

## Sarum St Paul's CofE (VA) Primary School

Inspection report

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<b>Unique Reference Number</b>	126411
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	282109
<b>Inspection dates</b>	25–26 May 2006
<b>Reporting inspector</b>	Anthony Shield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C W Hewitt Mrs Jennifer Larsson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Westminster Road Salisbury Wiltshire SP2 7DG
<b>Telephone number</b>	01722 336459
<b>Fax number</b>	01722 500633

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<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 May 2006
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Sarum St Paul's Church of England Primary School is an average size primary school situated on the urban fringes of Salisbury. As a voluntary aided church school, it has strong links with St Paul's Church. The school has a small unit for children with hearing impairment. At present, five children are in the unit. The proportion of pupils with learning difficulties is higher than average. Most pupils are White British, with very small numbers of pupils from other ethnic heritages. The school has achieved Investors in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- improve overall standards and pupils' progress, particularly in mathematics and science in Key Stage 2 for the most and the least able
- raise the quality of teaching to that of the best by improving planning to ensure that tasks challenge all pupils
- ensure pupils have a clearer understanding of how well they are doing and what they must do to improve.

## Achievement and standards

**Grade:**

## Personal development and well-being

**Grade:**

## Quality of provision

### Teaching and learning

**Grade:**

Teaching and learning are satisfactory, including in the Foundation Stage. Much teaching, particularly in Years 2, 5 and 6, is good and some is outstanding. The school has rightly focused on improving the quality of teaching through coaching and professional development. As a result, teaching is much more effective than at the time of the last inspection. At its best, teaching is imaginative and stimulating, capturing pupils' attention throughout. It challenges all pupils and is characterised by high expectations and an attention to detail in presentation. Sometimes, this is achieved through making links with work in other subjects, as in a Year 3 mathematics lesson which overlapped with the pupils' topic work on the Egyptians. When teaching is less effective, it is often because planning does not build successfully on the pupils' earlier learning, or make clear what all pupils, including the most and the least able, might achieve.

Pupils are keen to do their best and this contributes strongly to their progress. Teachers and other adults create a positive climate for learning in which pupils are encouraged and given good support when they find the work difficult. Pupils are increasingly confident in subjects such as information and communication technology (ICT) in solving problems independently of the teacher. Most teachers provide good feedback on progress and increasingly set targets for improvement. Many older pupils talk about how well they are doing and know what they must do to improve. However, this good practice is not consistent throughout the school.

## Curriculum and other activities

**Grade:**

The broad and balanced curriculum provides satisfactorily for pupils' learning. All junior pupils have the opportunity to learn German. The school's thoughtful plans to offer a more creative curriculum in which links between subjects are developed are at an advanced stage. This approach, designed to encourage a 'love to learn' in the pupils, has already been adopted by

some classes and has resulted in some imaginative work, often involving ICT. Planning in the Reception class is effective in ensuring coverage of all areas of the Foundation Stage curriculum. The curriculum is enriched by a good range of opportunities for pupils to attend lunchtime and after-school clubs. External visits - for example, Year 6 pupils were away on a residential week during the inspection - provide further interest which the pupils appreciate. There is good provision for pupils' personal development, and opportunities for class discussion in 'circle time' are used effectively to promote this aspect.

## **Care, guidance and support**

### **Grade:**

The school has a strong commitment to high levels of care and support. Teachers know the pupils well and provide sensitive support for their social and emotional needs. Pupils report that they are well looked after and teachers think 'we are so important'. Parents also express confidence that their children are well looked after. Support for pupils with learning difficulties and those with hearing impairment is carefully managed. There are good procedures to deal with child protection and health and safety issues. The school works effectively to provide a safe environment for pupils' learning and welfare.

Effective systems are now in place to track the progress of pupils. Potential underachievement is quickly spotted and a variety of intervention and catch-up programmes are implemented. This has been an important factor in improving the pupils' progress.

## **Leadership and management**

### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We enjoyed meeting you and talking about your work in school. I know you will be interested in what we thought about your school. Although satisfactory overall, there is much that is good about your school.

What we liked most about your school:

The school is a happy community and you told us you feel safe.

You work hard and are keen to do your best.

You behave very well and are friendly and polite to your teachers and each other. You look after each other well.

The school takes good care of you, helping you with your work.

Your headteacher and teachers are working well to improve your school.

What we have asked your school to do now:

Make sure that you all achieve as well as you possibly can, especially in mathematics and science

Make sure that all teachers always let you know how well you are doing and how you might do better.

Improve the quality of teaching to that of the best. You deserve it!

Thank you once again for your help during the inspection. Good luck in the future!