

Inspection of St Paul's Primary School

The Oaks, Chippenham, Wiltshire SN15 1DU

Inspection dates: 4 and 5 March 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Having a sense of belonging is at the heart of this school. Staff support all pupils to make a difference and to feel part of the school community. They help pupils to realise the school's vision of showing 'kindness, creativity and pride' in their work and in their actions.

The school has high expectations of what pupils can achieve. It makes sure all pupils get the help they need to learn and to build their knowledge. Most pupils show a high level of engagement in lessons. They try hard and persevere in their work. As a result, most pupils achieve well. Published outcomes do not reflect how well prepared current pupils are for the next stage in their education.

Pupils understand the school rules of being 'ready, respectful, safe'. They know they help to make the school a safe and happy place. Most pupils are calm and focused. When pupils' behaviour does not meet the school's expectations, the school takes the right action to support pupils to behave well.

Staff and pupils have positive relationships. This supports pupils to get the support they need to learn. The school helps pupils to manage their feelings and emotions. This means pupils have a calm start to their day and settle in well to their learning.

What does the school do well and what does it need to do better?

The school has implemented a well-designed curriculum. It is clear and details the knowledge, skills and vocabulary pupils will develop as they move through each year of the curriculum. Reading and language are central to the curriculum. The books that pupils read provide them with a wide range of high-quality texts. This supports pupils to access the curriculum and build their knowledge of the wider world.

The school has an accurate understanding of the needs of pupils with special educational needs and/or disabilities (SEND). Staff provide scaffolds and resources that help pupils with SEND to build their knowledge. Additional activities support pupils with SEND to secure this knowledge. The resource base team provides expert support. Staff tailor learning well to meet the individual needs of the pupils. As a result, pupils with SEND know and remember more.

In most subjects, the work that pupils complete helps them to build their knowledge well. However, on some occasions and in some subjects, activities do not support pupils to develop their understanding of concepts or deepen their curriculum knowledge. As a result, pupils do not secure their knowledge as well as they could.

Through the phonics curriculum, pupils build a secure knowledge of reading. From the start of the Reception Year, children practise sounds and begin to blend them into words. As they move through the phonics curriculum, teachers check and make sure pupils secure their knowledge. They give pupils who are at risk of falling behind extra practice. This supports pupils to build their knowledge. They use this knowledge to read and spell words with different spelling patterns. They apply these with accuracy in their writing.

The books that pupils read match the sounds they know. Staff are skilled in supporting pupils to apply their phonics knowledge to build their reading confidence. Staff make sure pupils understand what they are reading. Staff check pupils' understanding of words and the text. As a result, pupils learn to read well.

The school has recently reviewed the mathematics curriculum. It is well designed and supports pupils to develop their mathematical skills over time. Pupils build fluency and practise calculations with accuracy. They apply their knowledge to solve problems.

Pupils have happy and active playtimes. They play well together across year groups. Older pupils lead games for younger pupils. This helps children from the start of the Reception Year to enjoy their playtimes and learn to play games and take turns.

The personal, social and health education curriculum starts in the Reception Year, where children learn how to keep safe and build relationships. Pupils build on this learning as they move through the school. They learn about healthy eating and the importance of physical health. They enjoy sports clubs and events such as sports week, when professional gymnasts visit the school and pupils take part in bike skills workshops.

Pupils reflect on the lives of others, and they learn to value difference. For instance, on the 'dress to express day', pupils wear clothes to express themselves. Pupils are proud of their many leadership roles. Sports leaders set up and lead breaktime activities. School councillors organise talent shows and cake sales. The choir sings to residents at a local care home. These opportunities build in pupils a sense of responsibility and good citizenship.

Governors have an accurate understanding of the school. They provide effect support and challenge to ensure the school continues to develop its effectiveness. Staff appreciate the professional development and guidance they receive to teach the curriculum well. They value the work leaders do to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, in some subjects, activities do not help pupils to secure the knowledge the school intended. This prevents pupils from building their knowledge well over time. The school should support teachers to develop activities that support pupils to learn new concepts and deepen their knowledge and understanding in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126182
Local authority	Wiltshire
Inspection number	10344553
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	162
Appropriate authority	The governing body
Chair of governing body	Janet Serevena
Headteacher	Sheridan Upton
Website	www.st-pauls.wilts.sch.uk
Dates of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a specialist resource base for 10 pupils with complex needs.
- The school uses one unregistered alternative provision.
- The school provides a breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, who is the special educational needs and disabilities coordinator, and subject leaders.
- Inspectors met with governors, including the chair of governors, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- An inspector spoke to some parents at the end of the school day.
- Inspectors also considered the responses to Ofsted Parent View, including the free-text comments, and the responses to Ofsted's surveys for staff and pupils.

Inspection team

Caroline Musty, lead inspector

Ofsted Inspector

Emma Jelley

Ofsted Inspector

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