



St Paul's CofE Primary School

Inspection Report

Unique Reference Number 116886
LEA Herefordshire
Inspection number 279933
Inspection dates 1 February 2006 to 2 February 2006
Reporting inspector Mark Sims HMI

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

Type of school	Primary	School address	Hampton Dene Road
School category	Voluntary aided		Tupsley
Age range of pupils	4 to 11		Hereford, Herefordshire HR1 1UX
Gender of pupils	Mixed	Telephone number	01432 273784
Number on roll	416	Fax number	01432 273784
Appropriate authority	The governing body	Chair of governors	Mr John Bowler
Date of previous inspection	18 September 2000	Headteacher	Mr Reg Thomas

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors with two Additional Inspectors.

Description of the school

Saint Paul's is a larger than average primary school set in the outskirts of Hereford. The school is popular and pupils come to the school from across the parish and beyond. The proportion of pupils known to be eligible for free school meals is well below the national average as is the number of pupils from minority ethnic groups. There are a small number of pupils whose first language is not English. The percentage of pupils with learning difficulties and disabilities is lower than average, but close to the average for pupils with statements. Attainment on entry to school is average.

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. The school sees itself in this way as well. Pupils are provided for well in the Foundation Stage. Pupils currently in Reception are making good progress as a result of good teaching. Pupils' long-term progress to the end of Year 2 has been satisfactory, but as a result of improvements in teaching, progress is now good in Years 1 and 2. Progress is especially marked in Years 3 to 6 where pupils reach high standards. All groups of pupils do well including brighter pupils and those with learning difficulties and disabilities. The pupils' personal development and attitude to learning are good. Their enjoyment of school is clear from their regular attendance and attitude in lessons. They take up the opportunity when they are given responsibilities. Teaching is consistently good and in Years 3 to 6 some of it is outstanding. Work is well matched to pupils' needs and is stimulating. Marking varies in quality and does not always give enough guidance to pupils about how to improve their work. There is a wide range of curriculum opportunities and care, guidance and support are consistently good. Leadership and management are good. Leaders at all levels play their part and the headteacher has established an enthusiastic and successful team. The governing body is both supportive and challenging and carries out most of its duties very well but it has not adopted a race equality policy and accompanying action plan which is statutory. The school provides good value for money. It has made significant improvements since the last inspection and has the capacity to go on to improve further.

What the school should do to improve further

- Analyse pupils' work to improve the quality and consistency of marking.
- Meet the statutory requirement for the governing body to adopt the race equality policy and ensure an accompanying action plan is implemented.

Achievement and standards

Grade: 2

Achievement and standards are good. Pupils do very well by the time they leave Saint Paul's. Standards by the end of Year 6 are well above average with pupils having made good gains from their starting points on entry to Year 3 as a result of effective teaching. Results in English and mathematics have risen in recent years to their present well above average level and they have remained consistently high over the years in science. The most recent test results of pupils at the end of Year 2 were average overall in reading, writing and mathematics, representing satisfactory progress in relation to pupils' starting points and capabilities. However, the pupils currently in the Reception year and in Years 1 and 2 are doing well and are making good progress as a result of good teaching. Pupils with learning difficulties and disabilities make good progress throughout the school, as do those who are capable of higher attainment.

Personal development and well-being

Grade: 2

Personal development is good. Pupils throughout the school enjoy their lessons, describing some as 'really fun'. Most get very involved in their work and are keen to discuss what they are doing with adults and with one another. They enjoy the opportunities they have to take responsibility, through the school council, for example, and feel that their views are respected. Attendance is good. From the moment they join school most pupils behave well in and out of lessons. The personal, social and emotional development of pupils in the Foundation Stage is good as a result of the quality of the provision. Occasional challenging behaviour in some lessons is dealt with positively and patiently by teachers. One pupil described the incidence of bullying as 'really minute' and others said that when it did occur it was speedily resolved by members of the staff. A recent theatre visit confronted the issue of bullying with the pupils. Spiritual, moral, social and cultural development is strong. There are regular opportunities for reflection and prayer. The school's values are firmly founded on Christian belief but pupils also have the opportunity to explore the tenets of other faiths and cultures. Pupils fundraise extensively and successfully contribute to the community in several other ways. They have a good understanding of healthy eating and take part safely in a wide range of physical activities. The high standards achieved in English and mathematics contribute well to pupils' future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In particular, lesson activities are challenging, interesting and relevant and this, together with the good relationships seen, helps pupils to concentrate and work hard. Pupils' enthusiasm for and commitment to learning are key factors in the good progress they make. Work is well matched to the level at which pupils are working, including that for higher attaining pupils and those with learning difficulties and disabilities. Teachers' use of resources, especially the interactive whiteboards, to help pupils learn is very good and helps pupils to grasp new concepts quickly. Good discussions take place throughout lessons where pupils are expected to explain their answers. This ensures they understand what they are learning. Pupils in the reception classes are well taught in an environment which helps to make learning fun. Teaching assistants are generally well deployed to support groups of pupils although on a small number of occasions they are not used productively. Teachers' checking of pupils' work during lessons is good and helps them to quickly rectify errors or move on to harder work. However, marking of pupils' written work is inconsistent and does not always indicate how they can improve.

Curriculum and other activities

Grade: 2

The broad and rich curriculum meets the needs of individual pupils well. The curriculum for pupils in the reception classes is good and many activities cover several areas of learning, encouraging good progress and making learning fun. Careful planning ensures that pupils can build on and extend their skills and knowledge as they move through the school. In addition, teachers are skilled at adapting activities to meet the specific needs of different classes and individual pupils, for example to promote boys' interest in reading and writing or to provide stimulating activities for pupils with learning difficulties and disabilities. The setting arrangements for English and mathematics in Key Stage 2 are having a very positive impact on pupils' progress. A good range of extra activities, visits and visitors helps to give pupils a wide range of experiences and promotes high standards, particularly in sport, art, music and drama.

Care, guidance and support

Grade: 2

Pupils are cared for well and their security, safety and well-being have a high priority at the school. The school has worked hard to ensure pupils know how to stay safe. Staff have good personal knowledge of each pupil as an individual, which supports pupils' happiness at school and their personal development. The pupils themselves feel that there is an adult to whom they can go if they have a problem. Relationships are good at all levels. Pupils are consistently given good guidance and support by both teaching and non-teaching staff. There are a number of strategies in place to help pupils understand how they are getting on and when necessary to support their personal development. The school knows it needs to further refine its procedures for tracking pupils' academic progress and setting individual targets for improvement. Pupils with learning difficulties and disabilities including a small number of pupils with challenging behaviour are well supported. Pupils' contributions are valued. Secure procedures are in place for ensuring child protection.

Leadership and management

Grade: 2

The leadership and management of the school are good. The programme of training for staff and reorganisation of the senior management structure brought about by the vision of the headteacher have built a strong and successful team. The focus on raising standards has been especially successful at Key Stage 2. Through its effective use of self-evaluation, senior managers recognise what is working well in their areas of responsibility and what needs to be done to improve. Subject leaders do not make full use of their analysis of pupils' work to monitor the consistency of marking to track pupil progress. Overall governance is satisfactory. The governing body provides strong support and challenge to the work of the school. Governors are well informed and play an active role in the life of the school. However, the statutory requirement to adopt a race equality policy and implement an action plan has not been met. The school has

been particularly successful in the way it includes pupils in every aspect of school life and uses its resources to achieve good value for money. Since the last inspection it has worked hard to improve communications with parents and to involve them along with other partners in looking at how well the school is doing and what it still needs to do to address any concerns they still have. The quality of provision in the Foundation Stage has been significantly improved and the leadership team has the capacity to go on to make further improvements in the school.

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	2	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	2	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	3	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

Dear Pupils Thank you very much for allowing us to see your school this week and speaking to us. We thought you might like to know what we have said about your school. We think you go to a good school where the teachers and other staff who work with you make sure you do as well as you can. You have a wide range of interesting activities, particularly in music, art, drama and sport, which help to make your learning enjoyable. Staff look after you well and make sure you are safe. We were very impressed with your attitude to learning in the classroom and the way most of you behave well throughout the school. We have asked the staff and governors in your school to:

- Check your work to see that you always have advice as to how to improve what you do
- Make sure all its policies are in place so that the school knows you are all doing as well as you can and working well together.

Thank you again for taking time to speak to us and I wish you well in your future. Mark Sims Her Majesty's Inspector