



St Paul's CofE Junior School

Inspection Report

Unique Reference Number 102591
LEA Kingston Upon Thames LEA
Inspection number 276740
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Christine Canniff AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Princes Road
School category	Voluntary aided		Kingston Upon Thames
Age range of pupils	7 to 11		KT2 6AZ
Gender of pupils	Mixed	Telephone number	020 8549 4555
Number on roll	237	Fax number	020 8549 4557
Appropriate authority	The governing body	Chair of governors	Mrs C Offord
Date of previous inspection	22 January 2001	Headteacher	Mr K Edmonds

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Paul's Church of England Junior is a popular, average sized school that is regularly oversubscribed. The percentage of pupils from minority ethnic backgrounds is above average, but very few are at the early stages of learning English. The school draws most of its pupils from an area of socio-economic advantage. Attainment on entry is above average. The percentage of pupils with learning difficulties and disabilities is below average. The school holds a third Primary Quality Mark Award, the Football Charter Award and the Artsmark Gold Award for its commitment to the arts. It has been recognised as an 'Investor in People' since 2003.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which gives good value for money. Inspectors agree with the school's evaluation of its own performance. Pupils learn and achieve well because of their good attitudes to learning and the good teaching they receive. Teachers identify pupils' needs carefully and successfully motivate them by planning interesting activities. However, challenge in learning is not consistently high in all lessons.

Pupils' personal development is good. Pupils are learning to be considerate and caring people. Relationships are good, creating a happy and orderly community. This is because the school places pupils' personal development and care at the heart of its work. Information from regular assessments is used well to keep track of pupils' progress. Academic guidance gives Year 6 pupils a good understanding of how well they are doing, leading to faster progress in this year. Pupils in other year groups are not always clear about their next steps for improvement. Leadership and management are good. The leadership team has a clear and accurate view of strengths and areas for development. Others with leadership responsibility provide good support. Governors are strongly committed to the school and make an effective contribution. The school has good capacity to improve as is shown by rising standards and its success in improving the use of information and communication technology (ICT) across the curriculum since the last inspection.

What the school should do to improve further

- Ensure that challenge is consistently high in all lessons.
- Extend to other year groups the good practice that exists in Year 6 that ensures that pupils know their next steps for improvement.

Achievement and standards

Grade: 2

Pupils achieve well and standards are well above average. Pupils make good progress, which accelerates in Year 6 to meet, and sometimes exceed, the challenging targets set by the school. Standards in ICT have risen to be above average because of the improved resources and better planning that enables pupils to use their skills across the curriculum. Pupils have very good basic skills in literacy, numeracy and ICT by the time they leave. The school has sustained high standards since the last inspection and test results have continued to improve. Results of national tests for Year 6 are particularly good in science where three quarters of the pupils achieved the higher level in 2005. Inspection evidence shows that the current Year 6 has made good progress and standards are likely to be similar to the previous year. This is because teachers make good use of assessment data to identify pupils' needs, and plan well to meet them.

The school's good support for pupils with learning difficulties and disabilities enables them to make good progress. Pupils whose first language is not English benefit from

the well directed extra help, so that over the course of their time in the school they progress well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Excellent attendance reflects pupils' enjoyment and positive attitudes. The school has been commended for having the best attendance rate in the borough and among the best in the country. Pupils' spiritual, moral, social and cultural development is good. They behave well and work co-operatively. Pupils say that bullying is rare and is dealt with effectively when it does occur. They say they feel safe and are confident that teachers will listen to their personal concerns. Pupils demonstrate understanding of others' points of view, and show consideration and care for those less fortunate than themselves. In a discussion, pupils showed sensitive understanding of the needs of friends with physical difficulties, and displayed pride in the help that they had given to a school in Uganda.

Pupils readily take on responsibility, for example as mentors to younger pupils, as prefects or as members of the school council, and are proud of their contributions to the school community.

Pupils clearly understand the importance of diet and exercise in leading a healthy lifestyle. Enthusiastic participation in the 'Walk to School Week' is a good example of this.

Good progress in key literacy, numeracy, ICT and teamwork skills contributes to pupils' good preparation for future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils enjoy their learning because teachers plan carefully to make lessons interesting and relevant to their needs. An outstanding personal, social and health education (PSHE) lesson in Year 3 demonstrated a highly creative approach. Pupils worked exceptionally well together to develop their understanding of the effects of anger, and how to effectively manage it. Teaching is also good because teachers use a well-chosen range of visual, listening and practical activities to promote learning. Good questioning techniques extend pupils' thinking and help them to demonstrate newly learnt knowledge. Teachers use the school's assessment and tracking systems effectively to plan the development of pupils' skills. As a result, progress is good overall. However, there is some variation in progress in Years 3 to 5 because, in these year groups, the levels of challenge and expectation are not consistently high in all lessons. Support assistants contribute significantly to the learning of pupils with learning difficulties and disabilities, and to that of pupils whose first language is not English. There are some examples of very good marking.

Teachers write encouraging comments to motivate pupils, but do not always make sufficiently clear how pupils can make their work even better.

Curriculum and other activities

Grade: 2

The school provides a broad and interesting curriculum that is enhanced by the teaching of French. Teachers plan thoughtfully to provide activities that pupils enjoy and that meet their differing needs. Links between subjects enhance pupils' learning. The school's regular themed weeks, such as 'Tudor Week' offer good opportunities to cover a particular topic in depth and for pupils to use their skills across the curriculum. Provision for ICT is good and pupils regularly practise their skills, making good use of these to support work in other subjects.

The school is strongly committed to developing pupils' interest and skills in the arts. It provides many exciting and valuable opportunities for pupils to take part in performances. A very good range of visitors to the school and visits to places of interest enriches the curriculum and pupils' experience. The good range of extra-curricular clubs adds much to pupils' enjoyment, skills and personal development.

Care, guidance and support

Grade: 2

The school provides very good pastoral care for its pupils. Staff share a high level of commitment to pupils' well-being and security. Health and safety procedures are good and all requirements for child protection are met. Procedures are known and well-understood by all staff. The school works closely with feeder schools to ensure it is well prepared to meet the needs of pupils with learning difficulties and disabilities. Records of their individual targets and progress are diligently kept. The school develops pupils' understanding of health and safety issues well. School meals have improved and there are many opportunities for pupils to take part in physical activities.

Academic support and guidance are good. Progress is monitored effectively and the school ensures that pupils who might not reach their targets are helped. Year 6 pupils have a good knowledge of their own targets and understanding of how to improve, and this contributes to the more rapid progress they make. However, pupils' understanding of this is not consistent in other year groups.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy share a clear vision for the school that is effectively focused on the pursuit of high standards. They have created a good, professional team who work well together. The contribution of staff working in all roles and at all levels is valued. The co-ordinators for English, mathematics and science play a full and effective role in leading and developing their subjects. The school has understandably focused strongly on the development of these

subjects, but is now committed to making leadership equally strong in all others. Governors are strongly committed to the school and make an effective contribution. Their expertise in such areas as financial management is frequently of great value to the school. Although less confident in challenging the school on educational matters, they always require it to explain its plans and policies.

The school has well organised procedures to ensure rigorous monitoring of teaching and learning and thorough analysis of its national tests results. The guidance of local authority advisers in analysing its performance and identifying areas for improvement is greatly valued by the school. The views of pupils and parents are regularly sought through surveys, although some parents think this should be carried out more frequently. Overall, the steps taken give the school an accurate view of its quality of provision and effectiveness. Standards have improved steadily since the last inspection. This track record shows that the school has a good capacity for continued improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

We recently visited your school to see how you were getting on. Thank you for making us feel welcome. We enjoyed meeting you, your teachers and other staff. Everyone was friendly and helpful, and this made it easy for us to do our job.

I am writing this letter to tell you what we found out about your school. We found St Paul's to be a good school. There are many things that we liked and think are good. You do well in your learning. This is because your teachers are good at checking where you need help and making sure that you get it. Teachers try hard to make work interesting. Your behaviour is good and this greatly helps your teachers in making sure that lessons work well. We were impressed with the care you show to others, such as by being mentors to pupils in Year 3, and the help you give to a school in Uganda. You said that you enjoy coming to school and like the many interesting activities that your teachers plan for you. Your head teacher leads the school well and all the people working there take good care of you.

We have asked the school to try to do some things even better. We would like your teachers to give some of you work that is more challenging and to give you a better idea of what to do next in order to progress. We are confident that you will continue to enjoy your school and we wish you well in the future.

Yours sincerely

Christine Canniff

Lead Inspector