

# St Paul's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100838
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	335602
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Sarah McDermott

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Grahame Shaw
<b>Headteacher</b>	Annabelle Birleanu
<b>Date of previous school inspection</b>	17 May 2007
<b>School address</b>	Penrose Street Walworth London SE17 3DT
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 14 teachers teaching 21 lessons. The inspectors held meetings with the headteacher, governors, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed questionnaires from pupils, staff and 45 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the school is providing opportunities for pupils to make sufficient progress in their writing
- the progress of the more-able pupils to check that they are making similar progress to other groups of pupils
- whether the White British pupils are engaging positively in their learning
- the effectiveness of the leadership and management team in improving teaching and learning.

## Information about the school

St Paul's Church of England Primary, located between Kennington and Walworth, is larger than most primary schools. More pupils than average are eligible for free school meals. Most pupils are from minority ethnic groups, in particular Black African, and more pupils than usual speak a language other than English at home. The proportion of pupils who need extra help with their learning is average, although the particular special educational needs and/or disabilities, often linked to autism or behavioural difficulties, are more challenging than in most primary schools. The Early Years Foundation Stage comprises separate morning and afternoon Nursery sessions and two Reception classes. It is about to be moved from within the main building to its own building on the school site. The school runs its own breakfast and after-school clubs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Paul's Church of England Primary is a good school with the care and welfare of each and every pupil very much at its heart. The school successfully fulfils its aim to maintain the original purpose of a Church of England school in providing an effective Christian education for the children of the local community. It is extending this further by welcoming pupils from a wide range of ethnic, religious and socio-economic backgrounds. For a significant number, the school is a haven of stability and security. One pupil summed up the school by saying, 'It is nice, friendly, helpful, careful, cool and fun.'

In her time at the helm, the headteacher has consistently and surely improved the school year by year. The senior leadership team has a realistic view of the school's strengths and weaknesses through careful analysis of data and asking stakeholders for their views. It has been unswerving in taking some difficult decisions in order to reap the rewards of a better education for the pupils. Middle managers are growing in their leadership role, but still are not all confident in using assessment data to evaluate achievement in the subjects they lead. They are beginning to regularly observe their colleagues teach so they can identify what is going well and what needs improving in the quality of teaching and learning.

In most lessons, the quality of teaching is at least good, but a few classes have not had a fair share of the good-quality teaching. All staff are particularly expert at helping the less able and pupils with special educational needs and/or disabilities. However, more-able pupils do not always make the progress they should because selected activities or the pace of learning do not consistently match their needs. Children in the Nursery and Reception classes make good progress, having entered the Early Years Foundation Stage with skills well below the expected levels. Overall, pupils make good progress in their learning and attain standards close to average by the time they leave school in Year 6. The school put in successful strategies to tackle a dip in the 2008 mathematics results with a resulting leap in attainment in 2009. This indicates that the school has good capacity for sustained improvement and bodes well for the school's current project to improve writing. Senior leaders are aware that writing is not yet sufficiently widespread in lessons other than literacy.

Pupils come to school with a spring in their step and have a long list of favourite activities they look forward to each day. Parents and carers are very pleased with the way their children are making progress and are helped to feel safe and happy. The school has wholeheartedly adopted the social and emotional aspects of learning strategy (SEAL) to permeate everything it plans in and out of lessons. Consequently, pupils are sensible, mature and thoughtful, often putting the needs of others before their own.

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Unprompted, older pupils will often rush to look after young ones. Those pupils who earn their Hedgy Hedgehog helpers' badges wear them with pride. The good behaviour of the pupils is the result of patient management and clear, consistent procedures.

**What does the school need to do to improve further?**

- Increase the proportion of good lessons by:
  - checking that assessment information is used effectively to match work to the needs of individual pupils, in particular the more able
  - ensuring that pupils have plenty of chances to write in depth and at length.
- Develop the role of the middle managers to improve their knowledge of how pupils are progressing in their subject by:
  - boosting their confidence in accessing and using assessment data effectively
  - increasing opportunities to observe teaching and learning first hand.

**Outcomes for individuals and groups of pupils****2**

Pupils look forward to their lessons. They collaborate well with their classmates in pairs and groups to find out more together. They are competent in marking their own or their neighbour's work and learning from each other's successes or mistakes. Pupils with special educational needs and/or disabilities learn well because they enjoy their tasks and make the most of the expert support from teaching assistants. Most pupils listen well and follow instructions carefully so their learning increases. On occasion, when teachers are not sufficiently clear in what they expect, pupils' learning goes off course. When activities are interesting and innovative, pupils enthusiastically take on challenges. In a good English lesson in Year 6 when the pupils wore blindfolds or ear-mufflers before describing their favourite food to their classmates, they learnt much about the need for clear communication but also about tolerance of the less fortunate. Different ethnic groups of pupils make similarly good progress in their learning. Attainment in writing is currently below expectations, but pupils are responding well to the different approaches introduced to increase their love of writing.

Pupils are well versed in knowing how to lead healthy and safe lives. They take part enthusiastically in games lessons and after-school clubs, including gardening and cooking. If some pupils become over boisterous at playtimes, the others know who to approach to settle things down. Pupils from many different backgrounds get on very well together so bullying is rare. The majority of pupils behave impeccably. The few who have particular needs linked to their behaviour are learning, with patient attention, to control their outbursts and realise how their misbehaviour can spoil school for others. Pupils keenly take on jobs around the school and are proud to give their ideas for improvements. Already several pupils are valuable contributors to the school development plan. They have a heightened awareness of less fortunate peoples of the world. During the inspection pupils enthusiastically organised a ping-pong tournament and a cake sale to raise funds for the African country of Burkina Faso. Pupils' good

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spiritual, moral, social and cultural development is securely based on a strong Christian foundation. Average attendance rates and expected levels of skills in literacy and numeracy mean that pupils are satisfactorily prepared to move on to secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers establish good relationships with pupils and their families. Inspectors agree with the comment of one parent, 'The school has a good set of teachers.' Teachers ensure that they are well organised and that all resources are to hand, so learning can get off to a good start. They make effective use of interesting resources to enliven learning. In a good science lesson, the close observation of daffodils successfully consolidated pupils' learning on the reproduction of plants. An outstanding Year 2 literacy lesson on the theme of vampire bats really caught the pupils' imagination. Many teachers annotate lesson plans with notes of individual progress, but they are not then all making the most of this useful information to adapt learning in the next lesson for the best progress for each pupil, in particular the more able. Teaching assistants are knowledgeable and effective in supporting the less able and those who lack fluency in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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English.

Aware of the many different backgrounds of pupils, the school has put great thought into making the curriculum relevant and exciting. The African Cup of Nations project is helping to promote writing and speaking skills, especially for the boys. The school is now thinking of other ways to improve writing skills by extending opportunities in other subjects. Learning to play the ocarina and creating masks and shields for street festivals extend pupils' creativity in music and art. A wide range of extra-curricular clubs, trips and residential visits is introducing experiences to pupils that many would not otherwise have.

The care, guidance and support of pupils are second to none. The senior leadership team is very active in promoting a caring and loving environment underpinned by a strong Christian ethos. The school knows the precise needs of each pupil because it has very methodical records and liaises well with parents and carers. It works very closely with many outside agencies to support the needy and vulnerable and is quick to establish links with other experts should a pupil arrive with special needs with which staff are unfamiliar. The breakfast and after-school club are well run and provide pupils with a safe and supportive place to start or finish the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is building up an effective and cohesive team, nurturing and developing new staff well. One staff member wrote, 'I love being part of St Paul's and feel the school is like a family.' The newly formed senior leadership team is ambitious and has high expectations of the staff. It has a good grasp of what needs to improve and is setting about improvements with vigour. Following disappointing results in writing last summer, the senior staff thoroughly re-assessed how they were marking writing, found that it was overgenerous and have now set themselves a more accurate baseline on which to build progress. The middle managers, many of them new to their posts, are keen to develop their leadership skills. Currently, they do not spend enough time observing pupils' learning first-hand to be able to give direction on how to improve the quality of teaching. The school has good data systems to identify how each pupil is progressing. Middle managers are starting to use them effectively to improve their accountability for learning in their particular subject. Governors are supportive and understand the challenges that face the school. They are beginning to question how

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different groups of pupils are progressing. The school has good procedures to ensure that the pupils are safe and secure in its care. It ensures that all staff are fully up to date with required child protection training.

The school provides plenty of good quality information to parents and carers. It makes a positive effort to reach out to the many cultures and backgrounds represented. There is no discrimination and pupils are given good opportunities to shine in their academic, aesthetic or sporting talents. The headteacher and her staff have a very clear idea of how pupils from different ethnic, religious or social groups are progressing. Pupils are encouraged to feel genuine members of their local community through links with Southwark Council and by walking or taking public transport on outings. Pupils have a good understanding of the United Kingdom and other countries of the world. The school is proving very successful in engendering pupils' tolerance and appreciation of different views and ways of life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join the Early Years Foundation Stage with skills well below expectations. They make good progress because the Nursery and Reception classes provide them with an interesting range of activities that catches their imagination and encourages them to develop as independent learners. For example, children thoroughly enjoy learning about how plants grow because they can get their hands muddy and have a go at planting seeds themselves. The teacher supports their good language development by encouraging them to match and record sounds relating to their own and the plants'



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names. Children benefit from good opportunities for creative play through mixing different coloured dough. By identifying the colours they are using and the new ones they have made, they also improve their communication and language skills. Adults introduce interesting resources to enable children who do not speak English at home to develop their self-confidence and language skills. The perfumed 'sensory sock' was a great success in stimulating conversation. Children enjoy using a good range of equipment to extend their physical development. However, the 'pirate ship' in the playground, although very popular, tends to be dominated by the boys. Staff know their children well, and carefully monitor their progress so that they can plan activities which correspond to the children's interests and capabilities. They have introduced an effective system for recording their achievement, but this is still at an early stage of implementation. Parents and carers are highly complimentary about how well their children are looked after. The families of children who have special educational needs and/or disabilities are particularly appreciative. Children settle in quickly and staff keep families well informed about their children's progress so they can support their learning at home. School leaders have accurately identified the strengths and have acted effectively to address the weaknesses in provision. They work well with other bodies, such as the local authority to ensure that staff who are new to the school quickly become effective team members.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Although the percentage of questionnaires returned is lower than normal, the overwhelming majority of parents have no concerns about their children's care and education at St Paul's. The strongest agreement was for the questions about their children's enjoyment and safety. Parents all agree that they receive useful information on their children's progress. They are pleased with the way any inappropriate behaviour is managed.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	69	14	31	0	0	0	0
The school keeps my child safe	24	53	17	38	0	0	0	0
The school informs me about my child's progress	24	53	19	42	0	0	0	0
My child is making enough progress at this school	19	42	24	53	0	0	0	0
The teaching is good at this school	17	38	28	62	0	0	0	0
The school helps me to support my child's learning	21	47	22	49	0	0	0	0
The school helps my child to have a healthy lifestyle	19	42	25	56	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	36	23	51	0	0	0	0
The school meets my child's particular needs	16	36	24	53	1	2	0	0
The school deals effectively with unacceptable behaviour	21	47	23	51	0	0	0	0
The school takes account of my suggestions and concerns	14	31	25	56	1	2	0	0
The school is led and managed effectively	20	44	19	42	1	2	0	0
Overall, I am happy with my child's experience at this school	21	47	21	47	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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18 March 2010

Dear Pupils

Inspection of St Paul's Church of England Primary School, Walworth, SE17 3DT

Thank you very much for welcoming us to your school. We particularly like the way children from a wide range of backgrounds get on so well together. Most of you behave very well and we know teachers are helping the few of you who find it difficult to behave properly to do your best. We are impressed with your knowledge of leading healthy lives through your sport and sensible eating. You look after your school and its local community well, whether by taking on responsibilities or giving your views on how the school can improve.

You make good progress in mathematics and science, but less so in English. Your teachers agree with us that writing standards are not as high as they should be. Teaching is nearly always good because lessons are well organised and teachers give you interesting ways to learn. Your headteacher and her team of senior teachers lead the school well. They know what needs improving, have already improved your mathematics learning and now are concentrating on improving writing.

To make your education better, I have asked your school to do two things:

- make sure that the quality of teaching is consistently good in all lessons, by providing work that is the right level for each of you and giving you more chances to write
- ensure that the senior teachers who lead subjects spend more time watching your lessons so they can give advice to your teachers on how to help you progress even faster in your learning.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at St Paul's Church of England Primary.

Yours sincerely

Sarah McDermott

Lead inspector

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