



# St Paul's Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 118590  
**LEA** Kent  
**Inspection number** 280347  
**Inspection dates** 31 October 2005 to 31 October 2005  
**Reporting inspector** Alison Cartlidge RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary controlled		Swanley
<b>Age range of pupils</b>	4 to 11		Kent BR8 7PJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01322 664324
<b>Number on roll</b>	88	<b>Fax number</b>	01322 614939
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Anne Philpott
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Mr Desmond Watson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 31 October 2005 - 31 October 2005	<b>Inspection number</b> 280347
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This school is much smaller than most primary schools. Most pupils are of White British heritage, with a very small minority coming from the travelling community and a few from a range of other ethnic backgrounds. No pupils are at an early stage of speaking English as an additional language and the proportion of pupils identified as having learning difficulties and disabilities is broadly average. Attainment on entry to the school, whilst varying from year to year, is broadly average overall. Several pupils join the school other than in the reception year. At the time of the inspection, the school was undergoing major building work and the reception class was working in the hall. The pupils from the travelling community were absent from school during the inspection.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school with good features, particularly in the pupils' personal development. There has been a steady improvement in national test results since the time of the last inspection and pupils' attainment and achievement are satisfactory overall. Children in the Foundation Stage make good progress and most are working within the expected levels by the end of the reception year. Good provision for pupils with learning difficulties and disabilities enables these pupils to make good progress. Teaching and learning are satisfactory, though teachers do not always plan work that meets the pupils' differing needs. Whilst leadership and management are satisfactory, leaders are too ambitious about what they plan to develop in a year, reducing the impact of their efforts. The school has a more generous view of its overall effectiveness than the inspection team, but members of staff are strongly committed to developing the school further and are suitably placed to bring about improvement. The school provides sound value for money.

### **What the school should do to improve further**

- improve teaching and pupils' progress by making more effective use of assessment information to meet pupils' differing needs and by informing pupils of what they need to do to improve
- respond more quickly when pupils are making insufficient progress
- provide a sharper focus for school development planning and the actions taken to make improvements, so that they are more closely linked to raising standards
- increase the rigour in evaluating school effectiveness so that development planning builds on a clear understanding of the school's strengths and weaknesses.

## **Achievement and standards**

### **Grade: 3**

Pupils make a good start in the reception class, and make especially good progress in personal, social and emotional development and speaking and listening, where standards are good. Most pupils are working within the nationally expected levels for their age by the end of the year in other areas of learning. By the end of Year 2, pupils' attainment is average and they make satisfactory progress. Attainment by the end of Year 6 has been rising steadily in the last few years and in 2004, it was above average in English and science and average in mathematics. These pupils made good progress from the end of Year 2. However, results vary from year to year because a small number of pupils take the tests and in some year groups there are more pupils with learning difficulties and disabilities. Test results in 2005 are not as strong as in recent years. Overall, pupils' achievement is satisfactory. Pupils with learning difficulties and disabilities achieve well because their particular needs are clearly identified and well supported. Whilst the school sets challenging targets for each year group, not all pupils reach these.

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

### **Grade: 2**

Despite bad weather and the school undergoing extensive building work during the inspection, restricting pupils' movement, pupils behave well at all times and move around the school calmly. Pupils are polite and friendly and develop confidence within the family atmosphere in the school. Their enjoyment of school has a positive impact on their learning, though several would like more opportunities to use the computers. Reception year children make good progress in personal, social and emotional development, work together sensibly and are confident about choosing their own activities and sharing their ideas.

Rates of attendance are below the national average, because a small number of pupils are frequently absent. The school is taking effective action to encourage better attendance and rates are improving this year. Pupils' spiritual, moral, social and cultural development is good overall. Pupils make thoughtful contributions to discussions in assembly. For example, they were able to say what the word 'treasure' meant to them and were aware that it was much more than objects of monetary value. They draw up their own class rules and share in the culture of traveller families by frequently taking part in specific exhibitions. However, the school is aware of the need to develop further pupils' knowledge of other cultures.

Pupils adopt healthy lifestyles effectively, by taking part in several projects. For example, they grow vegetables in the school allotment and eat fruit at playtime. They take an active part in the community by fundraising for charity and joining in with local festivals. They develop satisfactory skills that will support them in the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The effectiveness of teaching is satisfactory overall. All teachers and teaching assistants have good relationships with the pupils, manage behaviour well and promote personal development effectively.

In the reception class, where teaching is good, members of staff work alongside children well, provide clear instruction and ask probing questions which encourage children to discuss and extend their learning. The teacher and teaching assistant assess the children learning thoroughly and use this information to plan what children are to learn next.

In Years 1 to 4, teachers do not always make enough use of assessment information to ensure that work is challenging for all ability groups within the classes. At these times the pace of learning drops and the progress of some children is slower than it should be. In Years 5 and 6, teaching is good because there is greater challenge for more able children and they are better motivated to work hard. Throughout the school,

limited use is made of teachers' marking to show children what they need to do to improve and children do not have individual short-term targets to work towards.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum for children in the reception year is rich and varied, with a good balance between instruction and learning through exploration. A variety of imaginative tasks, including exciting role-play activities such as 'the building site', inspire children to experiment and develop their ideas. Members of staff have been successful in maintaining this wide choice in the temporary accommodation.

The curriculum for children in Years 1 to 6 is satisfactory. Creative arts are promoted well, with examples of interesting sculptures made from paper and malleable materials on display and in photographs. The school has started to make use of information and communication technology (ICT) to support learning in other subjects, though some newly installed equipment is not yet in use. The building work has restricted opportunities for physical education during bad weather, with the hall being used for the reception class this term.

## **Care, guidance and support**

### **Grade: 3**

Every pupil is welcomed and valued by the school and children are well cared for and kept safe and healthy. There are thorough procedures for supporting children from the travelling community and effective links are maintained with external support and advice agencies within the local education authority. Arrangements made to support children with learning difficulties and disabilities are also good, with clear individual education plans supporting their learning effectively. The school carries out frequent reading and spelling tests and sets individual targets for children in reading, writing and mathematics for the end of each year. Whilst the school provides suitable 'booster' support for children who fail to meet their targets by the end of the year, children's progress is not monitored closely enough during the year to provide early intervention when children fall behind in their learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher, other members of staff and governors are eager and committed to developing the school and work together to draw up plans for school improvement. However, they have identified too many areas for development and there are no clear priorities. This lack of sharp focus and limited concentration on how developments will raise standards reduces the effectiveness of their hard work. Nevertheless, a satisfactory start to evaluating school effectiveness has been made and leaders understand how the steady progress made since the last inspection can be built upon. There have been improvements in children's progress in mathematics by the end of Year 2 as a result of new developments.

Despite a large amount of managerial time being taken up with the extensive building developments, the day-to day management of the school has been successfully maintained, leading to a calm and happy school. The monitoring of teaching and learning identifies appropriate ways in which teachers can improve their work.

Most parents are positive about the work of the school and are pleased that members of staff are friendly and caring. However, a significant number in the pre-inspection questionnaires expressed some concerns about the opportunities they have of becoming involved in the school. The inspection team found that the school provides satisfactory opportunities for parents to share their concerns and views. There were also concerns about leadership and management, especially with regard to the use of expensive resources such as ICT and physical education equipment not being used often enough. During the inspection, these resources were not in full use, partly due to the disruption caused by building work but also because members of staff are not fully trained in the use of the ICT equipment.

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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?	3	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	2	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>	3	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**

St. Paul's CE VC Primary School School Lane Swanley Kent BR8 7PJ

31st October 2005

Dear Pupils

Thank you for welcoming us to your school and for being so friendly and helpful. We enjoyed listening to you and seeing you at work.

What we liked most about your school

- You like school, behave well and play together sensibly, even when it is raining and you have limited space due to the building work
- Your teachers are kind, look after you well and help you to learn
- The headteacher, other teachers and governors understand how to make your school even better
- Your parents are pleased that you come to this school.
- You are keen to help each other
- You make interesting sculptures.

What we have asked your school to do now:

- Make sure that teachers always give you work that is neither too hard nor too easy and show you how you can improve your work
- Help you more quickly if you do not make enough progress
- Help you to make better progress by improving a few important parts of the school's work each year
- Be more thorough when deciding what the school does well and what it needs to do to improve.

We hope you enjoy the rest of the school year and wish you well for the future.

Yours sincerely

A. Cartlidge and J Lindsay Inspection Team