

Inspection of a good school: St Paul's Church of England Primary School

Orchard Road, Chessington, Surrey KT9 1AJ

Inspection dates:

11 and 12 January 2022

Outcome

St Paul's Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a small, nurturing school. Pupils typically described it as 'caring.' Pupils are safe and feel happy in school. The school's values are an important part of daily life.

The school's motto, 'enabling all to flourish,' is felt by pupils and staff. Leaders have high expectations of pupils. They encourage pupils to take risks and learn from their mistakes. Pupils behave well both in and outside of lessons. They are courteous and respectful to each other. Pupils value the strong working relationships they have with staff and the friendships they have with their peers. Bullying is rare. If it happens, staff provide ongoing support for all involved.

Parents and carers said the school feels like a community. Leaders create this through the activities that pupils take part in together. For example, pupils run the 'Daily Mile' every day with staff to help to build up their stamina. Leaders set up charity events for pupils to be involved in. Through these events, leaders aim for pupils to develop skills of empathy and compassion.

Leaders carefully link educational visits to pupils' learning. For instance, pupils visited The National Gallery to extend their knowledge of famous artists in art.

What does the school do well and what does it need to do better?

Pupils study a broad range of subjects. Curriculum leaders plan for pupils to build up subject knowledge over time and have thought carefully about the order in which content is taught. Subjects make purposeful links to learning in the early years. For instance, in mathematics, teachers in Year 1 consolidate pupils' understanding of the number bonds to 10 before introducing concepts such as addition. After the third national lockdown, leaders rightly identified where pupils needed extra support. For example, pupils have extra resources to help with learning their times tables.

Leaders have identified the essential knowledge that pupils should know and remember. In art, children in Reception begin by using the correct vocabulary to describe colours. Pupils then build on this knowledge by understanding what the primary colours are. Later, in Year 4, they use their secure knowledge of colour to help them to analyse why particular colours were used for Egyptian jars. Teachers encourage pupils to recall their previous learning to help them to understand new tasks. For instance, in computing, pupils used their previous learning on algorithms and animation to design a virtual classroom. Pupils achieve well across a range of subjects.

Teachers make sure pupils use subject-specific vocabulary across the curriculum. For example, in art, pupils could correctly use terms such as 'malleable' and 'iconic.' Leaders check how well pupils remember their prior learning over time and adjust the curriculum to address any gaps. However, not all teachers routinely check pupils' understanding of new content in lessons. This means that sometimes pupils do not get the feedback that they need.

There is a sharp focus on early reading. Leaders check that the content of the phonics programme is appropriately structured. Teachers are well trained in phonics, and leaders provide ongoing support for staff. Reading books match the sounds that pupils have been taught. If pupils struggle, staff give them helpful support. Leaders choose a range of stories and poetry to develop pupils' love of reading. They make sure that pupils are exposed to texts written by authors from different cultures. Pupils read widely and often. Their reading recommendations are on display in the library to provide suggestions for other pupils.

Leaders teach pupils how to behave well. All staff use a common language to help to reinforce leaders' expectations of behaviour. Pupils listen carefully in lessons. They have a clear sense of right and wrong. Leaders make careful observations so that any pupils with special educational needs and/or disabilities (SEND) are identified as early as possible. Pupils with SEND access the same broad curriculum as their peers. Teachers provide support to help pupils work independently.

Pupils are taught about children whose lives are different to their own. For instance, in collective worship, pupils listened to the experiences of a Syrian refugee. Pupils take part in democratic activities such as voting in pupil leaders. They enjoy having areas of responsibility in school. Pupils can take part in various extra-curricular activities, including sports clubs, choir and Lego club. Leaders monitor pupils' involvement in clubs and encourage everyone to be involved.

Senior leaders are reflective and continually look for improvements. They ensure that staff have helpful guidance and training to fulfil their roles. Staff appreciate the strategies that leaders implement to reduce workload. They know they are valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carefully identify the local safeguarding risks. These include county lines, safety in local parks and online safety. They work to educate pupils and their families so that they can manage these risks.

Leaders create an open environment where pupils can talk to adults if they are worried. Staff have regular and up-to-date safeguarding training. They know how to identify and follow up on any concerns. Leaders work well with external agencies, where needed.

Leaders prioritise emotional support for pupils who need it. Through the curriculum, pupils learn about harmful sexual behaviour in an age-appropriate way. Leaders work with families to communicate this learning.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers do not check what pupils have learned and remembered in lessons effectively. This means that some pupils do not have the opportunity to recap on the key facts they need before moving on to more complex content. Leaders should continue the work they are doing to develop and consolidate teachers' techniques to check pupils' knowledge and understanding in lessons.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102590
Local authority	Kingston upon Thames
Inspection number	10211142
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Luke Wickings
Headteacher	Emily Evans
Website	www.stpaulsp.kingston.sch.uk/
Date of previous inspection	11 January 2017 under section 8 of the Education Act 2005

Information about this school

- The current headteacher took up their post in 2019.
- The school is a voluntary aided Church of England school. The last section 48 inspection took place in 2015.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher and deputy headteacher, a representative from the local authority, a representative from the diocese and governors, including the chair of the governing body.
- The inspector completed deep dives in these subjects: reading, mathematics and art and design. For each deep dive, the inspector met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector looked at curriculum plans for computing, history and physical education. The inspector visited computing and history lessons.
- The inspector scrutinised a range of documents, including leaders' priorities for school improvement.
- The inspector observed pupils' behaviour in lessons and at lunchtime.
- The inspector looked at the effectiveness of the school's work on safeguarding by reviewing the record of pre-employment checks for staff, speaking to staff, governors and pupils and meeting with the safeguarding team.
- The inspector considered the responses to the online questionnaire, Ofsted Parent View, including the free-text comments, as well as responses to the online staff and pupil questionnaire.

Inspection team

Lucy Bruce, lead inspector

Her Majesty's Inspector

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