

St Paul's CofE Primary School

Inspection report

Unique Reference Number	102590
Local Authority	Kingston upon Thames
Inspection number	335931
Inspection dates	27–28 April 2010
Reporting inspector	Natalia Power

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	null null
Headteacher	Rosemary Quesnel
Date of previous school inspection	28 April 2010
School address	Orchard Road Chessington KT9 1AJ
Telephone number	020 83973553
Fax number	020 89742794
Email address	rosemary.quesnel@rbksch.org

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by seven different teachers and talked to governors, staff, and pupils. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 111 questionnaires that had been returned by parents and carers.

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

- the quality of learning and the progress made by all pupils, particularly in English and mathematics
- the quality of the teaching and the extent to which it challenges pupils to do their best
- the ambition and drive of leadership and management and their effectiveness in promoting school improvement.

Information about the school

This school is slightly smaller than average. A lower than average proportions of pupils are eligible for free school meals. Most pupils are from White British backgrounds, and few speak first languages other than English. The proportion of pupils with special educational needs and/or disabilities is lower than usual. During the headteacher's five months' leave of absence an interim headteacher is serving as acting headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

- The school provides a satisfactory quality of education for its pupils. It is welcoming and inclusive, and has a nurturing ethos. One parent commented, 'St Paul's has a happy and comfortable atmosphere.'
- Pupils develop good personal qualities and behave well, reflecting the school's good spiritual, moral, social and cultural development.
- Children get off to a good start in the Early Years Foundation Stage and learn and develop well. Pupils make satisfactory progress in Years 1 to 6. Their attainment is broadly in line with average and they make satisfactory progress in lessons. Their enjoyment of their learning and their overall achievement are satisfactory.
- Attendance is high and this reflects the good care and support given to pupils.
- Overall, teaching is satisfactory. Examples of good teaching were seen during the inspection, and pupils' enjoyment was greatest when they were actively involved in their learning. Teaching is sometimes insufficiently stimulating to challenge pupils to do their very best, and this limits their achievement in English and mathematics. Marking is stronger in English than in mathematics, where pupils are not always given sufficient guidance on what they need to do to improve.
- The management of teaching and learning sometimes lacks rigour and is not always focused sufficiently on the quality of pupils' learning.
- Leaders and managers track pupils' progress adequately, ensuring that work is matched to the needs of most pupils and that good support is provided for those who need it. No group is overlooked, and all pupils make broadly satisfactory progress, including those with special educational needs and/or disabilities.
- Leaders, managers and governors have a broadly accurate understanding of the areas where the school needs to develop, and their plans for the future, though a little lacking in detail, cover the right areas. Most issues arising from the last inspection have been tackled. For example, pupils now have more opportunities to use computers and video equipment, and these enhance their enjoyment of learning. These factors show that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Implement an improved and more rigorous programme of classroom monitoring with a sharper focus on how well pupils are learning.
 - raising the level of challenge for all pupils
 - improving the pace of learning in lessons, with more opportunities for pupils to

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take responsibility for their own learning.

- Improve the consistency and quality of marking in mathematics, to ensure that all pupils understand how well they are doing and what they need to do to improve.

Outcomes for individuals and groups of pupils

3

Pupils' enjoyment of school and their overall achievement are satisfactory. For the past three years pupils in Year 6 have reached standards which are close to the national average in English, mathematics and science; the current Year 6 pupils are on track to reach similar standards in the tests they will shortly be taking. From their starting points this represents satisfactory progress. All groups, including those with special educational needs and/or disabilities make similar progress, because teachers and teaching assistants provide effective support for any pupil in danger of falling behind, providing one-to-one support where it is needed. In lessons pupils, particularly those in Years 3 to 6, make satisfactory progress overall. In some lessons seen pupils made faster progress, especially when the level of challenge was stimulating. For example, in one fast-paced Year 1 Religious Education lesson, pupils were encouraged to answer challenging questions about the Bible story of Noah through imagining that they were there on the Ark. The dramatic environment was enhanced by the setting of the lesson in the outdoor classroom.

Pupils are polite, friendly and confident. They feel safe in school and report that they know the teachers will support them if they have any concerns. Pupils behave well in lessons and around the school, and report that peer mediators quickly sort out any playground arguments. They understand the importance of taking regular exercise and eating a healthy diet. One pupil explained, 'We need "five a day" to give us vitamins and energy to stay healthy.' They make a good contribution to the school community. For example, the school council play an important part in improving the school environment, such as using their budget to buy benches for outside areas. The sound grounding pupils acquire in the basic skills prepares them adequately for the next stage of schooling.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

¹ 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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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage pupils' behaviour well, using a variety of rewards to ensure that they pay close attention. There are warm relationships in the classroom; one pupil said, 'The teachers are kind and teach us lots of different activities.' In the best lessons teachers use questioning skilfully to stimulate pupils to think for themselves. One pupil commented, 'When we are stuck, teachers help us but they do not give us the answers.' When pupils have the opportunity to take control of their own learning, the pace becomes brisk and pupils make faster progress. For example, in one Year 2 lesson, held out of doors to enable pupils to have plenty of space around them, pairs worked together to programme an electronic toy to follow tracks designed by them in the classroom. They were engrossed in the task and learned a great deal, not just about information and communication technology, but also about mathematics. However, teachers occasionally dominate the lessons, and this limits pupils' opportunities to learn for themselves and forge ahead at a faster pace. In some lessons too little is expected of the pupils and in these cases they make less progress. Teachers plan lessons well so that pupils know from the start of the lesson what they are going to learn and at the end have the opportunity to reflect on what they have learnt. Teachers mark English books thoroughly, so that pupils are usually clear about what they need to do to improve, but do not always provide such detailed guidance when they mark mathematics books. Teaching assistants give good support to pupils with additional needs.

The curriculum has a sound focus on the basic skills, but does not always provide pupils with sufficiently challenging tasks to enable them to do as well as possible. However, activities to enrich the basic curriculum are exciting and wide-ranging. The clubs, trips and visits to places of interest are appreciated by the pupils and are important in raising their aspirations. For example, pupils are given a valuable lesson in the world of work through the '11 Million Takeover Day', which enables them to take over the adults' duties at school for the day.

Pupils are cared for well and given good support. Vulnerable children and those with special educational needs and/or disabilities are looked after well. The school knows

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their needs and provides for them well, for instance by providing one-to-one support where it is needed. The school works in effective partnership with external agencies to support pupils with a range of needs. The school’s highly effective measures to raise attendance have resulted in high attendance among all pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the acting headteacher have created a cohesive and happy school where staff and governors work well together and share a common vision for the school. Governors are fully involved in the life of the school and play an important part in improving its environment and helping to secure funding. However, they do not always sufficiently hold the school to account, particularly in relation to pupils’ attainment and progress. The school works effectively in partnership with a range of outside organisations to promote pupils’ learning and well-being. For example, pupils benefit from partnerships with local secondary schools to develop design and technology skills, and there are strong links with the local church to promote their spiritual well-being. Leaders and governors ensure that safeguarding procedures are effective, and that pupils have a good understanding of how to keep themselves safe. They promote equality of opportunity and tackle discrimination adequately, ensuring that all pupils, whatever their background or needs, make satisfactory progress overall. The ambition of leaders and managers to improve the school is sound. They track pupils’ progress accurately and use the information to put in place support which is especially beneficial to pupils with special educational needs and/or disabilities. The classroom observations made by leaders and managers adequately identify the aspects of teaching which are satisfactory and those which are good. However, observations are not sharply enough focused on how pupils learn and are sometimes too tolerant of teaching which is merely adequate rather than stimulating.

Leaders and managers instil in pupils a strong sense of the school’s importance and long history in the local community. The school promotes community cohesion satisfactorily, ensuring that pupils have a good understanding of other people’s faiths and ways of life. Pupils from a wide variety of backgrounds get on well together.

These are the grades for leadership and management

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

Early Years Foundation Stage

As a result of good teaching and care, children in the Early Years Foundation Stage make good progress in their learning and development. Children quickly settle into the Reception class because of good transition arrangements with a range of local nursery schools. One parent commented, 'My daughter had a few "wobbles" whilst settling into Reception and the staff dealt with her wonderfully.' By and large, children arrive with language and number skills which are below those typically expected for their age but, by the end of Reception, most have learnt skills which are broadly similar to those of others of their age. The children enjoy learning, and are happy and confident. They feel safe and well cared for. There is a good balance of child-initiated and teacher-led activities. The outdoor areas are safe and attractive, with a variety of activities to stimulate children's curiosity. Activities are varied and capture children's interest in order to promote their learning. For example, in one lesson seen, children were provided with a good range of activities based on the Goldilocks story to strengthen their speaking and listening skills, and to provide opportunities for art and literacy. Good partnerships with parents are established early and maintained well. Adults promote children's welfare well. They provide firm but kind support and as a result children develop good social and emotional skills. They play well together and are ready to share and take turns. Leaders and managers of the Early Years Foundation Stage plan the curriculum and manage the provision well. The statutory requirements of the Early Years Register are met. They record children's progress accurately, but recognise that the information is not always used sufficiently effectively to challenge children to do their best work, particularly in developing writing skills. At the end of the Reception year effective transition arrangements enable children to move confidently into Year 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The response rate for parental questionnaires was higher than is typical for primary schools. Most parents and carers agreed that their children enjoy school, that it keeps them safe and healthy, and that the school deals effectively with pupils’ behaviour. Inspectors agree with these views. A very small minority felt that their children are not making enough progress. Inspectors agree that some pupils are not making as much progress as they can, and have asked the school to raise pupils’ attainment through more challenging work in lessons. A few did not agree that the school keeps them informed about their children’s progress. Inspectors found, however, that the school’s communication with parents and carers is sound and that parents and carers are kept adequately informed. Overall, most parents and carers are happy with their children’s experience at the school. One commented, ‘St Paul’s is a lovely school!’

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 111 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	58	39	35	4	4	3	3
The school keeps my child safe	76	68	27	24	3	3	2	2
The school informs me about my child's progress	44	40	44	40	16	14	2	2
My child is making enough progress at this school	40	36	46	41	17	15	3	3
The teaching is good at this school	45	41	54	49	7	6	0	0
The school helps me to support my child's learning	46	41	50	45	11	10	3	3
The school helps my child to have a healthy lifestyle	63	57	42	38	4	4	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)	48	43	42	38	12	11	0	0
The school meets my child's particular needs	0	36	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	40	36	58	50	1	1	6	5
The school takes account of my suggestions and concerns	45	41	44	40	7	6	2	2
The school is led and managed effectively	56	50	41	37	6	5	1	1
Overall, I am happy with my child's experience at this school	60	54	41	37	5	4	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 April 2010

Dear Pupils

Inspection of St Paul's Church of England Primary School, Chessington, KT9 1AJ

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome. This is what we found:

- Your school gives you a satisfactory quality of education, which means it does some things well but some things need to be improved.
 - Your school keeps you safe. All the adults take good care of you.
 - You show how much you love going to school by your excellent attendance.
 - You understand what it means to be healthy. You told us how much you enjoyed the 'Gugafit' workshops, and you understand the importance of vitamins.
 - You behave well and know whom to turn to if you have any worries. You know that other pupils, such as prefects or mediators, will always help you.
 - You love your clubs and trips and visits. These help you to raise your sights and aim higher in life.
 - You make satisfactory progress and leave school with results which are very much like those of pupils in the country as a whole. We would like more of you to do even better in English and mathematics. We have therefore asked those in charge to make sure that you are always given tasks that help you to do your best and really make you think. One way they can do this is by giving you many more chances to take charge of your own learning and do even more for yourselves.
 - We have asked those in charge to visit more lessons to make sure you are all given tasks which challenge you.
 - Your teachers mark your English books carefully, giving you plenty of good advice. We have asked them to mark your mathematics books to the same high standard.
- You can play your part in helping your school become even better. Make sure you work hard and ask your teacher if you don't understand anything. We wish you all the best in your journey through life.

Yours sincerely

Natalia Power

Lead inspector

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