

Inspection of St Paul's CofE Primary School

School Lane, Addlestone, Surrey KT15 1TD

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

The Christian ethos and associated 'FAITH' values sit at the heart of this school. As one parent said, 'The children leave St Paul's having been taught a good set of values which sets them up well for life.' Pupils understand that these principles of friendship, achievement, integrity, trust and honesty make their school a safe and welcoming place with high expectations for learning. They rise to these expectations in the way they engage in their lessons and show resilience in their learning. Pupils achieve well across the curriculum.

Most pupils behave well around the school. They understand how staff help them to recognise their emotions and give them strategies to behave well. Pupils who need additional support regarding their behaviour receive it in a personalised approach. Pupils know that leaders take any reported incidences of bullying seriously and take swift action to address them.

Families appreciate their frequent interactions with school life. Parents regularly receive information about how they can support and celebrate their children's learning through workshops, online learning platforms and invitations to school. Events such as reading cafés and choir performances are eagerly anticipated and well attended.

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

Children in Reception get off to an extremely strong start in their first year at school. Leaders make sure that the early years environment supports learning in all areas, as well as responding to children's interests. There is a clear and unrelenting focus on what children need to learn. Children are well supported in learning how to read and in developing their early mathematical knowledge. They achieve well and are keen to share their success. All staff diligently promote the use of appropriate language and vocabulary by modelling and encouraging conversation. As a result, children demonstrate exceptionally high levels of engagement and concentration. They are excited by school and greet every activity with an abundance of enthusiasm.

Leaders ensure that this strong start to school continues through an engaging and relevant curriculum. There is a clear ambition for all pupils to succeed, including pupils with special educational needs and/or disabilities (SEND). Across the school, teachers have strong subject knowledge. They use this knowledge, and support from leaders, to accurately identify pupils who need additional support quickly and effectively. Links between subjects and within subjects are made explicit. As a result, pupils understand what they have learned previously and apply it in their current lessons.

The school-wide environment is designed to support pupils' learning. Pupils use their working walls to remind them about strategies and previous learning. Teachers frequently use high-quality resources to support and consolidate pupils' learning.

However, this is not always as effective in mathematics for older pupils, particularly those with SEND.

Reading is prioritised across the curriculum. Staff are skilled at teaching reading using a phonics-based approach. This means that pupils use their phonics strategies well to read books that appropriately match the sounds they know. Pupils become fluent and confident readers as they progress through the school. Class texts are carefully chosen to promote a love of reading and to represent a range of cultural diversity. Pupils are encouraged to be ambitious in their reading choices. For example, recent English work for older pupils has included texts linked to Shakespeare and Homer.

Pupils' moral and cultural development is well considered. They are provided with many opportunities to express their views and engage in reasoned debate. Pupils show a highly developed understanding of the importance of human rights. They actively reflect on their own opportunities and how this compares with others. They show appropriate curiosity and empathy. Pupils value their varied opportunities for leadership roles, including in the pupil parliament and as prefects. They wear their pin badges with pride and describe the impact of their actions. Many pupils enjoy attending the school's extra-curricular clubs. However, some groups of pupils are not well represented in this club offer.

Governors routinely examine the impact of leaders' actions on pupils' learning and well-being for all. Staff engage well with the professional development opportunities made available to them by the trust and school leaders. They appreciate the consideration given to their well-being and workload. This includes early career teachers who feel well supported by their mentors and development programme.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a strong safeguarding culture. Well-trained staff know how to identify and report any concerns. Leaders appropriately refer these concerns to other agencies when necessary. The school's family support worker and pastoral team provide an effective additional layer of support. Pupils know they can talk to staff if they have any worries. Through their 'Junior Citizen' work they also understand how other professionals can help them, including the police and fire service. The trustees and governing body are knowledgeable about their responsibilities in terms of safeguarding. They routinely monitor the effectiveness of the school's procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Older pupils do not routinely have access to a range of appropriate mathematical resources. This hinders their mathematical understanding. Leaders should ensure

that teachers in key stage 2 understand how to best support pupils' development of efficient calculation methods.

- Low numbers of disadvantaged pupils and pupils with SEND attend the school's extra-curricular clubs. As a result, these pupils are not consistently benefiting from wider development opportunities. Leaders should identify and address the potential barriers to participation for these groups of pupils.

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.

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	140028
Local authority	Surrey
Inspection number	10241571
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	Board of trustees
Chair of trust	Dianna Gwilliams
Headteacher	Louise Kaye
Website	www.st-pauls-school.net
Date of previous inspection	24 and 25 January 2017, under section 5 of the Education Act 2005

Information about this school

- St Paul's Church of England Primary School is part of The Good Shepherd Trust.
- The school is part of the Diocese of Guildford. As a school with a religious character, the school was last inspected under section 48 of the Education Act 2005 in December 2015.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with school leaders, the chief executive officer and the directors of education for The Good Shepherd Trust. She also met with representatives of the board of trustees and the local governing committee.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To inspect safeguarding, inspectors checked the single central record and talked to leaders responsible for safeguarding. Inspectors also talked informally to a range of staff and pupils.
- The inspection team considered the responses to the confidential staff questionnaire and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to Ofsted Parent View, Ofsted's online questionnaire, direct communications from parents and the additional free-text responses. An inspector talked with some parents on the morning of the first day of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation, including the school development plan and pupil premium funding plan.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Clare Wilkins

Ofsted Inspector

Gareth Morris

Ofsted Inspector

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