

St Paul's C of E Primary School

Inspection report

Unique Reference Number	108836
Local Authority	Sunderland
Inspection number	288202
Inspection dates	20–21 June 2007
Reporting inspector	Margaret Armstrong

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	207
Appropriate authority	The governing body
Chair	Mrs Irene Davison
Headteacher	Mrs Yvonne Gray
Date of previous school inspection	1 March 2003
School address	Waterworks Road Ryhope Sunderland Tyne and Wear SR2 0LW
Telephone number	0191 5536281
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school set in the village of Ryhope, near Sunderland. It is located in an area that is socially and economically disadvantaged. Children enter the Nursery with skills below those typical for their age. There are an above average percentage of pupils who are eligible for free school meals and a high proportion of pupils with learning difficulties and/or disabilities. A small number of pupils have a statement of special educational need. A very small proportion of pupils are from minority ethnic groups. The number of pupils who speak English as an additional language is very low. A small number of pupils are looked after. The school provides breakfast and after-school clubs.

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. There are outstanding features in the level of care and support provided for all, including the vulnerable pupils and those with learning difficulties and/or disabilities. The headteacher and her staff know pupils exceptionally well. Parents are very supportive of the school and speak highly of the welcoming, family atmosphere where their children feel valued.

The personal development and well-being of pupils are outstanding. They thoroughly enjoy coming to school and this is reflected in above average attendance. All pupils have an excellent understanding of how to stay healthy and keep safe. They display mature attitudes to learning and this, along with the school's strong emphasis on personal development, ensures that they are well prepared for the next step in their education. Pupils make a very good contribution to the community through involvement in raising funds for a range of charities.

Achievement is good. The good provision in the Foundation Stage means children quickly become active learners. From a low starting point, they achieve well although they do not reach the level expected for this age. Pupils extend this good start in Years 1 to 6 and make good progress because teaching builds upon their prior learning. Pupils' progress and overall performance are closely monitored, evaluated and supported. This ensures that weaknesses in standards are quickly identified and action taken. For example, the results of Year 6 national tests in 2006 showed a dip in all subjects, especially mathematics. The school has tackled this with a focus on calculation and problem solving. Standards this year, as seen in work in pupils' books and progress in lessons, are now average at the end of Years 2 and 6. Although teaching and learning are good, some lessons lack sufficient pace to ensure all pupils do as well as they should. More positive features of teaching include the excellent relationships between staff and pupils. As a result, behaviour is exemplary. Some teaching seen was outstanding because of the variety of activities that sustained pupils' enthusiasm for learning. Assessment systems are rigorous and provide staff with a clear picture of what needs to be done to ensure pupils achieve well.

The curriculum is good and meets the needs of pupils. They report that learning is interesting and fun. The range of learning experiences is enriched through effective partnerships with the local community. Leadership and management of the school are good. The caring leadership of the headteacher is exemplary. This underpins the inclusive nature of the school. School leaders, supported by the able governing body, have a clear vision for the future work of the school; they know its strengths and areas for development well. This ensures good capacity to improve because changes are all focused on the right priorities. The school provides good value for money.

What the school should do to improve further

- Ensure that teaching is consistently brisk and challenging in all lessons.

Achievement and standards

Grade: 2

Achievement is good. Children join the school with skills that are below those expected for their age, particularly in communication, language and literacy and personal and social skills. They make good progress in the Foundation Stage because individuals' needs are swiftly

identified and this provides the basis for carefully targeted additional support for each child. Children do not quite reach the expected level by the end of the Reception year.

Pupils achieve well in Key Stage 1 and reach average standards by the end of Year 2 in reading, writing and mathematics. In Year 6, results of the most recent national tests were average in English and science and below average in mathematics. Inspection evidence shows the dip in standards in 2006 is partly attributable to an exceptionally high level of pupils with learning difficulties and/or disabilities within a small cohort and several pupils who transferred to the school during the school year. Over the past year, the school has made raising achievement in mathematics a priority area for development. As a result, standards are rising because pupils are making good progress in the acquisition of calculation and problem-solving skills. Inspection evidence shows that standards in English, mathematics and science are average. Although more pupils now exceed the level expected for their age there are a few who do not always make the expected level of progress because the pace of learning in lessons is not always fast enough. Statutory targets last year were not met, although this was due to some unexpected absence and pupils starting or leaving school during Year 6. Pupils are on course to meet this year's targets.

Pupils with learning difficulties and/or disabilities, those from minority ethnic groups, including those with English as an additional language and looked after children achieve well. This is because the school has established strong links with other agencies and parents and carers to fully support their learning. Although there is some variation in the attainment of boys and girls, there is no discernible pattern.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, social, moral and cultural development, is outstanding. Children feel welcome and secure when they start school and they quickly develop good social skills. Attendance is good and pupils enjoy coming to school. They say it is 'a super school.' Relationships are excellent and, as a result, pupils are very well behaved and exceptionally polite. Pupils feel safe because they know any incident of harassment will be dealt with swiftly. The school promotes healthy lifestyles very well. This enables pupils to make informed choices about the food they eat and to take regular exercise. Pupils take a great pride in their contributions to the community. They appreciate the playground buddies system, act responsibly as members of the school council and are actively involved in fund-raising activities. The good grounding pupils receive in their social and basic skills prepares them well for the next stages of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good and in some lessons are outstanding. All teachers know their pupils extremely well and relationships are exemplary. As a result, pupils work hard and are keen to do well. For example, in an excellent Year 4 mathematics lesson, pupils made very good progress in their ability to represent data on Venn diagrams because teaching was lively and the pace of learning rapid. Although teaching promotes good achievement across the school, this fast pace is not yet seen in all lessons and this slowness restricts the progress of some pupils. Varied teaching styles and resources enable pupils from minority ethnic groups,

including those with English as an additional language, and pupils with learning difficulties and/or disabilities, to make good progress. Questioning is challenging, giving pupils of different abilities opportunities to show how well they are learning. Teachers' marking gives pupils good guidance on what they need to do next to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It fully meets national requirements and responds well to the learning needs of most pupils. The curriculum is lively and engaging and promotes good achievement. It has not yet succeeded in ensuring progress is even from year to year. The extra-curricular provision is good. This gives pupils the chance to develop special talents or interests and prepares them well for later life. For example, pupils talk eagerly about their enjoyment of activities such as the drama and problem-solving clubs. Effective partnerships with the local community, including St Paul's Church and Cherry Knowle Hospital, bring good enrichment to the curriculum. The very good programme of social and health education helps pupils develop excellent values of trust, respect and understanding. As a result, their team working skills are very well developed.

Care, guidance and support

Grade: 1

This aspect of the school's work is outstanding. Procedures for child protection, risk assessment and health and safety are fully in place. The headteacher and her staff know all pupils very well and pupils report they feel safe and well cared for in school. Induction arrangements are excellent. Procedures for welcoming pupils new to the school help them settle in quickly and feel part of the school community. Very strong links with The Venerable Bede School help pupils prepare for the transition to the next stage in their learning very well. Systems for monitoring pupils' progress are thorough and this means vulnerable pupils, including those with learning difficulties and/or disabilities are identified quickly and supported well. Pupils are guided to assess their own learning, and focused marking provides good advice, which helps them know how to improve their learning.

Leadership and management

Grade: 2

Leadership and management are good. The dedicated leadership of the headteacher is outstanding. She is very well supported by the deputy headteacher and a stable team of staff who are sharply focused on raising standards. The impact of this team approach is seen in the good progress made by the majority of learners. Self-evaluation procedures are comprehensive and provide an accurate picture of what is working well and what needs attention. Teaching and learning are monitored regularly and support provided when required. Leaders have not yet been successful in ensuring the pace of learning is fast enough in all lessons. Governance is good. Governors know the school well and play a full part in its development. They have ensured that there is a good range of quality resources to support pupils' learning. Consequently, there has been good improvement since the last inspection and the school has good capacity for further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

24 June 2007

Dear Pupils

Inspection of St Paul's CofE Primary School, Tyne and Wear, SR2 0LW

Thank you for making Mr Cooper and I so welcome when we visited your school recently. You really helped us understand how your school works and what makes it such a lovely place.

We think your school is a good school. We were very impressed with your behaviour and with how much you look after each other. We could see you really enjoy school and that you are excited about your learning. For example, we were very impressed by the way pupils talked enthusiastically about their roles as editors of the school newspaper. You are right to be proud of your school because all of the staff and governors care very much about you all and make sure you receive a good education. One of you said to us 'It is easy to learn because teachers make it fun!' We certainly agree with you! You told us you feel safe in school and we know you appreciate the Playground Buddies. We think you work very well together in teams and that will help you prepare for your future learning.

We know you are learning to live healthy lives by eating lots of fruit and vegetables and drinking water. You also take lots of exercise and try to keep fit. We also like the way you support your local community through your involvement in fund raising activities and by singing in the local hospitals. We think you all make very good progress in your learning to be responsible and caring individuals.

Your teachers are working hard to make lessons interesting and we really liked some of your creative writing and your problem solving in mathematics. You use computer technology well too! We do think some of you could work a little faster and your teachers will help you do this.

We really enjoyed our visit to your school and we hope you will continue to try hard and do your best in the future.

Yours sincerely

Margaret Armstrong

Lead Inspector