

St Paul's Church of England Primary School

Inspection report

Unique Reference Number	100046
Local Authority	Camden
Inspection number	276243
Inspection dates	13–14 December 2005
Reporting inspector	Sean O'Toole

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	4–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr G Williams Mr J Wilkinson
Date of previous school inspection	Not previously inspected
School address	Elsworthy Road London NW3 3DS
Telephone number	02077227381
Fax number	02078135781

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Paul's is an average-sized primary school. Most pupils come from homes where there is a high level of financial and academic support. An average percentage is eligible for free school meals. The proportion of pupils with learning difficulties and statements of special educational need is below average. There is a rich mix of heritages, cultures and languages in the school. About half of the pupils have White British heritage. Eleven pupils are at an early stage of learning English and their main languages are Bengali, French and Yoruba. The school admits pupils with a wide range of abilities. Pupils start school with skills which are better than most four-year-olds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* improve the consistency of assessment and marking so that targets are clearer and pupils, especially the more able, know how to improve their work* improve the school's strategic planning to include measurable ways of judging success.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is good and, in Years 5 and 6, it is often outstanding. Pupils are avid and effective learners who contribute much to lessons through discussion and debate. They are very good at listening to others' views and answer questions keenly, often using sophisticated vocabulary and ideas. In an excellent lesson in Year 5, the teacher skilfully led the pupils through a variety of letter writing techniques resulting in perceptive and imaginative work of high quality. Teaching is good in the Foundation Stage where there is a balance between teaching skills, such as building words from letter sounds, and opportunities for children to explore and investigate. Lessons are prepared thoroughly and support staff are usually effectively involved in helping small groups. The teaching of pupils who are at an early stage of learning English is very well focused. Pupils with learning difficulties and disabilities are supported effectively and individualised programmes of work enable them to be successful. There are pockets of good marking and assessment. In Year 6, pupils' English work is reviewed extensively and the teacher provides focused guidance for pupils on how they might improve. This practice is not consistent through the school. Sometimes teachers do not take sufficient account of the more able pupils and the work set is too easy.

Curriculum and other activities

Grade:

The curriculum meets the needs of individuals effectively and includes opportunities for pupils to take responsibility and use their initiative. The well balanced provision in the Foundation Stage helps children to make a good start and promotes effective learning. Teachers encourage pupils to apply their basic skills in other subjects and this is especially telling in promoting imaginative and vibrant writing in English and history. Physical development receives satisfactory coverage. Pupils are enthusiastic about special days when they take part in creative activities and out-of-school visits. There are several extra curricular activities, many organised by parents, which add much to the pupils' artistic and musical prowess. An opportunity to create friezes for display in the parish church has generated much excitement among the pupils. Pupils' personal development is enhanced through teaching about relationships, opportunities to learn

about the benefits and potentially damaging effects of drugs and the impact of the emergency services on their community.

Care, guidance and support

Grade:

The staff provide good care, guidance and support to pupils. Comments from a group of pupils included, 'I love this school. It's such a happy place. There is no bullying and everyone is friendly.' There is good support for pupils with learning difficulties and disabilities which ensures that they have full access to the curriculum. Those at an early stage of learning English are supported very well. The school has robust and effective systems for child protection and has good links with outside agencies. Monitoring of pupils' academic development is satisfactory. There are effective procedures to monitor attendance which have brought good improvement. Almost all pupils are enthusiastic about the school. Parents comment that their children are prepared very well for the next stage of their education. One said, 'The teachers' priorities are really in the right place...they care about individual children.'

Leadership and management

Grade:

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Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you for all the help you gave us when we came to visit your school. We enjoyed working with you very much, especially talking to you and looking at your work.

You are most polite and well mannered. We were very pleased to see how you helped one another and also how you appreciated the help given to you by teachers, other staff and parents. Many of you said how much you enjoyed school and liked your teachers. One of you said, 'The best thing is that the teachers encourage us.' You work hard, listen to other children and make lots of helpful comments in lessons. We think that you could be even more successful if your teachers gave you better advice when they mark your work. The results you achieve in tests are much better than we see in most other schools. We found some of your stories and poems a delight to read. You are very good at expressing ideas. We think that some of you could do even better if your teachers set you harder work.

Although the school is organised well we have asked your headteacher and the governors to find ways of making the school's improvement plans clearer. We wish you every success in the future.

Your sincerely

Sean O'Toole

Lead Inspector