



# St Paul's Church of England Primary School

Inspection Report

**Unique Reference Number** 114533  
**LEA** East Sussex  
**Inspection number** 279406  
**Inspection dates** 15 March 2006 to 16 March 2006  
**Reporting inspector** Stephen Long HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hornbye Road
<b>School category</b>	Voluntary controlled		St Leonards-on-Sea
<b>Age range of pupils</b>	4 to 11		East Sussex TN37 6RT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01424 424530
<b>Number on roll</b>	633	<b>Fax number</b>	01424 717350
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father Alex Brown
<b>Date of previous inspection</b>	29 February 2000	<b>Headteacher</b>	Miss Ruth Waller

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 March 2006 - 16 March 2006	<b>Inspection number</b> 279406
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

St Paul's Church of England Primary School is a voluntary controlled school. It is much larger than other primary schools. Most of the pupils are White British and few speak English as an additional language. The proportion eligible for a free school meal is above average, as is the number joining or leaving the school during the academic year. The school has an average number of pupils with learning difficulties and disabilities; however, the proportion with a Statement of Special Educational Need is below average. St Paul's is a 'Creative Partnerships' school, seeking to include creative elements within its curriculum. It has a 'Sportsmark Gold' award and works collaboratively with other local schools as part of an 'Excellence Cluster'.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school evaluates its overall effectiveness as good; however, inspectors judge overall effectiveness to be satisfactory and that the school offers satisfactory value for money. The school has reasonable capacity for further improvement, based on the advances made since the last inspection.

Children make a strong start in the Foundation Stage due to good teaching and care. Starting from a low base, most achieve the expected levels by the end of the reception year. Between Years 1 and 6, achievement is satisfactory but inconsistent; it is good between Years 1 and 4 and satisfactory in Years 5 and 6. Pupils reach the expected levels in English, mathematics and science by the end of Year 6. The pupils' personal development and well-being are good. They behave well, have good attitudes to work and understand the need to have healthy and safe lifestyles. The school takes good care of its pupils and has a positive and inclusive ethos. Most pupils enjoy school but some do not attend regularly enough.

Teaching and learning are satisfactory overall. A greater proportion of stronger lessons take place between the reception year and Year 4. In Years 5 and 6, the teaching does not routinely challenge more-able pupils. Overall, the pupils have a reasonable grasp of how to improve their work but do not play a big enough role in assessing their own work or always understand the targets set for them.

Leadership and management are satisfactory. Improvement planning makes useful reference to the outcomes of monitoring and evaluation. Nevertheless, too little use is made of data concerning the pupils' achievement to identify priorities for improvement and measure the impact of actions taken.

### What the school should do to improve further

- ensure consistently good achievement in mathematics, English and science in Key Stage 2
- continue efforts to improve attendance
- improve teaching and learning to provide better challenge for all pupils, especially the higher attaining pupils in Years 5 and 6
- involve the pupils more in assessing their own work and setting their own targets
- make more rigorous use of achievement data to evaluate provision and focus improvement planning

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory and the majority of pupils reach appropriate targets. The pupils start school with standards below those expected. They make good progress during the reception year; most reach the expected levels and many do better in their personal, social and emotional development. Pupils make good progress during Years 1 and 2, reaching at least the expected standards in reading, writing and mathematics. Progress between Years 3 and 6 is satisfactory overall but is inconsistent. It is good in Years 3 and 4 but in Years 5 and 6 pupils make slower progress because

the teaching has fewer strengths, this means that earlier gains are not capitalised on. Standards are average in English, mathematics and science by the time pupils leave but higher attaining pupils achieve too little. Pupils with learning difficulties make similar progress to their peers.

Results in the Year 6 national tests, which have been average for the past few years, fell markedly in mathematics and science in 2005. This is an unusual picture for St Paul's caused by a high number of pupils with complex learning needs joining the school in Year 6. Many of these pupils had missed much work with too little time to catch up. Pupils in the current Year 6 are on target to leave school with standards in line with those expected in English, science and mathematics.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They enjoy school and have positive attitudes to learning. Behaviour is good and pupils feel safe and well cared for. They say bullying is rare and that adults deal with inappropriate behaviour quickly and fairly. Pupils make good progress in their spiritual, moral, social and cultural development. Most develop a sensitive approach to life and everyday issues, and appreciate the achievement of others. Although attendance is below average, the school is working successfully to improve it.

Pupils contribute well to the school and local community. They enjoy responsibility and develop good team-working skills. The school council effectively contributes to the day-to-day life of the school and to curriculum developments, such as an emphasis on creativity. Through fundraising for charities and good causes, and by participating in local business partnership ventures, pupils gain an appropriate understanding of wider social and economic issues and a good appreciation of those less fortunate than themselves. Pupils understand well the need for safety, regular exercise and healthy eating. They thrive on the many sporting events and activities on offer and enjoy the fresh fruit and vegetables available to them each day. As one reception pupil pointed out, "carrots are good for you, much better than crisps".

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. It is good up to Year 4 but satisfactory in Years 5 and 6. Teachers have sound subject knowledge. They use effective strategies, such as questioning, to engage pupils in lessons. This helps extend pupils' thinking and encourages them to solve problems. Pupils experience a stimulating range of activities in lessons, commonly working as whole classes and in pairs or small groups.

Most lessons are well planned by year group teams to meet the needs of pupils of different abilities. However, where pupils work in attainment-based groups, insufficient

use is made of assessment data to ensure all are fully challenged. In particular, higher attaining pupils in Years 5 and 6 are not always stretched enough. Teaching assistants support individual and group work well but are under-used in whole class teaching.

Teachers track pupils' progress efficiently. Marking and verbal feedback give pupils satisfactory guidance on how to improve, although the pupils are not involved enough in assessing their own work and setting their own targets.

Pupils with learning difficulties and disabilities are well supported and their progress is carefully monitored. Good provision is made for those who have specific needs, such as the Jump Ahead programme to improve motor coordination.

## **Curriculum and other activities**

### **Grade: 3**

The school judges the curriculum and other activities to be good but inspectors judge this area to be satisfactory. The pupils do a broad range of work. Particular strengths of the curriculum are projects linking a number of subject areas. For example, a history project on the Anglo-Saxons involved art and design, science and mathematics. Art and design and music are strengths of the school. The curriculum makes a good contribution to pupils' personal development, helping build their independence and creativity. Visits and visitors to the school provide valuable additional experiences. There is a good range of extracurricular activities.

Whilst the curriculum provides exciting opportunities for pupils, planning to ensure that pupils at all levels of attainment make good progress over time is insufficiently detailed. Higher attaining pupils are supported by additional opportunities available through the 'Excellence Cluster', but are not challenged enough by regular curriculum content.

## **Care, guidance and support**

### **Grade: 2**

The school gives good care to pupils and supports them well. Child protection procedures are robust and health and safety have a high priority. The pupils are taught well to help each other. A number of Year 6 pupils have been trained as peer mediators to support other pupils at break and lunchtimes. The pupils are very well supervised by adult play leaders who have been trained to organise games in the playground.

The school is well aware of vulnerable pupils and works effectively with outside agencies to support them. Most parents and carers agree that their children are safe and well cared for in school. The school makes good efforts to meet with parents to review their children's progress. Nevertheless, the pupils do not have a clear enough understanding of how their short-term targets for improvement relate to higher National Curriculum levels.

## Leadership and management

### Grade: 3

The school judges leadership and management to be good but inspection evidence confirms that it is satisfactory with reasonable capacity for further improvement. Since the last inspection, there have been satisfactory advances in teaching, in achievement at Key Stage 1, and in the role played by subject leaders. The headteacher and her colleagues have taken effective steps in response to last year's disappointing Year 6 results, although there is further to go.

The school selects appropriate development priorities. Overall improvement planning is satisfactory, with strengths in supporting pupils' personal development and well-being. However, there are weaknesses in driving some whole-school initiatives, such as ensuring consistently high quality teaching. Planning for the development of individual curriculum areas does not always link well enough to the whole school plan.

Monitoring and evaluation are largely accurate and inform planning. The views of parents and carers are taken into account. The pupils' achievement is suitably monitored by senior staff, although there is too little rigorous analysis of assessment data to identify differences in achievement across year groups or key stages. The school's accommodation is good, offering pleasant surroundings for learning. The school works hard to support its staff. Resources for learning are satisfactory and the school seeks to fully include all pupils. Good links are made with outside agencies such as the other 'excellence cluster' schools and the church.

Governance is satisfactory. The governors play an active role in the life of the school. They visit regularly and are supportive. However, they do not independently challenge the school enough about the pupils' achievement.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	2	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for being so welcoming when we came to visit your school. Many of you took the time to talk to us and this helped us to understand about the work of your school. This letter is to tell you what we found out.

We liked the sensible way you behaved in lessons and at break times. You told us that you enjoyed coming to school and that lessons, and other activities, are usually interesting. We think this has helped more of you want to come to school every day so as not to miss out, although a few of you do not come as often as you should. You think that the teachers take good care of you and, although some of you feel there are times when pupils are unkind to each other, the teachers and other pupils will help sort things out.

Most of you are making the amount of progress with your work that we would expect to see but some of you could do even better in the final two years at the school. The teachers at the school understand this and want to make sure this happens. Most of you know how you are getting on with your work and what your teachers want you to do to improve. However, not all of you understand why these things will make your work better or play a big enough part in deciding what needs to be improved.

There are some areas in which the school can do better and these involve you too. They are:

- to help you make better use of the last two years at the school
- to support all of you in coming to school as often as possible but for you to try for this as well
- to make all lessons as good as the best ones
- for you to work with your teachers in deciding how to improve your work
- for the teachers to work as a team to think about what they do well and plan what they want to improve.

Best wishes Stephen Long HMI Lead Inspector