

# St Paul's CofE Junior School

## Inspection report

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<b>Unique Reference Number</b>	102591
<b>Local Authority</b>	Kingston Upon Thames
<b>Inspection number</b>	323662
<b>Inspection date</b>	31 March 2009
<b>Reporting inspector</b>	Jo Curd

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>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Claire Offord
<b>Headteacher</b>	Mr Kevin Edmonds
<b>Date of previous school inspection</b>	19 June 2006
<b>School address</b>	Princes Road Kingston Upon Thames KT2 6AZ
<b>Telephone number</b>	020 8549 4555
<b>Fax number</b>	020 8549 4557

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- how well all groups of pupils achieve throughout the school
- how accurate the school's view of curriculum, personal development, well-being, care, guidance and support is
- whether teaching and learning have improved since the last inspection
- whether leadership and management are bringing about sufficient improvement.

Evidence was gathered from school data; records and documents; discussion with pupils, staff and governors; observation of lessons; and parents' questionnaires. 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

This popular, oversubscribed school takes most of its pupils from the local area. The proportion of pupils eligible for free school meals is lower than average. The proportion of pupils from minority ethnic backgrounds is higher than the national average. Most of these pupils are of White European heritage. The proportion of pupils who have English as an additional language is lower than usually found nationally. The proportion of pupils who have learning difficulties and/or disabilities, including those who have statements of special educational needs, is higher than in most schools. These additional needs are predominantly moderate learning difficulties, with a few significant emotional and behavioural difficulties.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

All groups of pupils achieve well during their time at this effective school. Successful and strong teamwork ensures that all pupils are supported and cared for extremely well. The majority of parents who contributed comments to the inspection were very appreciative of all that the school offers. The school's popularity and very good local reputation are summed up in a typical comment from one parent when she wrote, 'St Paul's is a lovely school with high standards and a very dedicated staff.'

Leaders and managers are highly ambitious. They know their school well and are keen to develop all aspects of it. Effective and largely accurate monitoring and evaluation have led to improvements. These include refurbishment of parts of the building, such as the music room, and considerable expansion of provision for information and communication technology (ICT). All staff contribute well to frequent special days and events such as 'Mathematics day' and 'International week', which really add to the relevance of the curriculum and to pupils' enjoyment and interest. These also provide good opportunities for the whole school body to be involved. For example, on 'French day' the school cook helped create a French cafand;eacute;, pupils in Year 6 acted as waiters and waitresses, and staff used their skills in French in conversations with pupils as they ate croissants and drank hot chocolate. Although there are clear strengths in the curriculum, including music, ICT and special events, the inspection did not ratify the school's view of this as outstanding, because some activities are not sufficiently varied to meet all pupils' learning needs and are sometimes too difficult or too easy. Lesson monitoring carried out by a range of leaders and managers is effective. It has successfully consolidated and improved the quality of teaching and learning, which is now securely good. On occasions, the quality of lessons is even better than this. Strengths include the management of pupils' behaviour, interesting practical work, good use of teaching assistants, and the use of specialist teachers for subjects such as science and music. However, tasks are not always sufficiently well matched to pupils' individual needs, and there are not always enough opportunities for independent learning. Although these aspects occasionally slow the progress of some in lessons, there is no significant difference between the achievement over time of different groups of pupils.

Due to good teaching, an effective curriculum and excellent care, guidance and support, all pupils - including boys, girls, those who learn more quickly or slowly, those from minority ethnic groups and those with additional needs - achieve well throughout the school. The school successfully builds on pupils' prior skills and knowledge. School data indicates that most pupils start Year 3 with standards just above the national expectations for this age. By the end of Year 6, the majority of pupils reach standards that are well above average. Consistently over the past five years, standards in English, mathematics and science have been significantly higher than those found in most other schools. Pupils who learn more quickly or easily benefit from the skills and expectations of staff, who are very experienced at teaching able pupils. Those who speak English as an additional language are supported well and enjoy many practical activities. Those with additional needs are integrated and supported extremely well. During the inspection, pupils with significant learning, emotional and behavioural needs were seen to be settled, engaged and happy. Vulnerable parents and families are also supported very effectively. Guidance, such as marking and the giving of targets for improvement, contribute well to pupils' good achievement. Several pupils reported how helpful they find teachers' marking of their work, as it clearly shows them how to develop their work further, and how helpful targets are in helping them to focus on what to do next.

The school is highly committed to its church foundation, placing a very strong emphasis on spiritual, moral, social and cultural development. Pupils successfully learn about diversity through religious education and special themed days. This contributes well to the integration and self-esteem of pupils from minority ethnic backgrounds, and the understanding of all. Although pupils' behaviour and attitudes are good, leaders recognise that these are not always as good in the playground as indoors. Pupils and staff have all been involved in extensive work to review the playground and to plan for a more effective use of space. However, plans have not yet been implemented, and a wide cross section of pupils report that, currently, playtimes are dominated by games of football, and that individuals are not always as considerate to each other as they ought to be. Pupils have an exceedingly strong understanding of, and commitment to, leading healthy lives, through eating a balanced diet and taking regular exercise. They enjoy school, which is demonstrated by attendance that is above the national average. Pupils feel safe because teachers are there to help them. Systems to safeguard health and safety are securely in place. Pupils contribute well to the school and local communities through the school council, serving as playground mentors, and helping with tasks around the school. They also perform concerts in the community, take part in church services, and entertain the elderly with music and tea. These latter initiatives contribute well to community cohesion, providing very positive opportunities for diverse members of the community to gather together, to celebrate and enjoy all that the pupils have done. Due to the consistently good level of pupils' attainment, their good progress, and their good behaviour and attitudes, pupils are well prepared for later life and learning.

Due to effective leadership and management and a very high commitment from all staff, the school has improved well since its last inspection. A successful track record, ambitious leaders and the commitment of all staff indicate that capacity for further improvement is good.

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

- Make teaching and learning even more effective by ensuring that tasks are consistently well matched to pupils' learning needs, and by increasing opportunities for independent learning.
- Implement plans to improve the playground, making it even more conducive to pupils' personal development and well-being.

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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
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 capacity to make any necessary improvements	2

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

23 April 2009

Dear Pupils

Inspection of St Paul's CofE Junior School, Kingston Upon Thames, KT2 6AZ

Thank you for making me feel so welcome in your school. I was particularly pleased to be with you during International week and to see all the interesting things you were doing, including Chinese dance and African drumming. All the things you told me really helped me with my work - thank you.

I agree with you that you have a good school. You are all cared for and supported extremely well. I was pleased to hear that you find marking and targets to guide your learning helpful. You are all making good progress, and by the end of Year 6 you reach standards well above those in most other schools - well done. You learn about a lot of very interesting things. Leaders look carefully at what the school does, and work hard to improve it. Teaching is good, even though tasks are not always well enough matched to your individual needs, and there are not always enough opportunities for you to work independently. While you enjoy school, I know that some of you do not like playtime so much because the playground sometimes feels taken over by football, and some pupils are not always as considerate as they could be.

I have asked the school leaders to do two things to make the school even better. These are to:

- make sure that tasks are always suitable for you all and that there are even more opportunities for you to work independently
- improve the playground, so that playtimes are even more enjoyable for you all.

Perhaps you can help by telling your teachers when you find activities particularly helpful to your learning, and how playtimes could be even better for all of you to enjoy.

With best wishes to you and your families.

Yours faithfully

Jo Curd

Lead Inspector