



# St Mary and St Paul CofE First School

Inspection Report

**Unique Reference Number** 126017  
**LEA** West Sussex  
**Inspection number** 282044  
**Inspection dates** 23 November 2005 to 23 November 2005  
**Reporting inspector** Kevin Hodge RISP

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

<b>Type of school</b>	First	<b>School address</b>	Tipper Lane
<b>School category</b>	Community		South Harting
<b>Age range of pupils</b>	4 to 10		Petersfield, Hampshire GU31 5QT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01730 825388
<b>Number on roll</b>	88	<b>Fax number</b>	01730 825 895
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Tim O'Kelly
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mrs April Owen-Jones

<b>Age group</b> 4 to 10	<b>Inspection dates</b> 23 November 2005 - 23 November 2005	<b>Inspection number</b> 282044
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Mary and St Paul CE First is a smaller than average school in the village of South Harting near Petersfield. It has around 23% of pupils identified as having learning difficulties and disabilities, which is higher than the national picture. There are a very small number of pupils from minority ethnic groups. There are no pupils at the early stages of learning English as an additional language. As a first school, pupils transfer to local intermediate schools at the end of Year 5. This sometimes causes a number of pupils to leave before they reach their last year, as some parents choose to send their children to schools that have the whole junior age range to Year 6. The school has been awarded Investor in People status, the Artsmark Gold award, and this year, the Basic Skills award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Mary and St Paul is a good school that has a number of strong features. This judgement matches the school's own self-evaluation. It has improved well since the last inspection and has the capacity to improve further. As a result, it provides good value for money. Pupils enjoy coming to school and as one child said, 'It's a lovely environment'. The vast majority of the parents, along with the pupils, think that the school is a safe, enjoyable and effective place to learn.

Provision for reception-aged children is good. They make good progress within the mixed-age class, particularly in their personal and social development. Pupils continue to achieve well so that by the time they leave in Year 5, standards are above average. Due to good links with outside agencies and the high quality support they receive within lessons, pupils with learning difficulties and disabilities achieve well. The quality of teaching is good. Teachers make learning fun by using new technology, planning relevant activities and by providing high quality displays to stimulate pupils' interests. Some pupils' past work, however, shows that although it is marked regularly and supportively, it often stops short of pointing to what pupils need to do next to improve. The curriculum is generally good, although the school does not ensure that swimming is part of its statutory physical education programme. The outside learning area for the children under five is comparatively small, which limits the full range of independent outdoor activities taking place. The good personal development of the pupils is a key factor in promoting their good achievement and high levels of self-esteem.

Leadership and management of the school are good. The headteacher is a sensitive, determined and effective leader. Good staff teamwork is a positive feature and promotes high levels of commitment to develop the pupils' learning and well-being. The school's self-evaluation of its strengths and relative weaknesses to remedy are accurate. Teaching is monitored systematically and to good effect overall. The governors provide good support and challenge, combined with a clear long-term vision for the school's further improvement.

### What the school should do to improve further

- improve the marking of pupils' work to identify more clearly the weaker areas for improvement
- improve the size and quality of outside resources for children under five so they can use them independently
- ensure that the school provides the statutory provision for swimming as part of its physical education programme.

## Achievement and standards

### Grade: 2

Pupils achieve well. The reception-aged children in the mixed reception and Year 1 class make good gains in their learning, particularly in their personal and social abilities. The pupils build effectively upon their starting points, which are broadly average. The small size of the enclosed outside play area means that children cannot fully extend

their outdoor independent learning. However, by the time they reach Year 1, children achieve and many exceed the nationally expected goals for learning. For the past two years, the national results in English, mathematics and science for pupils in Year 2 have been significantly above average. In the most recent national assessments, this level has been maintained. Pupils' day-to-day work in Years 1 and 2 reflects these good standards and their reading and writing skills develop well.

In Years 3 to 5, pupils continue to achieve well and reach higher than expected standards in English, mathematics and science. Although there are no statutory targets set for this age group, the oldest pupils meet the challenging targets set internally by the school. Standards in information and communications technology (ICT) are good and pupils' writing and mathematical skills are used well within other subjects such as science and history. All pupils, including those with learning difficulties and disabilities, achieve well in gaining basic skills. There is no significant variation in the progress made by different groups of pupils, including the small number from minority ethnic groups.

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

### **Grade: 2**

Pupils' personal development is good. They develop a sensible and mature approach to life issues and the school develops pupils' spiritual, moral, social and cultural education well. Behaviour throughout is good and pupils enjoy life in school. Attendance is good. The views of pupils are sought effectively through the school council. The members enjoyed the challenge of using their small budget to improve playground games and resources. The school council feels that bullying is not an issue and that good behaviour is helped by having playground buddies. Pupils have a clear view of what a healthy lifestyle means, such as eating nourishing foods or taking exercise. Pupils' collaborate willingly and gain good levels of basic skills for their future well-being. The school contributes to village activities and pupils raise funds for national initiatives. They have effective and growing links with a school in Sierra Leone.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. The teachers plan interesting topics and small group activities cater well for mixed-age classes. Teachers make good use of audio-visual technology to enhance pupils' learning. In the reception and Year 1 class, pupils' social and personal development is promoted particularly well. Pupils' good behaviour and good relationships with all staff help them to make good progress. Classrooms and corridors are used to display pupils' work to good effect and there are a number of simple prompts and reminders to help pupils learn. Teachers record and assess pupils' progress effectively, and pupils have sensible termly targets to reach. Day-to-day marking is regular and supportive, but tends to focus on restating what pupils have

covered, rather than identify what to do next to improve. The teaching for pupils with learning difficulties and disabilities is of good quality. It is well matched to their abilities, and is also challenging. Teaching assistants and specialist teachers provide valuable and effective support. Pupils from minority ethnic groups are taught effectively.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and well matched to pupils' needs and abilities. The planning for mixed-age classes is well conceived. The curriculum for the youngest pupils is well organised, and although outside activities are harder to plan, the children still make good progress overall. Planning for ICT is good and features within other subjects effectively. There is good provision to develop literacy and numeracy skills, which are also used well across a range of subjects. The curriculum is enriched with a good range of visits, including a residential activity. After-school clubs offer many pupils a good range of sporting and other opportunities to improve their skills. Although the school uses specialist teachers for games, swimming provision is not covered, as no venue is currently available. There is good and sometimes outstanding provision for pupils with learning difficulties and disabilities, some of whom make excellent progress. A good programme of personal, social and health education helps pupils learn about staying safe and choosing healthy lifestyles.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care for its pupils. This has a very positive effect on their self-esteem and the good progress they make. Child protection arrangements are good, staff are well trained, and pupils know the school responds quickly to their concerns. Parents appreciate their children are safe and well cared for. The school effectively promotes healthy lifestyles. Pupils learn effectively through science, physical education, food technology activities and the personal, social and health education programme. Although the school tracks the progress of pupils well and sets long-term targets to improve, marking sometimes stops short of pointing out how pupils can make further progress. Pupils with learning difficulties receive good and sometimes outstanding support. Their progress is tracked very closely, and links with other agencies and schools are used very well to share information. As a result, these pupils often make excellent progress, with many of them achieving standards in line with those expected nationally.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is an effective and determined leader with a clear focus on making learning exciting. The links with other schools locally and internationally are helping to broaden the pupils' horizons. The school has improved well since its last inspection, and although the headteacher is leaving at the

end of term, is well placed to improve further. The school analyses its strengths and weaker areas effectively. The school improvement plan is concise and uses information from pupils, parents and governors to determine priorities. Teaching is monitored regularly by the headteacher, assisted effectively by subject coordinators. The governing body knows the school well, listens to the views of parents, and is proactive in its role as a 'critical friend'. It has made good arrangements to support both the acting and permanent headteachers in the next two terms. Pupils' needs are met well by a good range of full and part-time staff. Resources are used carefully to promote pupils' learning. There are plans to extend the small outside area for the youngest pupils and to provide opportunities for swimming. The school's finances are managed carefully and used to good effect.

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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>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<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	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

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

<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 Mary and St Paul CE First School Tipper Lane South Harting Petersfield Hampshire GU31 5QT

24 November 2005

Dear Pupils,

I am writing to thank you for your nice welcome when we visited the school and to let you know what we found out.

What we liked most about your school:

- you reach good standards in English, mathematics and science
- your skills in using computers
- the way the school develops your confidence and makes everyone feel special
- the way you behave well in lessons and around the school
- you do not think there is much bullying in the school
- the way the school helps those of you who find learning more difficult
- you learn about other places, both nearby and further away like Sierra Leone
- you appreciate the very good environment in which you work
- the way teachers make most lessons fun and interesting

What we have asked the school to do now:

- to improve the way teachers mark your work so they give you more ideas about how to improve
- to increase the size of the enclosed outside activity area for reception children so they have more space to choose and use their equipment independently
- to make sure the oldest pupils get swimming time during the year

We hope the rest of the term goes well and have a happy Christmas.

Yours faithfully,

Kevin Hodge Lead inspector