluating the work of the school.
- Governors read external reports, ask searching questions and ensure that the deployment of resources gives good value for money.
- Governors offer good support and challenge to the school's leaders and staff. They are skilled and knowledgeable in the areas of education, finance and human resources and have a good understanding of the local community.
- Governors know that the quality of teaching is good and that standards are rising from external reviews and regular reports from the headteacher and senior leadership team. They also know about the school from their own regular visits, where they observe lessons, look at books and have discussions with pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- All members of staff are highly vigilant when it comes to ensuring the safety and welfare of pupils throughout the school, including children in the early years. All members of staff know exactly what to do in the event of any concerns being raised by pupils or staff. Leaders work well with parents and other stakeholders to create a well-informed and safe culture in school.
- Pupils have a good understanding of how to stay safe when online and in school. Pupils told inspectors that they would never give out any personal details about themselves over the internet, share passwords or provide information about where they live.
- Pupils have a good understanding of safe and unsafe situations and the dangers and risks that they may face when not in school.

Quality of teaching, learning and assessment

Good

- Teachers manage behaviour well and pupils are focused on their learning during lessons. Teaching is consistently good. It results in pupils' good progress over time in reading, writing and mathematics.
- Pupils collaborate well to support and challenge one another's thinking. For example, in a Year 2 English lesson, pupils were discussing the best vocabulary to use in a report about their visit to Warwick Castle.
- Written work is presented very well due to teachers' high expectations and pupils show great pride in their work. Pupils are keen to show their best piece of work and explain the reasons for their choice.
- While there has been considerable improvement in pupils' knowledge of phonics, teachers and leaders have not adopted a consistent approach to teaching phonics

across classes. As a result, some skills are not embedded well and there are gaps in pupils' phonics knowledge.

- Teachers and teaching assistants check work that pupils are doing in class regularly throughout lessons. Where misconceptions are spotted, staff phrase questions in a way that encourages pupils to think for themselves, which helps them to deepen their understanding.
- Pupils enjoy reading and sharing books. They like the new library and the wide range of books, which appeal well to both girls and boys. Pupils are keen to explain how they access the library from home using an internet link. However, pupils often choose books that are too easy. This is because they do not have sufficient guidance from adults. Consequently, this limits their progress in developing and extending their reading skills and experiences of different authors and genres of literature.
- Music is very well taught by a subject specialist and pupils achieve high standards. They use correct vocabulary to describe their music-making. The school has achieved the national 'Music Mark'. There is a successful school orchestra and the choir performs at Young Voices at the Genting Arena. Pupils are clearly enthusiastic about their music lessons and their access to a wide range of musical equipment in school.
- Pupils benefit from strong teaching of religious education. They can discuss different religions such as Islam and Hinduism. They study Christianity in depth, and are asked to think carefully about themes such as forgiveness.
- Science and foundation subjects are taught through a creative topic approach that pupils enjoy. Much of the science curriculum is taught through practical experiments that develop investigative skills well. In subjects such as history and geography, skills and knowledge are less well taught and progress is limited.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils learn in a calm and purposeful learning environment where all staff are vigilant to their social, academic and emotional needs. Staff know their pupils very well and have trusting relationships with them. Pupils are self-confident and keen to do well in their learning.
- School leaders have created a nurturing and inclusive culture that is valued highly by staff, pupils and parents. The school works with great success to include new pupils who have previously been non-attenders. Many pupils are involved in the school's effective Young Carers programme.
- Pupils have a very good understanding of the dangers of smoking, drugs and alcohol and the importance of healthy food and exercise.
- The pupils know about the different types of bullying, including racism and cyber bullying. They say that bullying at school rarely happens but, when it does, adults always deal it with and, as one pupil added, 'We become friends afterwards.' Pupils talked to inspectors about the important lessons they had learned through anti-bullying week.

Behaviour

- The behaviour of pupils is good.
- Conduct around the school and in lessons is calm, respectful and attentive. Parents, staff and governors share this view. Governors and staff are proud of the pupils' behaviour, which they describe as 'impeccable'.
- Pupils' attendance is in line with national averages and has improved well since the previous inspection. The work of the attendance officer has played a significant part in ensuring that pupils arrive at school on time. The school is working hard to improve the low attendance of some groups of pupils, including those who are disadvantaged. Attendance rates are checked daily and the school works with parents to make sure that they understand the importance of their children's regular attendance.

Outcomes for pupils

Good

- Since the previous inspection, standards in English and mathematics at the end of Year 6 have risen from significantly below the national average to figures that now compare much more favourably with national standards. In 2016 national tests, the progress of pupils at the end of key stage 2 was similar to the national average for all subjects and almost all groups.
- The school's accurate assessments show that pupils are making rapid progress from their starting points. Almost all pupils in Year 5 and Year 6 are making rapid progress. Some Year 6 pupils have made two years' progress since September 2016. Attainment of pupils in the upper key stage is broadly in line with last year's national figures. However, they are catching up on previously lost ground.
- Pupils' work and lesson observations confirm good progress for all groups of pupils in all year groups. Leaders and teachers use assessment information well to identify when pupils fall behind in their learning. They then provide extra help so that pupils can catch up quickly.
- Pupils who have special educational needs and/or disabilities make similar progress to other pupils as a result of extra support sessions outside class.
- The most able pupils make good progress in English and mathematics as a result of teaching that extends their knowledge and skills.
- Disadvantaged pupils are making similarly good rates of progress to other pupils nationally in reading, writing and mathematics. The support and intervention work provided for them match their individual needs. These are provided through additional staffing funded by the pupil premium, and are helping them achieve well in reading, writing and mathematics. Regular meetings with parents also help to improve disadvantaged pupils' achievement. This is because teachers encourage and advise parents about the best way to support their children's learning at home.
- Pupils' knowledge and skills in grammar, punctuation and spelling are very effective. They improve their own work by correcting errors and improving vocabulary choices. The school has worked hard to improve standards.
- External moderation of the early years and key stages 1 and 2 has ensured that the school's assessments are accurate.

- The school's own assessments show that pupils are making good progress from the end of the early years foundation stage. The proportion of key stage 1 pupils reaching the expected standard is above national figures in reading, writing and mathematics for all groups, including disadvantaged pupils.
- The proportion of pupils reaching the required standard in the phonics screening check is in line with the national average.

Early years provision

Good

- Most children joining the Reception class have skills that are typical for their age in most areas of learning. They make good progress in all areas of learning, including reading, writing and mathematics. In 2016, the majority of pupils achieved a good level of development by the end of Reception. The school's own assessment information shows that the current children are making good progress from their starting points.
- Leadership of the early years is effective. Teachers ensure that activities enable the children to discover, explore and question and, at the same time, take responsibility for their actions. Learning journals provide evidence of wide and broad learning which prepares the children well for key stage 1. Teachers are looking to improve provision further, and are focusing on how they can further improve the impact of outdoor learning.
- Children learn in a stimulating learning environment, both indoors and outdoors. Staff are imaginative and make learning fun through topics such as dinosaurs and minibests. Children enjoy learning outdoors, especially in the woodland area, where they have been making minibest hotels.
- By the end of the early years foundation stage, all groups of children, including children who have special educational needs and/or disabilities, as well as the most able children, have made good progress because teaching is consistently good. Their good progress is supported by regular checking of their learning and effective planning that builds on what children have previously learned and know.
- Staff help learning through questioning and developing children's thoughts and ideas. Teachers know how young children learn and consistently use a range of descriptive vocabulary to help children improve their speaking and listening skills. Children are assessed continually and information from observations undertaken by teachers is shared with parents and used to develop the next steps in children's learning.
- Throughout the Nursery and Reception classes, children's behaviour is excellent. They are engaged and focused, lead their own learning and are able to explain what they are doing. They collaborate well with their classmates and communication between children is strong.
- Partnership with parents is a strength. Parents say that communication with teachers is positive and effective. Parents' contributions are valued by the school and they are regularly invited to review learning journals. Parents say that they receive good insights from the teachers' observations as to how their children learn. They are true partners in their children's learning and they are made to feel very welcome in school.

School details

Unique reference number	125701
Local authority	Warwickshire
Inspection number	10032587

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	Local authority
Chair	Mr Charles Crow
Headteacher	Mr Matthew Bown
Telephone number	01926 425 361
Website	www.saintpaulsschool.co.uk
Email address	bown.m@welearn365.com
Date of previous inspection	29 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than most primary schools.
- All pupils attend full-time in the early years, which includes a Reception and Nursery class.
- The vast majority of pupils are White British.
- The proportion of pupils known to be eligible for free school meals is well below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The school meets the government's current floor standards, which set the minimum

expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspection team observed teaching and learning in a range of lessons in all year groups, as well as the teaching of small groups of pupils aimed at helping them to learn phonics. Joint observations were carried out with the headteacher and deputy headteacher.
- The inspection team listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised in class and separately with senior leaders.
- The inspection team considered 118 responses to the Ofsted online questionnaire, Parent View. The inspection team met with parents at the beginning of the school day. The team considered responses to the inspection questionnaires completed by 26 members of staff.
- A meeting was held with governors, including the chair of the governing body. Meetings were held with school leaders responsible for English, mathematics, early years provision, safeguarding, attendance and provision for pupils who have special educational needs and/or disabilities.
- A meeting was held with a representative from the local authority.
- The inspection team examined a range of documents. This included the school's review of its own performance, checks on the quality of teaching, development plans, safeguarding documentation, information about pupils' progress and various records of pupils' attendance and behaviour.

Inspection team

Jan Baker, lead inspector	Ofsted Inspector
Julie Griffiths	Ofsted Inspector
Khalid Din	Ofsted Inspector

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