



St Paul's CofE Infant School

Inspection Report

Unique Reference Number 125148
LEA Surrey LEA
Inspection number 281899
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Bernice Magson AI

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

Type of school	Infant	School address	East Ring
School category	Voluntary controlled		The Cardinals
Age range of pupils	4 to 7		Tongham, Farnham, Surrey G10 1EF
Gender of pupils	Mixed	Telephone number	01252400222
Number on roll	84	Fax number	01252400224
Appropriate authority	The governing body	Chair of governors	Mrs S Harris
Date of previous inspection	4 October 1999	Headteacher	Mrs Sue Brooke

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

St Paul's is a small voluntary controlled infant school with 84 pupils on roll. Most pupils come from average socio-economic backgrounds. The majority of pupils are of white British origin and a small number are travellers of Romany or Irish heritage. The proportion of pupils with special educational needs is twice the national average. Attainment on admission is average overall. The headteacher and governing body manage a special educational needs unit off-site for a confederation of local schools supporting pupils with personal, social and emotional difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Although the school believes its effectiveness to be good, the inspection judgement is that it is satisfactory. By the end of the reception year, pupils achieve the expected goals for their age and some are above in their personal development. Overall pupils of all abilities achieve satisfactorily and standards are average by Year 2. The school successfully focuses on the teaching of reading and mathematics and standards are above average. Pupils' attainment in writing is not as high as it should be, and more able pupils are not challenged sufficiently. Teaching and learning are satisfactory overall, and good in Year 1. In the best lessons learning is brisk because teachers skilfully use different methods to maintain the interest and enthusiasm of all pupils. In some lessons, pupils' work is not matched sufficiently to their capabilities and some do not make expected progress. The ethos in the school and the special unit is good. Christian principles of love, trust and respect are encouraged. Inspectors agree with parents and staff that pupils thrive in the school's family atmosphere. However there are few opportunities for pupils to express their views about the school or suggest improvements. Leadership, management and governance are satisfactory. Issues raised in the previous inspection report have been tackled effectively, illustrating the school's capacity for improvement. The headteacher, staff and governors have a shared determination to succeed and strong commitment to accelerate pupils' progress. The school provides satisfactory value for money

What the school should do to improve further

1. Accelerate pupils' progress and raise attainment in writing by:-* providing further training for teachers * improving opportunities for pupils to use their writing skills more widely 2. Improve assessment to enable teachers to set more challenging work for pupils, especially the more able 3. Extend opportunities to seek and act on the views of pupils more fully

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall and good in Year 1. By the end of the reception year, most pupils attain the expected goals for their age, and the development of their personal skills is a particular strength. For several years, pupils of all abilities have achieved well in reading and attained above average standards. A school project to raise standards in mathematics has proved mostly successful, although pupils' work shows that the more able make inconsistent progress. Standards in writing are not high enough. Pupils lack confidence in writing for different audiences and in other subjects and some of the tasks set for them lack challenge. Teachers have started to track pupils' progress accurately but these procedures are new and have yet to have an impact on the performance of the more able who are not sufficiently stretched. The school has identified that there is no consistent pattern in the performance of boys and girls, although, in the past, some girls have underachieved. The cause is

identified as low self-esteem and a lack of confidence. Traveller pupils achieve well because good attention is given to their needs. Pupils with special educational needs are also given good support and progress as well as their peers.

Personal development and well-being

Grade: 2

This aspect of the school's work is good. Pupils enjoy school, behave well and have positive attitudes to learning. Proudly, they take on opportunities for responsibility, acting as monitors or carers of the school's guinea pigs. Pupils' moral development is excellent, and spiritual, social and cultural development is good. The school promotes Christian principles effectively. Pupils recognise that they are part of a school family with special responsibilities. They have a well developed sense of justice and fairness which is reflected in their freedom from racism and bullying. Times of discussion are used well to provide pupils with an opportunity to discuss personal worries and concerns and give each other support. Pupils are learning to value the contributions of others. They recognise that they must act cooperatively to achieve a common goal, for instance through good attendance they can gain the Gold Cup for their class. However there are few opportunities for pupils to express their views about school activities, or participate formally in its development.

Quality of provision

Teaching and learning

Grade: 3

The inspector agrees with the school's view that teaching and learning are satisfactory. Good teaching in Year 1 focuses effectively on the thorough development of basic skills using a wide range of methods. In an outstanding literacy lesson, Year 1 pupils made excellent progress because the teacher consistently re-visited the objectives of the lesson and the learning remained focused. A listening centre was used to help pupils learn the plot of a story. Homework is used effectively to reinforce learning. In Year 2, while teaching is satisfactory, lessons lack pace. Although pupils achieve satisfactorily, they are not challenged sufficiently. Pupils' performance in ICT has improved significantly because pupils have many opportunities to practice skills. Support staff are well-trained; they work very effectively with pupils who have learning difficulties. A good range of practical activities stimulates learning in the Foundation Stage, where the teaching is satisfactory. Children share ideas and equipment well, benefiting from sensitive intervention which helps them to improve. Teachers keep accurate records in reading and mathematics and there is satisfactory use of assessment to identify pupils' needs, but assessment in writing is not rigorous enough. The quality of marking is inconsistent. In Year 1, teachers annotate work well and often add helpful comments which guide pupils on how they might improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In reception there are satisfactory opportunities for children to explore and investigate, although some activities lack challenge for the more able. In Years 1 and 2 there is an excellent structure to the curriculum for reading which engenders in pupils a genuine desire to read. Excellent support for the less assured readers and a well structured scheme builds pupils' confidence and promote their self-esteem. Pupils enjoy a good range of literature. Can we read another one? Year 1 pupils were heard to say at the end of a poetry reading. However, the curriculum has not got the same depth and structure in writing and there are few additional writing activities, for example in science. Some aspects of the curriculum are good. The support given to pupils with special educational needs and Travellers is a particular strength based on a good assessment of need. Pupils' awareness of local and wider communities is broadened through topics which explore stories, music, and food from Europe. There is a good programme in science and physical education to promote healthy and safe lifestyles and sex education. A well-planned programme raises pupils' awareness of the benefits and dangers of drugs. There is no extra-curricular provision to further enrich pupils' learning.

Care, guidance and support

Grade: 1

The provision for the personal development of pupils is outstanding. However more needs to be done to set more challenging work for brighter pupils by using assessment procedures more rigorously. The headteacher provides a strong lead in caring for pupils. They are nurtured and cared for very effectively in a safe and secure environment. Parents are pleased that teachers know their children very well and are very approachable. They are confident that staff deal sympathetically with their problems and worries. Robust policies and procedures support child protection and staff have good knowledge of arrangements. Health and safety matters are considered by governors and there are effective systems for risk assessment. Pupils with learning difficulties, physical disabilities and other special needs are supported very effectively and links between school and home are excellent. Liaison with outside agencies is very good.

Leadership and management

Grade: 3

Inspection evidence shows that leadership and management are satisfactory, although the school judges they are good. The headteacher provides a strong pastoral lead and has organised the staff team into a cohesive group who are focused on raising standards. They have tackled issues well from the previous inspection report and introduced good strategies to improve standards in reading and mathematics. The school has recognised that more remains to be done to improve writing standards, including the performance of higher attainers. They have a good potential to build on

recent successes. All statutory responsibilities are fulfilled. Monitoring of the school's performance is well-established. Rigorous monitoring of teaching, learning and the curriculum have led to clearly defined responsibilities and focused planning for improvement. Regular reviews ensure that priorities remain relevant, although the pupils' views are not sought. Financial monitoring is not robust enough and this has led to the school's large budget surplus. Governors understand the school's strengths and weaknesses and provide good support. They make a cohesive team who eagerly participate in strategic planning. Two years ago, the headteacher and governors took on the additional responsibility of managing a unit for pupils with special educational needs. This course of action has been managed well and resulted in the school providing a more focused approach to inclusion throughout the school.

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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?	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	3	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?	3	NA
The standards ¹ 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

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	3	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	3	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	1	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?	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	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	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

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	NA
Learners are educated about sexual health	NA
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

I have enjoyed visiting your lovely school and meeting so many of you. I was made very welcome and enjoyed talking to you and the teachers. It was good to hear about all the exciting activities, which you are involved in. I do hope that your 'Jeans for Genes Day' has been successful. You behave very well and proudly take on special responsibilities. In Year 2, some children act very responsibly as they care for the guinea pigs. You understand how important it is to respect each others' views and have some good ideas for improving playground games. I have asked your headteacher to provide you with more opportunities to talk about ways to improve your school even further.

I was pleased to see how hard everyone is working in lessons, and you are achieving well in reading and mathematics. But your writing skills could be even better if you had more opportunities to write in detail in other subjects. I have asked your teachers to make sure that you are all challenged to do your best in every lesson.

Your parents think that the school does a good job in caring for you but I think this care is outstanding. It is very clear that adults care for and are interested in you as individuals. Teachers work hard to make sure that everyone is included.