

St Paul's CofE Primary School

Inspection report

Unique Reference Number	107319
Local authority	Bradford
Inspection number	377569
Inspection dates	5–6 March 2012
Lead inspector	Pritiben Patel

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 of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Paul Bland
Headteacher	Catherine Haigh
Date of previous school inspection	14 October 2008
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Introduction

Inspection team

Pritiben Patel
Sheila Mawer

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed a total of 10 lessons taught by seven teachers, made shorter visits to classrooms, checked pupils' work and observed other activities. They scrutinised documents including the school development plan, monitoring reports, case studies of individual pupils, information about pupils' progress and attendance as well as arrangements for safeguarding. Meetings were held with staff, groups of pupils and members of the governing body. Responses to questionnaires returned by pupils and staff and the 115 returned by parents and carers were analysed. In addition, the inspector spoke with parents on the telephone. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection.

Information about the school

This is a smaller than average-sized primary school. A large majority of pupils are of White British heritage. A small minority are from minority ethnic heritages. The proportion of disabled pupils and those with special educational needs is below the national average; however, the proportion with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is below average. Since the last inspection there have been significant staff issues and the school was without a deputy headteacher for some time. The school meets the current government floor standard. It holds Healthy School status. The governing body is responsible for the Breakfast Club which runs daily from 8.00am until 8.40am.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. Most parents and carers who returned questionnaires were positive about the school. The school is not good because the quality of teaching is not yet consistently good enough to ensure progress is consistently good across the school particularly for more-able pupils in Key Stage 1 and for the more-able pupils in Key Stage 2 in mathematics.
- Pupils' achievement is satisfactory. Attainment in reading, writing and mathematics at the end of Year 2 has been below average over recent years but it is now rising as progress improves and staffing becomes more settled. Writing remains the weakest aspect in Key Stage 1. Attainment is average overall by the end of Year 6; it is stronger in reading and writing than in mathematics. Overall, pupils make satisfactory progress from their starting points.
- Teaching is satisfactory. In most classrooms, there is a positive learning environment. Teachers set clear learning intentions so that pupils understand what it is they are expected to learn. However, the information about pupils' progress is not used consistently well by all teachers to plan activities that meet the needs of different abilities. There is good practice in teachers' marking which identifies the next steps for improvement; however, this is inconsistent. There are missed opportunities for pupils to develop key skills, particularly writing, across different subject areas particularly in Key Stage 1.
- Behaviour is satisfactory. While most pupils behave appropriately and have positive attitudes to their learning and their teachers, there are occasions when a small minority of pupils display low-level disruptive behaviour in lessons. Teachers in the main handle these situations effectively so that learning continues.
- The headteacher and deputy headteacher show a strong determination to continue to improve outcomes for all pupils. They have managed the staffing issues well and have set clear expectations for improving performance. The monitoring of all aspects of the school's work including the leadership of teaching is now more rigorous. As a result, teaching and progress are improving across the school. Middle leaders, some of whom are new to post, are clear about the strengths and aspects to improve in the areas they

lead. However, there is more to do to ensure that all middle leaders are fully committed and share the same drive and ambition as that of the headteacher and deputy headteacher.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate progress in Key Stage 1, particularly for the more able and for the more able in mathematics in Key Stage 2, by;
 - ensuring teaching is at least consistently good or better
 - providing more opportunities for pupils to write independently and practise their key skills especially their writing skills in a range of subjects, particularly at Key Stage 1
 - developing pupils' calculation, reasoning and problem-solving skills
 - making sure assessment information is used consistently to match work to pupils' different abilities
 - ensuring teachers' marking provides pupils with clear next steps for improvement.
- Ensure that all middle leaders are fully committed to the high expectations and the drive and ambition of the headteacher and deputy headteacher in improving pupils' achievement.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are typical for their age. They are happy and eager to learn. This was demonstrated well during a lesson where children were learning the sounds that letters make and blending the sounds in order to read simple words. When the teacher asked for volunteers to share ideas almost all of them eagerly raised their hands. By the time they enter Year 1, children have made satisfactory progress and have developed the expected knowledge, skills and understanding for their age. Managers have correctly identified that children need greater opportunities to choose activities that interest them in order to develop their learning further and are taking steps to drive this forward.

Attainment in Key Stage 1 has fluctuated over recent years. Staffing issues have had a negative impact on pupils' progress, particularly in this key stage. Some parents and carers expressed concern about the disruption to their children's learning and the number of different teachers that taught their children in a short time. Staffing is now more stable and the school's data, along with lesson observations and analysis of pupils' current work, show that progress is now satisfactory and improving. Attainment is broadly average. Attainment in writing is less strong than in reading and mathematics at the end of Key Stage 1 because pupils are not always given opportunities to write independently in different subjects. More-able pupils are not always sufficiently challenged. For example, in a Year 2 numeracy lesson the pupils were reinforcing their understanding of the two times table via a practical activity.

However, there were pupils in the group who were confident with their two times tables and the resulting lack of challenge slowed their learning.

Current school data show that attainment at the end of Key Stage 2 is continuing to rise particularly in reading and writing and for the more able in these subjects as a result of improvements to teaching. This improvement is less strong in mathematics for the more-able pupils and the school has identified that further work is required in calculation, reasoning and problem solving.

The school has successfully narrowed the attainment gap between boys and girls and there is currently no significant difference in the performance between the different groups of pupils. Disabled pupils and those with special educational needs make satisfactory progress. This is due to the effective support provided by staff as well as the strong partnerships the school has developed with external agencies to help meet the individual needs of pupils.

Pupils enjoy reading and like reading to adults. The specific teaching of the sounds that letters make, alongside guided reading, is having a positive impact on the attainment of reading particularly in Key Stage 2. Attainment is broadly average by the end of Year 2. By the end of Year 6 attainment in reading is average and improving quickly, and more pupils than found nationally are attaining the higher levels expected of them.

Questionnaires completed by parents and carers show that the vast majority are happy with the progress their children make. The inspection found pupils' progress is satisfactory and improving as the staffing is now more stable.

Quality of teaching

Teaching over time is satisfactory. Some good teaching was observed during the inspection. The most positive teaching is when pupils are encouraged to take risks in their learning and share their ideas. They are encouraged to take responsibility for their learning, work in pairs and groups and more-able pupils are effectively challenged. For example, in a Year 4 mathematics lesson the more-able pupils were challenged well when they were asked to input data into a complex Venn diagram and much discussion followed as pupils had to pay attention to detail and think things through. However, more-able pupils are not sufficiently challenged in all mathematics lessons in this way and hence they do not consistently attain the levels of which they are capable.

There is some good practice in teachers' marking which clearly identifies what the pupils need to do to improve. However, this is inconsistent and consequently not all pupils are clear about what they need to do in order to improve performance. Teachers plan some opportunities for pupils to develop their key skills across the curriculum. However, this is less evident in Key Stage 1 where progress in writing is less strong. Boys and girls participate equally in lessons and in the enrichment opportunities provided within the curriculum.

Teachers provide additional lessons to support pupils who need extra help. For example, the numeracy club before school begins is well attended, much enjoyed and is helping to boost achievement.

Most parents who completed the questionnaire expressed the view that they are happy with how the school meets the individual needs of their children and that teaching has a positive impact on progress. However, a few parents felt that the needs of their children with specific

difficulties were not always met. Inspection evidence shows that disabled pupils and those with special educational needs receive the support needed to enable them to make similar progress to their peers.

Behaviour and safety of pupils

Most pupils are positive about school. This is reflected in their attendance, which is above average. Pupils conduct themselves in an appropriate manner in the classroom as well as around the school. Some are lively when they play outdoors but relationships in the main are positive. A minority of pupils have challenging behaviour. They are effectively supported in the main by teachers in the classroom so that disruption to learning is kept to a minimum. However, this is contributing to some of the less positive views that a minority of pupils, parents and carers hold about behaviour in school.

The vast majority of parents and carers have positive attitudes about the school. They wrote favourably about its caring ethos and the positive relationships between staff and pupils in their questionnaires. This is exemplified in the comment made by one parent, reflecting the views of many, 'The teachers are friendly and approachable and have a good relationship with the children.'

School leaders are developing effective strategies to deal with the emotional and behavioural needs of pupils. For instance, the Nurture Room is a place where pupils are given one-to-one support as well as the time and space to calm down and reflect, in order that improvements can be made. No pupil has been excluded in the last two years.

Pupils say that if bullying does occur it usually consists of teasing and name-calling. Pupils say this is addressed effectively by staff. Most pupils feel safe in school. They explained that if they had a concern they would speak to a member of staff. A minority of pupils explained to inspectors that they do not feel safe when other pupils misbehave. Pupils have an effective understanding about how to keep themselves safe, for example when crossing the road and using the internet. They have an awareness of different types of bullying such as cyber-bullying and know what steps to take to keep themselves safe. Pupils from different cultures get along well and no racist incidences have been reported. Pupils have a strong moral code and know the difference between right and wrong.

Leadership and management

Since the last inspection, senior leaders have effectively addressed considerable staffing issues. Attainment at the end of Key Stage 2 shows continued improvement, particularly at the higher levels in reading and writing, demonstrating satisfactory capacity to improve. This is a highly inclusive school and an increasing proportion of parents and carers of pupils with specific needs are choosing to send their children here.

The leadership team is now complete and is rigorously monitoring all aspects of the school's work to ensure outcomes are further improved. Levels of accountability have increased and teachers are held more to account for the progress that pupils in their class make. Some staff, including middle leaders, have been slower than others in sharing the drive and ambition of the headteacher and deputy headteacher, which has caused some tension. However, staff are working together for the good of the pupils.

The leadership and management of teaching and learning are becoming more rigorous. Monitoring is undertaken on a regular basis and both strengths and areas for development are identified. Staff who require coaching and mentoring are provided with this support in order to improve their practice. As a result, teaching is improving with an increasing proportion of good lessons.

Tracking systems have greatly improved and are helping teachers to have a better understanding of the abilities of pupils and plan accordingly. The headteacher and deputy headteacher are using the tracking system to ensure that those pupils requiring additional support are swiftly identified. Equality is promoted satisfactorily and discrimination is tackled effectively. Information has been used to good effect to close the attainment gap between boys and girls. All pupils, including those with specific needs are valued and additional resources are put in place so that they attain in line with their peers.

Governors demonstrate a strong commitment to the school. They attend meetings, visit lessons and have some input into the evaluation of the schools work. The level of challenge they offer is a developing area. Safeguarding arrangements are in place and meet requirements.

The satisfactory curriculum is developing so that key skills are becoming embedded across different subjects but there is more to be done particularly in providing opportunities for pupils in Key Stage 1 to improve their writing skills. Enrichment opportunities such as visits from theatre companies and residential adventures help pupils to develop social and team-building skills. The outdoor provision in the Reception class has been greatly improved and its potential as a resource for learning is developing quickly.

A minority of parents and carers who completed the questionnaire feel that the school does not keep them informed or respond well to their concerns. Inspection evidence shows that there are a variety of opportunities for parents and carers to air their views and be kept up to date with what is happening in school. For example, there is a weekly newsletter, weekly coffee mornings and parents and carers are asked for their views during two annual consultation evenings. The school is currently developing a website to improve communication. In addition, provisions have been specifically put in place in order to meet the needs and requests of parents and carers, for example the successful breakfast club provision as well as residential visits for pupils.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 2012

Dear Pupils

Inspection of St Paul's CofE Primary School, Bradford, BD6 1ST

I would like to say a big thank you to you all for helping my colleague and me when we visited your school. Most of you are polite, behave positively and complete the work you are asked to by your teachers. There are a small number of pupils who do not always behave as well as they should in lessons and spoil things for others. All your teachers care for you and support you in lessons. Those of you with specific needs are effectively supported too.

Most of you said that you enjoy school and like learning. We found out that you make satisfactory progress and reach average standards by the time you leave in Year 6. You particularly enjoy lessons when teachers give you the opportunity to work in pairs and groups. You enjoy reading and your skills are continuing to improve quickly as you move through school. You enjoy the various clubs that your school provides including the residential visits which help you to develop team-building skills. Most of you feel safe in school but some of you say that you do not feel safe when a small number of pupils misbehave in lessons. Most of you are kind to each other but occasionally some pupils tease others. When this happens your teachers resolve the problem for you.

School leaders, staff and governors want to continue to improve the school for you. There are some things that we have asked them to do to improve the teaching in your school. You should make better progress in Year 1 and Year 2, particularly in writing, and those of you who are able should receive more challenging work in this subject. Pupils in Year 3 upwards, especially the quicker learners, should also get work that is more challenging in mathematics. Your teachers are improving the opportunities they provide for you to use literacy and numeracy skills in all subjects and we would like them to continue with this particularly to help pupils in Key Stage 1 improve their writing skills. We have asked your teachers to tell you through their marking what you need to do to improve your work. Finally, we have asked that all your teachers continue to work together well so that they can make the school the very best for you.

Yours sincerely
Pritiben Patel
Lead inspector

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