

St Paul's Primary School

The Oaks, Chippenham, Wiltshire SN15 1DU

Inspection dates

25–26 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors are ambitious for the school. They have high expectations of all staff and pupils.
- Leaders and governors have been proactive in addressing the weaknesses in the quality of teaching, learning and assessment to ensure that there is greater consistency across the school.
- Governance has improved considerably over the course of the last two years. Governors hold leaders stringently to account for their actions and for pupils' achievement.
- Senior and middle leaders know the school's strengths and areas for development well. Clear improvement plans and actions have resulted in leaders being able to support teachers to raise pupils' progress.
- Leaders have provided staff with high-quality professional development and training. As a result, all teaching staff now have higher expectations of what the pupils can do and understand, particularly in English and mathematics.
- Safeguarding is effective. Leaders have improved on the culture of vigilance to ensure that pupils remain safe from harm.
- Positive relationships across the school are a strength. Pupils conduct themselves very well around the school.
- The early years provision has been transformed, which has enabled children to make stronger progress. Phonics outcomes have improved due to better teaching.
- Teachers are now using assessment well to plan learning that builds on what has been previously learned and which meets the needs of most pupils. However, there is still insufficient challenge for the most able pupils for them to achieve well.
- In English, pupils are applying the skills they have learned with greater consistency in their writing. However, in reading pupils have not embedded their skills of inference and deduction to enable them to make the progress of which they are capable.
- The teaching of reasoning in mathematics has enabled pupils to explain their thinking well. However, too many pupils lack instant recall of known number facts and times tables. This is hampering their progress.
- Leaders acknowledge that there has not been enough focus on securing the leadership of foundation subjects. The development of knowledge, understanding and skills of pupils in these subjects is not yet strong enough. The quality of pupils' work in the wider curriculum does not match that seen in English and mathematics.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that subject leaders monitor and evaluate the impact of their actions effectively
 - developing and implementing a curriculum that enables pupils to acquire skills, knowledge and understanding across all subjects
 - ensuring that the quality of work seen in a wider range of subjects is similar to that evident in English and mathematics.
- Improve the quality of teaching and learning to further raise standards by:
 - ensuring that teachers plan learning that challenges pupils, particularly the most able, to make the best progress they can
 - ensuring that pupils, particularly in key stage 2, know number facts and times tables in mathematics and apply these quickly
 - embedding the teaching of the reading skills of inference and deduction to enable pupils to have a greater understanding of a wider range of texts.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders and governors have high expectations and are ambitious for the school to improve further. There have been significant changes in school leadership since the previous inspection. As a result, the capacity of leaders to make further improvements has grown.
- Leaders and governors are proud of their school and ensure that everyone works closely as a team. There is a strong clarity of understanding among all staff of the need to promote equality of opportunity for the pupils and community the school serves. This has been effective and pupils state that everyone in the school is treated equally. As a result, pupils participate well in a variety of learning and extra-curricular activities.
- Leaders know the strengths and areas for development of the school well. Clear and well-targeted action plans have enabled the quality of teaching, learning and assessment to have greater consistency across the school. Leaders' close monitoring of teaching has enabled them to provide support where standards are not as high as they should be. Consequently, the progress of current pupils is good and improving.
- Middle leaders have received high-quality training. This has allowed them to develop their own skills and support other staff members. These leaders have a good understanding of what impact their actions have had on improving the teaching of English and mathematics. They are reflective and adapt their development plans according to what works well and what requires further action.
- The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is strong. Leaders know the pupils well and support teachers and teaching assistants to enable them to plan learning that meets their needs. Leaders use assessment information to create effective interventions to aid pupils with SEND to make good progress from their starting points. Leaders have worked well with outside agencies to ensure appropriate provision for pupils who require a more tailored curriculum offer.
- Leaders have a clear strategy to support those pupils who are disadvantaged. This is ensuring that the pupil premium is used effectively to raise their achievement. Leaders are conscious of the need to provide not only academic support but also social and emotional support for these pupils. As a result of the clear provision, these pupils are now making similar progress to non-disadvantaged pupils.
- The sports premium funding is enabling leaders to provide a wide range of sporting experiences for all pupils. Leaders use this well to provide professional development for staff. This is improving the teaching of sport and physical education (PE) within the school. Pupils enjoy the varied extra-curricular sporting activities and the opportunity to represent their school in competitions.
- The school prepares pupils well for life in modern Britain. Pupils talk confidently about individual liberty, respect and tolerance of each other. They are able to apply these principles to their everyday lives and interactions with others. Pupils are also keen to discuss the wide variety of displays around the school which have influenced their spiritual, moral, social and cultural development. Assemblies are used effectively to

celebrate the uniqueness of everyone. They develop a sense of unity throughout the school.

- Leaders provide breakfast and after-school clubs to support pupils and their families. Parents, carers and pupils appreciate this facility. Pupils attending these clubs are calm and cooperate well with others. They are provided with different experiences and staff have high expectations of conduct, interactions and good manners.
- Although there have been improvements in English and mathematics, there has been a lack of focus on the wider curriculum. As a result, leaders in subjects such as history, geography and science have not been provided with the opportunities to fully develop their skills. There is a lack of clarity regarding progression within the curriculum. This has hampered pupils' acquisition of knowledge, skills and understanding of the wider world around them.

Governance of the school

- Governance has improved considerably since the last inspection. Governors are ensuring that their actions have a demonstrable impact on the further success of the school. They are ably led, by the chair and vice-chair, and are fully committed to ensuring that all pupils achieve as well as they can. Governors know their roles and responsibilities well. They are constantly striving to make improvements and utilise their training to maximum effect.
- Governors are questioning and challenging school leaders with increased rigour and robustness. This is ensuring that they hold school leaders stringently to account for the progress of pupils as well as the quality of teaching and learning. They also support school leaders well and work together successfully.
- Governors have been instrumental in securing external validation of their own work and that of school leaders. Consequently, they know the strengths of the school and points for development very well. Governors are fully committed and visit the school regularly. This has enabled them to challenge and check the impact of the school action plans and be clear of the next steps for improvement.
- Governors have effective oversight of pupil premium funding, additional funding for SEND provision and the sport premium. As a result, pupils' needs are catered for well. Governors also support the school leaders well in their efforts to raise attendance of pupils further.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of vigilance to enable all adults to help keep pupils safe from harm. Staff know their roles and responsibilities because of the regular training that leaders provide. They are knowledgeable about the key aspects of safeguarding and who to speak to regarding any concerns.
- Systems and procedures for safeguarding are robust. Detailed chronology logs are kept with clear actions of both leaders and outside agencies. Leaders work closely with these agencies. They have previously sought further support to provide pupils with

additional support when it has been required. Leaders provide effective early help strategies and support for specific pupils and their families.

Quality of teaching, learning and assessment

Good

- Leaders ensure that there is a consistent approach to teaching, learning and assessment throughout the school. This is because of leaders' concerted efforts to ensure that teachers are aware of the higher expectations of them.
- Teachers demonstrate good subject knowledge. Teachers and teaching assistants are using professional development well to hone their skills, especially in questioning and reasoning in mathematics. Teaching assistants are very well deployed to provide additional support and guidance to pupils.
- Teachers are now planning learning that is sequential and builds on what pupils already can do, know and understand. This is due to better use of assessments to plan pupils' next steps in development. This is also helping to identify pupils who may be at risk of underachievement. Leaders and teachers plan timely interventions to improve pupils' progress, especially for those who are the least able. As a result, most pupils are making better progress from their starting points.
- The teaching of phonics is good. Pupils can decode, segment and then blend letter sounds to enable them to read with increasing fluency. Pupils in Years 1 and 2 are applying their understanding of phonics when they encounter unfamiliar words in texts they read. They are also increasing the accuracy of spelling in their writing.
- Pupils' writing is developing well. Pupils are using the grammatical skills they have been taught. Teachers identify key vocabulary and are exposing pupils to an increasing richness of language. Pupils are using this new-found language in their writing. These aspects of teaching are ensuring that pupils are making positive progress in their writing.
- Teaching is beginning to improve pupils' comprehension skills. The texts they read come from a wide variety of genres. However, it is too early to tell whether the new approach to teaching reading is having an impact on raising attainment. Although pupils can answer questions of a literal nature, they find questions of interpretation, inference or deduction more challenging.
- Teaching of mathematics is now much more structured. Pupils are being taught how to reason their thinking about mathematics. Nonetheless, pupils still lack a fluency or instant recall of known number facts and times tables, particularly in key stage 2. This is hampering the progress pupils are making in mathematics.
- Pupils receive homework that links to their learning in mathematics, spellings and topic work. They are keen to complete this work and report it helps with their overall understanding.
- Teaching does not consistently provide enough challenge to enable pupils, particularly the most able, to deepen their understanding or develop their skills. Consequently, these pupils are not achieving as well as they could.

- Although pupils are taught a wide range of subjects, the work produced by pupils in their topic lessons is not of the same quality as that in writing and mathematics. Therefore, progress in these subjects is not as high as it could be.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel well cared for and nurtured. They feel safe and say they would be able to speak to any member of staff if they had any worries or concerns. Staff are skilled in addressing pupils' personal and emotional needs. They know pupils well and respond sensitively and appropriately to support pupils' specific needs, especially for those pupils who are disadvantaged or pupils with SEND.
- Relationships are strong throughout the whole school. Pupils collaborate with each other well. They are respectful of each other's ideas and thoughts. Leaders use assemblies well to ensure that pupils understand what it means to be good citizens. The school celebrates hard work and good manners.
- Pupils feel safe and secure in school. Pupils of all ages have a good understanding of the potential risks when using the internet and use it safely and with confidence. Pupils have a good understanding of healthy lifestyles and the reasons for having a balanced diet and undertaking regular exercise. Pupils also have a good awareness about road and bicycle safety and 'stranger danger'.

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. They are polite and courteous to adults and work and play cooperatively with each other. Pupils understand and demonstrate the 'golden rules' of Respectful, Ready and Safe. Pupils are appreciative of the space and the variety of playtime equipment and activities which are provided. They are well looked after and supported by the presence of staff during playtimes.
- Generally, pupils have positive learning behaviours. They listen well and demonstrate a good work ethic. However, where the quality of teaching is not as strong, pupils can become distracted and some pupils' low-level disruption can hinder others' learning.
- Leaders monitor pupils' general behaviour well. There are clear systems in place for rewards for positive behaviour as well as sanctions when behaviour is not as good. The number of sanctions being used is diminishing. This is due to the greater consistency in applying the school's behaviour policy.
- Attendance remains below the national average and persistent absence is above that seen nationally. However, attendance is rising and the number of pupils who are regularly absent is declining. Leaders have become more focused on challenging pupil absence and lack of punctuality. This is starting to pay dividends for many pupils. Leaders are supporting parents well to enable them to ensure that their children attend

school. Leaders work well with outside agencies to secure improved routines and expectations.

Outcomes for pupils

Good

- The percentage of pupils achieving expected standards at the end of key stages 1 and 2 has been below average for the past few years. Attainment and progress of reading and writing were in the bottom 20% nationally in 2017 and 2018. However, current pupils are demonstrating their knowledge and understanding with greater consistency.
- Over the past year, pupils have made stronger progress, and this is happening increasingly across the school. However, it is not yet reflected in published data for the end of key stage 2. Pupils in key stage 2 are making good progress.
- Only a few of the most able pupils in 2017 and 2018 demonstrated their capabilities at the higher standards. Most-able pupils who remain in the school are not consistently challenged to ensure that they make better progress and attain well.
- Children in early years attain standards similar to those of all children nationally. Children enter school with language and communication, oracy, reading and writing skills below those typically seen. Nonetheless, they make strong progress from these low starting points due to good teaching.
- Outcomes in phonics have risen year on year. As a result, the proportion of pupils in 2018 reaching the phonics check threshold was above that nationally. Current pupils in Year 1 are making very good progress due to teaching that enables pupils to learn new sounds and read tricky words. Leaders and teachers ensure that those who do not pass the phonics check in Year 1 are supported to do better in Year 2. Consequently, the vast majority of pupils achieve well.
- Progress for current pupils with SEND and for those pupils who are disadvantaged is stronger than the published data. This is as a result of focused and pertinent support provided by leaders and teachers. Pupils who are in both groups make less progress. However, they are provided with bespoke learning to aid their achievement.

Early years provision

Good

- Leadership of the early years provision has improved since the previous inspection. Leaders have a clear understanding of the strengths and areas for development. This is due to the analysis of assessment information to ensure that their progress is stronger.
- Leaders have improved the learning environment so that it is stimulating and interests the children well. There is a wide variety of resources within the classroom and outside to enhance children's learning.
- Leaders and teachers have high expectations of the children. They plan activities which enable children to build on their prior knowledge and skills. Teachers use assessment information effectively to provide specific children with interventions, for example to improve their speech and language.

- Teachers and teaching assistants know the children well. As a result, they are able to use questioning to probe children's understanding and to help them make strong progress.
- Teachers plan interesting activities across the curriculum. Children sustain their learning as they become actively engaged in their play, writing and physical activity. However, teachers do not provide enough challenge for the most able children. Consequently, these children do not make the progress they are capable of or achieve higher standards.
- The teaching of phonics is strong in the Reception class. Teachers are ensuring that children have a good understanding of the letters and sounds being taught. Consequently, children are applying their understanding well when reading and writing.
- Relationships are good. Teachers and teaching assistants interact well with children and have fostered their personal and social development. As a result, they cooperate with each other and demonstrate positive behaviour. The children are confident and self-assured.
- Parents play an important role in their child's education. Parents are encouraged to 'stay and play' with their children on a regular basis. Transition from pre-school is well established and enables leaders and teachers to liaise with pre-school staff. This relationship is used to ascertain vital information to aid the children's smooth entry into school.
- All safeguarding and welfare statutory requirements are met. Staff are well qualified and have the necessary experience and expertise to deliver good teaching and sustain improving outcomes for children and their families.

School details

Unique reference number	126182
Local authority	Wiltshire
Inspection number	10088307

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Melanie Collins
Headteacher	Sheridan Upton
Telephone number	01249 653 041
Website	www.st-pauls.wilts.sch.uk
Email address	head@st-pauls.wilts.sch.uk
Date of previous inspection	9–10 March 2017

Information about this school

- The school is smaller than the average primary school. The number of pupils on roll is falling.
- The proportion of pupils who are supported by the additional pupil premium funding is well above the national average.
- The proportion of pupils with SEND is above the national average. The number of pupils who have education, health and care plans is below the national average.
- The school has both a breakfast and after-school club. These were visited as part of this inspection.

Information about this inspection

- The inspectors observed pupils' learning across the school. The majority of these observations were undertaken alongside the headteacher and deputy headteacher.
- The inspectors looked at pupils' work across the curriculum and carried out learning walks across the school.
- The inspectors listened to pupils read in Years 1, 2, 3 and 6, as well as speaking with them to find out about their attitudes to reading.
- Meetings were held with governors, middle leaders and pupils. The lead inspector talked with the school improvement partner.
- The inspectors took account of 20 responses to Parent View, Ofsted's online questionnaire, and informal discussions with parents when they brought their children to school and after a school assembly. The inspectors also took account of 18 responses to the staff survey. The inspectors talked to pupils at break and lunchtime and during lessons as well 47 responses to the pupil survey.
- The inspectors looked at a wide range of school documents, including the school's self-evaluation, school improvement plan, school policies, governors' minutes of meetings and the school's own assessment systems and monitoring records.
- The inspectors reviewed a wide range of safeguarding evidence, including the school's single central record and incident logs.

Inspection team

Paul Smith, lead inspector	Ofsted Inspector
Steph Matthews	Ofsted Inspector
Jen Southall	Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019