

# Belchamp St Paul C of E Primary

## Inspection report

---

<b>Unique Reference Number</b>	115134
<b>Local Authority</b>	ESSEX LA
<b>Inspection number</b>	311852
<b>Inspection date</b>	7 February 2008
<b>Reporting inspector</b>	David Wynford-Jones

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

---

<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	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Eoin Buchanan
<b>Headteacher</b>	Mrs R R Fitzpatrick
<b>Date of previous school inspection</b>	24 November 2003
<b>School address</b>	Vicarage Road Belchamp St Paul Sudbury CO10 7BP
<b>Telephone number</b>	01787 277222
<b>Fax number</b>	01787 278854

---

<b>Age group</b>	4–11
<b>Inspection date</b>	7 February 2008
<b>Inspection number</b>	311852

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement in the Foundation Stage and in Years 2 and 6, and the effectiveness of teaching and leadership and management in raising standards. Evidence was gathered from observations of lessons, sampling of pupils' work and discussions with them, the staff and chair of governors and a scrutiny of school documentation. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is smaller than most primary schools. It serves the local community and surrounding villages. The vast majority of pupils are from White British backgrounds. The percentage of pupils entitled to free school meals is very low. The proportion of pupils with learning difficulties is below the national average. There are no pupils learning to speak English as an additional language. Compared to most schools, fewer pupils join or leave the school at other than at the usual times. Attainment on entry to the Foundation Stage varies considerably from year to year. Pupils are taught in mixed age range classes encompassing three-year groups.

Since September, the headteacher has worked for three days a week; the deputy headteacher undertakes the responsibilities for the other two days.

The school holds the Eco-Schools Bronze Award.

## 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. Amongst its strengths are the pupils' achievement, the good level of care and the provision for supporting their personal development and well-being. As a result, pupils feel safe and enjoy coming to school. Their attendance is above average. Relationships between adults and pupils are good, so pupils behave well and are keen to take part in lessons. When asked how they would persuade others to join the school, one pupil said, 'Come to this school because the teachers are nice to you and help you learn a lot'. Others agreed. Pupils have a good understanding of the importance of leading healthy lifestyles and make a positive contribution to the school and the wider community. Members of the school council are keen to talk about their responsibilities. They know that their 'safety walks' around the school are important in helping identify potential hazards.

Because year groups are very small, standards in each year group vary from year to year. Standards at the end of Year 2 in 2007 were exceptionally high in reading and writing and above average in mathematics. They are currently above average in writing but are average in reading and mathematics. In 2007, standards in Year 6 were similar to the national average in English, mathematics and science. The attainment of the pupils presently in Year 6 higher than in 2007. Pupils make good progress from their starting points.

Achievement is good overall. Most pupils reach the school's targets without difficulty. Pupils with learning difficulties make particularly good progress. This is because the teaching is good and pupils receive effective and well-targeted support. However, the most able do not always do as well as they could. Overall, teaching of the three-year age range and the diverse range of abilities and levels of attainment in classes is effective. Lessons are well planned and opportunities are provided for pupils to work alongside each other to develop their social skills and share their knowledge. Good use is made of information and communication technology (ICT) to bring interest and enjoyment to lessons. Teachers use questioning well to probe and consolidate pupils' understanding. Academic guidance is sound, although marking in English is sharper than in other subjects and provides better advice to pupils about what they should do next to improve their work. There is scope to develop the techniques for involving pupils in assessing the quality of their own and others' work.

Teachers ensure that pupils receive a broad and interesting curriculum that stimulates their learning and meets their needs well. Good links across subjects allow pupils to see the relevance of their learning. They enjoy the theme or topic based approach and the opportunities provided to develop their skills in ICT. A reasonable range of activities outside the school day and visits enhance the curriculum and promote the pupils' personal development well. However, the pupils' awareness of other cultures is insufficiently developed. Therefore, the school is planning to foster links with other areas where there is a greater mix of ethnic backgrounds. Nevertheless, pupils' spiritual, moral, social and cultural development is good and they are prepared well for the next stage of education and their future lives.

Leadership and management at all levels are satisfactory because recent changes to the structure have reduced its effectiveness. The school operates well on a day-to-day basis, complying with the latest safeguarding and health and safety requirements. It is calm and well ordered. All members of staff work effectively as a team to promote the strong caring ethos of the school. Links with outside agencies, including the church, other schools and parents are good. These support pupils' learning well. Parents are supportive of the school and appreciate the efforts

it makes to keep them informed about their children's progress and other significant aspects of its work.

The school has an accurate understanding of its effectiveness. However, the system of shared leadership and the role of subject coordinators in monitoring pupils' progress and standards have not been clarified. Therefore, the capacity for further improvement is presently satisfactory. The school development plan is a clear document and focuses on the key priorities for improving the school but in some areas is not sufficiently challenging. The statutory targets set by the school are realistic for most pupils but are not demanding enough for the most able. The school recognises that it needs to raise expectations of these pupils so that they always achieve their potential. Governors are supportive but do not make sufficient use of the school's performance data to monitor its effectiveness and provide an appropriate level of challenge to the leadership team. Nevertheless, the school has made at least satisfactory improvement since the last inspection. Because pupils achieve well, the school provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The children settle quickly because induction procedures are good and staff place significant importance on providing a good level of care. As a result, relationships are good. Children feel safe and develop a positive attitude to learning. They make good progress because the curriculum is well organised to incorporate all areas of learning and teaching is consistently of a good standard. Assessment procedures are thorough and used well to plan future work. As a result, by the end of the Reception class, many children are working above the levels expected for their age. Children achieve particularly well in their personal and social development, their communication, language and literacy, and in their mathematical development. This is because these skills are reinforced throughout the day. Effective use is made of the outdoor area to promote the children's knowledge of being healthy, staying safe. Staff also use it well to provide for their physical development and their understanding of the world. During the afternoon sessions, they give children good opportunities to develop their independence by being able to choose well-planned activities that meet their needs well. However, the outdoor area requires further development and needs a greater range of outdoor equipment to support children's learning.

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

- Raise expectations of pupils and involve them more in assessing their work to ensure all, especially the more able, attain the highest standards of which they are capable.
- Improve the leadership skills of subject leaders so that their skills and expertise can contribute effectively to school improvement.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	3
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

8 February 2008

Dear Pupils

Inspection of Belchamps St Paul C of E V A Primary, Belchamp St Paul, CO10 7BP

Thank you very much for making me so welcome when I visited your school. I enjoyed my visit and talking to you. I was very pleased to hear that you like coming to school and to see your attendance is above average. Throughout the day, you behaved well and demonstrated that you are keen to take responsibility. You have a good understanding of healthy living and know about being safe. Overall, your personal development is good.

Your school provides you with a good education. You get off to a good start in the Reception class. By the end of Year 6, your achievement is good. The standards you reach in English, mathematics and science are similar to those reached in most schools. However, I think they could be a little bit higher, especially for those of you find learning easier. To help you, I have asked your headteacher and teachers to help you set your sights higher, to see if you can make more progress and reach those higher standards. You have already started to do this by working with success criteria and assessing your own and your friends' work but this now need to be developed a little bit more. I have also asked the subject leaders to check your progress as you move through the school to see if there is any way in which you can make quicker progress.

I know all the adults work hard to make sure you are safe and well cared for. They make certain that the curriculum is interesting and most lessons are taught well. Several of you have told me you enjoy the way the teachers organise the lessons, especially when you have your topic work to do. Some of your art work and the use you make of computers to help with your learning are good. It is particularly impressive to know that you are learning German and Japanese. Well done.

I hope that you will continue to enjoy your education at Belchamp St Paul Primary.

With best wishes for the future.

David Wynford Jones Lead inspector