

# St Paul's Church of England Primary School

## Inspection report

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|                                |                 |
|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 115605          |
| <b>Local Authority</b>         | Gloucestershire |
| <b>Inspection number</b>       | 338618          |
| <b>Inspection dates</b>        | 12–13 May 2010  |
| <b>Reporting inspector</b>     | Stephen Lake    |

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 controlled                |
| <b>Age range of pupils</b>                 | 4–11                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 179                                 |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Robin Bown                          |
| <b>Headteacher</b>                         | Hayley Hutchinson                   |
| <b>Date of previous school inspection</b>  | 4 March 2008                        |
| <b>School address</b>                      | New Street<br>Gloucester<br>GL1 5BD |
| <b>Telephone number</b>                    | 01452 521872                        |
| <b>Fax number</b>                          | 01452 385847                        |
| <b>Email address</b>                       | admin@st-pauls.gloucs.sch.uk        |

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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or parts of lessons were observed and short visits were made to a further seven, covering nine teachers. Meetings were held with a group of governors, teachers, support staff, the educational welfare officer and pupils. They observed the school's work, and looked at pupils' books and portfolios of work, the school development plan, school policies, governors' minutes and the reports from the school improvement partner. Questionnaires from 85 parents and carers and some from pupils and staff were also analysed.

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

- how well teaching challenges more-able pupils or meets the needs of those pupils who speak English as an additional language
- the contribution of pupils to the school and local community and the impact upon community cohesion
- the provision in the Early Years Foundation Stage for children who speak English as an Additional Language
- the impact of the school's strategies to improve attendance.

## Information about the school

This is a smaller than average school serving an inner city area. The majority of pupils come from a rich and diverse range of ethnic and cultural groups. An above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils for whom English is not the language normally spoken at home is well above average, as is the proportion of pupils who are at the early stages of learning English as an additional language. More pupils than average have special educational needs and/or disabilities. These are mainly moderate learning difficulties. The school has been awarded 'Healthy School' status.

**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

This is a good school. The strengths of the school lie in its high focus on meeting the individual needs of pupils. The outstanding care, support and guidance mean that pupils have an excellent understanding of how to stay safe and keep fit and healthy. Pupils' outstanding behaviour supports the good learning that takes place.

Achievement is good due to the good teaching and the good-quality and motivating curriculum. Children start with skills well below those normally expected for this age. They make good progress in the Reception class, although more-able children do not always make as much progress as others. The low starting points mean that they enter Year 1 with skills that are still below average. Pupils make satisfactory progress in Years 1 and 2 but this is inconsistent, with the best progress made in Year 2. Progress in Years 3 to 6 is good and pupils' attainment has risen to average by the end of Year 6. Nevertheless, overall attainment is held down a little because, apart from in Years 5 and 6, more-able pupils are not consistently provided with work that challenges them enough. Pupils with special educational needs and/or disabilities, together with those who speak English as an additional language, make the same progress as other pupils because of the very high-quality support provided for them.

The good leadership and management are central to the improvements taking place in this school. All members of the school community share a commitment to continual improvement. Governors support the school well and ensure the good-quality safeguarding, but they are not as rigorous in challenging the school or holding it to account. Although the school has good-quality records of the progress pupils make, governors do not use these well enough to analyse whole-school performance. Strategies for promoting community cohesion locally are good, but strategies to extend this at a national or international level and checking on the impact of these are not rigorous enough, although a promising start has been made with an individual governor allocated to this task.

Attainment and progress are improving rapidly. Pupils' personal development has improved. The quality of the curriculum has improved significantly. Attendance has improved and robust systems are in place to promote further improvement. The school has an accurate view of its strengths and weakness and senior staff have a clear drive and ambition to improve attainment and progress further. These factors all indicate that the school has a good capacity for further improvement.

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

- Ensure that more-able children in Reception and Years 1 to 4 make better progress

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by:

- providing opportunities in Reception for more-able children to be taken out of the main group and given activities that challenge them more
- ensuring that teachers in Years 1 to 4 plan work for more-able pupils that challenges them to achieve of their very best.
- Ensure that governors hold the school to account and challenge it more rigorously by making better use of data to obtain a view of whole-school performance.
- Develop a wider range of strategies for promoting community cohesion at a national and international level and ensure that the impact of these is evaluated rigorously.

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

Attainment is improving across the school and although still broadly average, is it very close to being above average by the end of Year 6. This is a significant improvement over the last three years. In Years 1 and 2, although progress is satisfactory overall, it has improved in writing, which is a recent school focus. Pupils in Years 5 and 6 achieve very well and often make outstanding progress because they are challenged successfully. For example, Year 5 pupils were studying persuasive text on Greek holiday brochures and then applying this to a brochure about Gloucester. The teacher provided many high-quality opportunities for pupils to evaluate each other's work. This enabled a continual challenge throughout the lesson that resulted in much-improved writing. In an excellent mathematics lesson on matching equivalent fractions, more-able pupils were challenged further by the inclusion of percentages to match against fractions. Pupils who speak English as an additional language, together with those with special educational needs and/or disabilities, are supported very well within lessons and through withdrawal groups that enable them to make the same progress as other pupils. High-quality portfolios of pupils' work show that investigative science is strong. Many examples of good-quality art can be seen in the vibrant displays. Pupils' skills in information and communication technology (ICT) are in line with those expected.

Pupils reported no bullying and trust the adults to deal with any that might occur. They make an excellent contribution to school life by taking on a wide range of responsibilities, for example as trained peer mediators who help resolve minor disputes or incidents at lunchtime. Pupils' contribution to the local community, although good, is a little less developed. Pupils' very secure understanding of how to stay healthy and keep fit is evident in the enthusiastic way pupils take advantage of the many opportunities for physical activity in the school grounds and after school. The school is now close to achieving the higher Healthy School Plus award. Pupils gain a good understanding of how democracy works through the school council. Together with their average attainment in literacy, numeracy and ICT skills, this means they are prepared appropriately for their future lives. Pupils have a strong understanding of right and wrong, feel valued and show respect for themselves and for others. Pupils have a very good understanding of other cultures within the school and local community, although their understanding of national and international cultures is not quite as well developed.

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

*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:<br>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>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</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:<br>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 make lessons stimulating and motivating, often using ICT well to support this. The good-quality curriculum is enriched by a wide range of activities that ensure all pupils are motivated to learn. Teachers engage pupils well by linking subjects together as part of the creative curriculum to show pupils how important key skills are. Questioning often challenges pupils well and extends their learning while assessing what they already know. For example, in a mathematics lesson skilled questioning enabled pupils to suggest different ways of combining coins to pay for a toy. Improved assessment procedures are used effectively to inform the planning of work that is at a suitably challenging level for most pupils. Marking is detailed and generally gives good guidance on what pupils can do to improve their work. Pupils who may be deemed gifted and talented or more able are not always challenged enough by the task set them, especially in Years 1 to 4. In Years 5 and 6 gifted and talented pupils are supported very well.

Visits and visitors make a strong contribution that enhances pupils' learning. For example, a visit to the cathedral to see the work of the stonemasons provided a strong

<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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stimulus for pupils' writing. In another lesson, the visit of a 'Postman' to open the role play post office area enabled pupils, especially those new to the country, to develop their understanding of people who help us.

Pastoral care is extremely strong. Child protection procedures are well known to all staff. The school works very closely with parents and carers to support their children's learning through information evenings and meetings with teachers. The family worker, who is a trained counsellor, provides excellent support for families. Strong partnerships with various agencies of the local authority ensure that the additional needs of those pupils deemed vulnerable, and those who speak English as an additional language, are met very well.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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 senior staff and governors have high expectations for the school and a real commitment to ensuring continual improvement. Good-quality systems are in place for evaluating the quality of teaching. High expectations are communicated well to all staff. All those with leadership responsibility work together effectively as a team to develop areas identified as weaker than others. Consequently, outcomes for pupils are improving steadily. Equality of opportunity is promoted well, with all those with additional needs fully included in all lessons.

Governors visit the school regularly to observe its work and meet with staff and pupils. Budget management is sound. Parents' and carers' views are sought and listened to. Governors work closely with the headteacher to ensure safeguarding requirements are met well and the site is secure. They monitor pupils' personal development effectively. They are aware of the academic standards but there are limitations on the way they look at and analyse data. This means that they do not always have a totally clear picture of strengths and weaknesses in attainment or attendance to support them when setting whole-school targets. Community cohesion is promoted very well within the school and local community, but the school recognises that not enough is done in relation to national and international communities.

*These are the grades for leadership and management*

**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

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>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>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

**Early Years Foundation Stage**

Parents and carers value the start that children get to school. Very strong links with the on-site playgroup ensures a smooth transition. Well-established routines and strong links with parents and carers help children who are new to the school to feel really secure and cared for and ensure they get a good start to their education. Children achieve well from starting points that are well below those expected for their age. They start Year 1 well prepared for learning, although skills remain below average in all areas of learning. The strong teamwork between teachers and teaching assistants ensures that the needs of the children are met very well and the provision for their welfare is exemplary. Children feel really secure and cared for. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. This enables all children to grow in confidence and build securely on their previous experience. The well-organised and attractive environment is used effectively to support a stimulating curriculum that provides a good degree of challenge to almost all children. The exception is the very small group of more-able children whose progress is sometimes limited because they are kept engaged on the same activities as the rest of the class rather than being provided with slightly different tasks that challenge them more or being extended by additional questioning from an adult. Children whose home language is not English are supported very well to enable them to make good progress.

The Early Years Foundation Stage is led and managed effectively. The expertise and skill of the adults and the good systems for checking on children's progress ensure that all individuals are gently, but effectively, challenged to achieve well.



**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

*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

In addition to the main questionnaire content, 21 parents and carers submitted written comments. The majority of these were positive. Parents and carers clearly have a high regard for this school. Typical of the positive comments were, 'I couldn't have asked for a better school.' One parent summed this school up very well by saying, 'The staff have worked hard to instil good values within our children and encourage good attendance and push our children to achieve.'

A small minority of parents and carers made negative comments, most of which mirrored the responses on the questionnaire and were concerned mainly with the management of behaviour or bullying.

Inspectors agree with the positive comments of parents and carers. Inspectors judge that behaviour is excellent and managed well. Pupils say that there is no bullying and they trust the school to deal with any that may occur.

Several parents and carers commented that the school should not be inspected in SATs week. This is outside the control of the inspectors.

### 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 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 39             | 46 | 45    | 53 | 1        | 1  | 0                 | 0 |
| The school keeps my child safe  | 38             | 45 | 45    | 53 | 1        | 1  | 0                 | 0 |
| The school informs me about my child's progress   | 31             | 36 | 48    | 56 | 4        | 5  | 1                 | 1 |
| My child is making enough progress at this school   | 35             | 41 | 42    | 49 | 6        | 7  | 1                 | 1 |
| The teaching is good at this school   | 26             | 31 | 56    | 66 | 0        | 0  | 1                 | 1 |
| The school helps me to support my child's learning  | 23             | 27 | 53    | 62 | 5        | 6  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 22             | 26 | 56    | 66 | 6        | 7  | 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             | 19 | 52    | 61 | 12       | 14 | 0                 | 0 |
| The school meets my child's particular needs  | 23             | 27 | 53    | 62 | 7        | 8  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 22             | 26 | 53    | 62 | 6        | 7  | 3                 | 4 |
| The school takes account of my suggestions and concerns   | 14             | 16 | 58    | 68 | 8        | 9  | 0                 | 0 |
| The school is led and managed effectively   | 23             | 27 | 58    | 68 | 0        | 0  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 25             | 29 | 56    | 66 | 1        | 1  | 0                 | 0 |

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](http://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"><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.**



14 May 2010

Dear Pupils

Inspection of St Paul's Church of England primary, Gloucester, GL1 5BD

Thank you for making us so welcome when we came to visit your school. We really enjoyed talking with you. Your behaviour is excellent.

Yours is a good school. We saw that it looks after you extremely well and makes learning enjoyable. Here are some of the things that we liked.

- Your achievement is good because of the good teaching you receive.
- Your school makes learning interesting and fun because of the good range of activities provided for you.
- The school gives you excellent guidance, which is why you know how to stay safe and keep healthy.
- You make a big contribution to the running of the school through the school council and other jobs that you do. We particularly like the work of the peer mediators.
- The school is led and managed well by your headteacher and the people who help her.

To help make your school even better, we have asked the staff and governors to:

- make sure that those of you in Reception and in Years 1 to 4 who find learning easy improve your learning so that you do as well as those in Years 5 and 6
- make sure that you have better opportunities to learn about different cultures in the United Kingdom and the rest of the world and that the governors (the adults who help run the school) check on how well this is done
- make sure that the governors check on school performance more rigorously so they really know how well you doing.

You can help by talking with your teachers about how to make your work better.

Yours sincerely

Stephen Lake

Lead Inspector

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