

St Paul's Church of England Primary School

Inspection report

Unique Reference Number	120173
Local Authority	Leicestershire
Inspection number	358711
Inspection dates	3–4 March 2011
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Jeremy Parkinson
Headteacher	Cal Hurst
Date of previous school inspection	10 October 2007
School address	Meadow Road Woodhouse Eaves, Loughborough LE12 8SA
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed seven teaching staff while visiting 14 lessons. Meetings were held with representatives of the governing body, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation including: the school's self-evaluation, assessment and tracking information, minutes of governing body meetings, arrangements for safeguarding and pupils' work. Staff and pupil questionnaires were also scrutinised along with 86 completed by parents and carers.

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

- How well do pupils progress in mathematics.
- How well do girls progress compared to boys, particularly in mathematics.
- The effectiveness of teachers' planning in ensuring all pupils progress as well as they should.
- Pupils' awareness of people from different cultural and socio-economic backgrounds.

Information about the school

St Paul's is a smaller-than-average primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have mild learning difficulties.

The school has National Healthy Schools and Active Sportsmark status and has gained the ECO bronze and International Schools intermediate awards.

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

1

Main findings

St Paul's is a good school. It provides a good education for its pupils. The quality of teaching and learning has improved significantly since the previous inspection. As a result, pupils achieve exceptionally well so that their attainment in reading, writing and mathematics is high by the end of Year 6. There is no significant difference in achievement between boys and girls. Pupils with special educational needs and/or disabilities are well supported, enabling them to progress in line with their peers. All pupils are provided with outstanding opportunities to achieve as well as they should.

Children are provided with a good start to their education in the Reception class. The learning environment is welcoming and inviting and children settle well to the good range of activities. Consistently good teaching ensures the children are well prepared for the next stage of learning. Good teaching continues throughout the rest of the school and this engages pupils' interest effectively. Staff know the pupils very well, and their detailed assessments ensure pupils are provided with a very clear understanding of how to improve their work. Very occasionally, teachers miss the opportunity to allow pupils, particularly the more able, to move on to more challenging activities. They also, at times, provide these pupils with too much information, limiting opportunities for pupils to take charge of their own learning.

The curriculum has a wide range and good number of enrichment activities, including challenge days introduced to encourage more creativity. Pupils behave well, and their high levels of attendance are indicative of their enthusiasm for learning. Those pupils who need extra help and guidance are provided with excellent support, enabling them to take a full part in all aspects of the curriculum. Pupils participate in the good number of sporting and physical activities on offer and eat healthily. This contributes to their excellent understanding of what constitutes a healthy lifestyle.

The headteacher provides strong, resolute leadership and she is well supported by staff and the governing body. Self-evaluation is rigorous and there is a determination to improve the quality of teaching further and to maintain high standards. The development of comprehensive systems of tracking and assessment of pupils' progress enable early and systematic interventions to be implemented, ensuring there is no underachievement. Community cohesion is planned and evaluated effectively. The school has developed many links with schools throughout Europe, Asia and Africa and these help to provide the pupils with a good understanding and awareness of other cultures. The rigour of self-evaluation, improvements to teaching and learning show the school is extremely well placed to sustain further improvement.

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What does the school need to do to improve further?

- Accelerate progress in lessons of the more-able pupils by allowing them to move on to more challenging activities sooner and by ensuring there is sufficient time for them to complete these activities.
- Develop pupils' independent learning skills by encouraging them to find out more things for themselves and not providing them with too much information about the tasks.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is outstanding. Children enter the school with skills and abilities that are above those expected for their age. By the end of Year 6, pupils' attainment is high in English and mathematics, demonstrating good progress throughout the school. Pupils with special educational needs and/or disabilities also make good progress as a result of the early identification of their needs and effective intervention strategies. There is no discernible difference between the progress made by boys compared with that of girls. Pupils' speaking skills develop very well and they are confident and very fluent readers. For example, during a good Year 5 art lesson, pupils very clearly expressed their views on the differences between two artists and the emotions evoked by the work of the artists. Pupils' writing skills progress well as seen in a good Year 6 lesson where pupils demonstrated impressive planning skills in preparation for writing about 'The Missing Eiffel Tower'. Pupils' mathematical skills progress well; their mental arithmetic skills are very secure, the result of regular practice. A clear, structured approach to developing writing skills enables pupils to become confident writers in a range of styles. Pupils' very good mathematical skills are used to good effect. For example, as part of the Enterprise Day, a culmination of 'My Monday Week', classes demonstrated their mathematical and business acumen by increasing their initial outlay of £10 to over £500.

Pupils enjoy school, say they feel safe and are keen to talk about the exciting activities and clubs. They are proud of their achievements in competitive sports and talk enthusiastically about the lunchtime multi-sports clubs. Pupils are keen to take responsibility and are enthusiastic members of the school forum. The school council has taken on responsibility for ECO schools, recycling and sustainability. Older pupils take on the role of playground sports leaders, encouraging participation by younger pupils in physical activities. Pupils regularly prepare written reports of their sporting achievements and create electronic media presentations to share their experiences of residential visits. They develop a good awareness of different religions and cultures through the excellent links with schools abroad. Pupils' strong information and communication technology (ICT) and basic skills and their ability to work very effectively with one another provide them with an excellent foundation for the next stage of education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching observed during the inspection was consistently good. Teachers work hard to enthuse and inspire their pupils. They have a good awareness of the different ability groups within the class and work is planned accordingly. Occasionally, more-able pupils are required to undertake activities that are not sufficiently challenging from the outset and they are not required to challenge their own thinking sufficiently. Work is planned effectively so that it crosses subject boundaries, for example, challenge days that provide opportunities to practise and apply literacy, numeracy and ICT skills. Teaching assistants support pupils well, particularly learners who find concentrating and learning a little difficult. Marking of pupils' work is consistently good, providing pupils with a clear picture of what they need to do to improve.

The well-organised and creative curriculum provides a good range of activities for pupils. There are good opportunities for pupils to enhance their ICT skills through working with students from the local secondary school on media presentations.

Effective partnerships within the cluster provide good opportunities for pupils to improve their music skills through playing in the junior orchestra. Transition arrangements both in and out of the school are excellent. Pupils are very well known to the staff, provided with excellent support and very well looked after. As a consequence of extremely high-quality care, guidance and support, many aspects of pupils' personal development are outstanding. Intervention strategies ensure that pupils who are at risk of falling behind, or

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who are finding work difficult, are provided with additional support, enabling them progress in line with their peers. Before and after school provision, managed by the governing body, provides pupils with an extensive range of activities and ensures they are well looked after.

These are the grades for the quality of provision

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

How effective are leadership and management?

There have been significant improvements since the previous inspection, the result of strong determined leadership by the headteacher and senior staff. There is a determination among all staff to drive improvement and they all aspire to provide the best for their pupils. Pupils' attainment in the core areas of English and mathematics and their progress have improved well. Monitoring of teaching and learning is systematic and rigorous and performance management of staff is fully implemented. The pupils' forum is consulted to review topics and activities and the information gathered is used effectively when planning the curriculum. The monitoring and tracking of pupils' progress has developed and been used to improve progress in the main curriculum areas. The personalised information is used effectively to ensure all pupils have excellent equality of opportunity, which is also reflected in the comparable rates of progress made by all groups of pupils.

Members of the governing body are regular visitors to the school and know its strengths and weaknesses well. They are supportive but challenging. Planning and evaluation for community cohesion are effective. The school has rightly identified the need to develop pupils' awareness and experiences of people from different cultural backgrounds in this country and plans are in place to enable this to take place. Safeguarding procedures are all in place to meet requirements. There are good partnerships with support agencies and secure child protection procedures. Overall, there are good links with parents and carers to support their children's learning. However, a small minority of those responding to the questionnaire felt that the leadership did not take note of their suggestions or concerns. The school has good procedures in place to canvass their views but is seeking to ensure that all parents and carers fully understand the decisions it takes.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents and carers are very happy with the start their children make in the Reception class and feel the children settle quickly. Children make good progress and they leave this class ahead of the attainment of most children nationally in the Early Learning Goals. The Early Years Foundation Stage coordinator provides good leadership. Assessment procedures have improved and are highly informative, providing staff and parents and carers with a very clear picture of how the children are progressing. This enables staff to provide learning activities that are closely tailored to individual needs. The record of their progress in the children's profiles gives a clear picture of the consistently good progress in all areas of learning.

Children greatly enjoy learning and the well-planned activities ensure they make good progress in all key areas. A good emphasis on the acquisition of learning letter sounds in the regular phonic sessions ensures they make good progress in their reading and writing. Teaching assistants provide good support for the children, helping them to settle quickly and supporting those who need extra help and guidance. The outside learning environment, although relatively small, is used effectively to promote learning. Staff assess the children's progress very effectively and use the information to provide a good range of child-chosen and teacher-directed activities.

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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

A higher proportion of parents and carers returned questionnaires than is seen nationally. While most who responded to the questionnaire are generally happy with the school and how it provides for their children, a small minority expressed concerns with how the school takes account of their suggestions and concerns. During the inspection, inspectors looked at the school's processes for considering the views of parents and carers and these were seen to be good and this was confirmed by most of those who responded to the questionnaire. A few parents and carers expressed concerns regarding behaviour. Inspectors found that during the inspection, behaviour overall was good and there are appropriate strategies in place to deal with any poor behaviour. A few parents and carers felt that the school did not meet their child's particular needs. Inspectors found that almost all pupils were making good progress and that almost all were provided with excellent support and guidance enabling them to fulfil their potential.

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 86 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	59	32	37	3	3	0	0
The school keeps my child safe	56	66	25	29	2	2	1	1
My school informs me about my child's progress	36	42	45	52	3	3	0	0
My child is making enough progress at this school	43	51	29	35	11	13	1	1
The teaching is good at this school	46	54	35	41	3	4	0	0
The school helps me to support my child's learning	30	35	48	56	6	7	0	0
The school helps my child to have a healthy lifestyle	37	44	38	45	6	7	2	2
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)	41	48	31	36	5	6	1	1
The school meets my child's particular needs	36	42	33	39	11	13	2	2
The school deals effectively with unacceptable behaviour	37	43	36	42	9	10	4	5
The school takes account of my suggestions and concerns	29	35	33	39	8	10	9	11
The school is led and managed effectively	39	46	36	42	5	6	5	6
Overall, I am happy with my child's experience at this school	45	54	29	35	8	10	1	1

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



7 March 2011

Dear Pupils

Inspection of St Paul's Church of England Primary School, Woodhouse Eaves, Loughborough, LE12 8SA

Thank you very much for welcoming us when we visited your school recently. We enjoyed talking to you, looking at your work and watching you learn. This letter is to tell you what we found out about your school and what we have asked the school to do to become even better.

Your school is a good one. It provides you with a good education.

You say you really enjoy school and we saw that in your enthusiasm and good behaviour. Your attendance is outstanding.

You have an excellent understanding of what you need to do to keep you healthy and fit.

There is a good curriculum with an excellent range of clubs, activities, visits and visitors that make your work more interesting.

The headteacher, teachers and staff look after you exceptionally well. They give those of you who find learning difficult or who have difficulties, considerable help and support.

Those in charge of the school are working hard to help it improve.

In order to make your school even better, we have asked your headteacher and staff to do the following.

Make sure that those of you who learn quickly are given more challenging work sooner in lessons.

Give all of you more opportunities to find things out for yourselves.

You can all help by telling your teachers if you find work a little easy and by trying hard to work things out for yourselves.

Yours sincerely

Paul Edwards

Lead inspector

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