

St Paul's Church of England Primary School and Nursery

Inspection report

Unique Reference Number	114543
Local Authority	Brighton and Hove
Inspection number	338394
Inspection dates	7–8 October 2009
Reporting inspector	Linda Kelsey HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Father Robert Chavner
Headteacher	Linda Dupret
Date of previous school inspection	1 October 2006
School address	St Nicholas Road Brighton BN1 3LP
Telephone number	01273 721001
Fax number	01273 701492
Email address	ldupret@Stpaul's.brighton-hove.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons and held meetings with governors, staff, groups of pupils and parents working at the school. They observed the school's work, and looked at assessment and attendance data, pupils' work and school policies. They also scrutinised questionnaires returned from pupils, parents and staff. At the time of the inspection the provision for after-school care was also inspected.

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

- how well the school challenges gifted and talented pupils in both key stages
- the new curriculum and the impact it is having on raising achievement
- the quality of the Early Years Foundation Stage provision and the extent to which it meets the needs of the children
- the rigour of self-evaluation and the extent to which it is successful in ensuring consistently good outcomes for all pupils.

Information about the school

This Church of England school is part of a city centre cluster. It runs breakfast, after-school and holiday clubs which offer support and 'wrap-around care' to parents. The school has achieved many awards over the years and more recently gained the Bishop's commendation for outstanding work in religious education and worship.

Pupils at the school come from a diverse ethnic background; over half are White British. There are currently 40 pupils who speak English as an additional language, although only half of these are at the early stage of language acquisition and many are bilingual. Thirty-one pupils have special educational needs and/or disabilities; these range from specific learning difficulties through to autistic spectrum disorder and vision impairment.

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?

1

The school's capacity for sustained improvement

2

Main findings

The overall effectiveness of the school is outstanding. There are many very positive features in the school. These include the high achievement of pupils, leadership and management; the largely accurate self-evaluation; and the extent to which the school has met its challenging targets. This all points to a school with a good capacity for sustained improvement.

Achievement is outstanding and attainment has been consistently high for the last three years. Behaviour is outstanding. Pupils are articulate and are able to apply their excellent basic skills well. Many have suggestions about how the school can improve and happily converse with visitors about their aspirations for the future. As one young nine-year-old told an inspector, 'I would love to travel the world when I am older'. Pupils enjoy school and attendance is above average, although there are a few persistent absentees and, for a minority, attendance is lower than it should be.

Teachers plan their work with pupils and are currently working on improving the excellent curriculum further to make it more exciting for more pupils and to make use of a range of different learning styles. Good use is made of information and communication technology (ICT) across the curriculum and pupils are gaining good skills in word processing. Groups of pupils are supported well in classes and teaching assistants are deployed well to work alongside pupils or to take them for some specially-focused work. Care, guidance and support is outstanding for most pupils and this includes satisfactory safeguarding procedures.

The quality of teaching and the use of assessment are good, although not yet consistently so. There is a significant minority of outstanding teaching in the school, particularly in Years 5 and 6 and in the Early Years Foundation Stage. However, systematic procedures for setting targets for individual pupils to raise their attainment to a higher level are not yet in place in every class. Good feedback to pupils about their work is evident in some of their books but this is inconsistently used across year groups. Teachers are not always clear about the starting points for the pupils so that the challenge they offer can be effective. Although teaching is monitored by the senior staff, monitoring is not always robust enough to ensure that teachers learn how to get better.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by:
 - gaining greater consistency of good lessons across all year groups.
 - agreeing and using robust monitoring criteria for the whole school using the

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

best teaching as exemplars

- making better use of assessment data to enable teachers to set challenging targets for pupils and enable them to better understand pupils' starting points and the progress they need to make

Outcomes for individuals and groups of pupils**1**

Pupils' attainment at the end of Key Stage 2 in key subjects has been consistently high for the last three years. In 2009, this pattern was repeated although not as many achieved the higher levels in writing. The attainment and progress of all groups of pupils, including those with special educational needs and/or disabilities, are also good. Most pupils say they feel safe at the school and know whom to ask if they have worries. One or two expressed concerns about teasing but said the school deals with their concerns very well. Pupils know what constitutes a healthy diet and many like school dinners which are freshly cooked daily and are delicious. Fruit and water are available during the day and pupils keep fit by regular exercise at after-school clubs and walks around the locality and to the beach. Many cycle or scooter to school every day. Pupils' spiritual development is good and there are good links with the local church and the community. Pupils are keen to be fundraisers for local and national charities. They generally have a good understanding of their beliefs and are tolerant of the different cultures and traditions of others.

Pupils are articulate and draw on their experiences through the curriculum and trips outside the school to express and reflect on their views. This contributes to their good progress through the school. They know the school rules and most have a strong sense of moral responsibility. Pupils generally get on well with each other and with the adults working in the school. Their social development is strong and pupils take responsibility for each other, acting as buddies and playground monitors. They collaborate well when asked to do so by their teachers. Through, music, art, the study of a modern foreign language and excursions outside the school, pupils have a very good understanding of different cultures and know what it is like to grow up in multicultural Britain.

These are the grades for pupils' outcomes

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

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

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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' subject knowledge is secure and in the very best lessons they engage pupils enthusiastically in the activities. Teachers are good at monitoring pupils' progress over the lesson and assessment of pupils' learning is good. However, in just a few cases, information about pupils' attainment is not used to plan challenging enough work; on the odd occasion when this happens, teaching is satisfactory.

The outstanding curriculum is based on first-hand experiences and project-based work. Skills in literacy, numeracy and information and communication technology (ICT) are well taught throughout the school and as a result pupils do very well, achieving high attainment by the time they leave in Year 6. Groups of pupils are supported well in classes and teaching assistants are deployed well to work alongside pupils or to take them away from the class for some specially focused work. Equally outstanding is the pastoral support given both to everyone in the school.

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	1
The effectiveness of care, guidance and support	1

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

How effective are leadership and management?

Leadership at the school has ensured the commitment of staff and high morale. All staff said that they feel valued and that their views are taken seriously, so that all are working well together to bring about good school improvement and raise achievement. There is a clear and shared vision throughout the school. Governors are committed and supportive and, in most respects, carry out their responsibilities effectively. Resources are used well and the school is attractively maintained to a high standard; good use is made of the outside environment by all age groups.

The monitoring of teaching is good and is carried out regularly. However, monitoring is not always fully effective as school leaders are unclear about the criteria for the evaluation of lessons and do not always record whether a lesson is as challenging and engaging as it could be for all pupils. Consequently, pupils in some classes do not make as good progress as others. The school ensures that there is equality of opportunity for all pupils including those identified as the most vulnerable. This is why in general, all groups do equally well.

Governance of the school is good. The effectiveness of safeguarding procedures at the school are adequate overall but the school has not been as rigorous as it should in ensuring that its single, central record of staff is monitored and kept up to date, However, this was completed by the end of the inspection process.

The school engages well with parents and carers, formally and informally, and most are kept well informed about the school. Leaders and managers at all levels promote community cohesion very well. Opportunities are available for parents to become actively involved in the school and to attend training. The school has a very strong partnership with the church and strong links with the wider community.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1

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

The effectiveness with which the school deploys resources to achieve value for money	2
---	----------

Early Years Foundation Stage

Outstanding provision and good teaching are ensuring that children make good progress during the Nursery and Reception Years. Teachers and assistants work hard to provide a highly stimulating and welcoming environment and make excellent use of the attractive and well-resourced inside and outside areas. This ensures that children have seamless access to where they want to work and play, and the outcomes for children overall are outstanding.

Children's assessments are recorded with a profile at the end of the Reception Year. However, the assessment process is not started early enough so that the good progress children might make during their first term is not recorded and staff are unsure how good progress is overall. Nevertheless, children are set challenging targets and teachers and assistants work well to ensure that teaching starts with a point of interest generated by the children. Teachers have a good understanding of the needs of very young children and relationships between adults and with the children are excellent.

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	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All parents are happy with their children's experience of the school, feel that the school is well led and managed and that their children are safe while at school. A very small minority do not feel the school informs them about their children's progress or that their children make enough progress or that their views are taken into account. However, inspectors feel that the school keeps parents well informed and makes every effort to take their views into account.

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 and Nursery 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	78	23	21	1	1	0	0
The school keeps my child safe	80	71	30	27	0	0	0	0
The school informs me about my child's progress	56	50	46	41	7	6	0	0
My child is making enough progress at this school	62	55	42	38	5	5	0	0
The teaching is good at this school	71	63	36	34	0	0	0	0
The school helps me to support my child's learning	64	57	44	39	2	2	0	0
The school helps my child to have a healthy lifestyle	65	58	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)	58	52	39	34	0	0	0	0
The school meets my child's particular needs	53	57	48	43	4	4	0	0
The school deals effectively with unacceptable behaviour	51	46	48	43	2	2	0	0
The school takes account of my suggestions and concerns	50	45	47	43	7	6	0	0
The school is led and managed effectively	77	69	32	29	0	0	0	0
Overall, I am happy with my child's experience at this school	84	75	28	25	0	0	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 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"> ■ 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.



9 October 2009

Dear Pupils

Inspection of St Paul's Church of England Primary School and Nursery, Brighton, BN1 3LP

Thank you for making us welcome when we visited your school recently. We enjoyed meeting some of you in class and at lunchtime. We were impressed by how well you behave both in class and around the school and how you care for each other. You are a credit to your parents and the teachers. You told us about how safe you feel at the school and how the school involves you in local activities with the church and the community.

You all do very well at school with your studies in class and even the youngest appear to be having fun learning. Your school environment is welcoming and an exciting place to be with many outside areas in which you can learn. Your teachers are good at making sure your lessons are interesting. As a result most of you do very well by the time you leave and are well prepared for the next stage.

We have asked the school to make better use of the marking and assessment of your work and let you know how well you are doing and what you need to do next. You can help here by continuing your excellent behaviour and by making sure you are as kind as possible to each other.

We wish you all the best of luck for your future happiness.

Yours sincerely

Linda Kelsey HMI

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.