

St Paul's Church of England Aided Primary School

Inspection report

Unique Reference Number	104382
Local Authority	Wolverhampton
Inspection number	355571
Inspection dates	3–4 November 2010
Reporting inspector	Keith Sadler

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	200
Appropriate authority	The governing body
Chair	Tara Hartley
Headteacher	Jane Morris
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were seen and 11 teachers and practitioners were observed. The inspectors held meetings with members of the governing body, staff and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and pupils and from 29 parents and carers were analysed and their responses taken into account.

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

- How well do pupils progress in Years 3 to 6 and are Year 6 pupils on track to attain their targets?
- Have inconsistencies in the quality of teaching been removed?
- Have there been improvements in the arrangements to monitor and evaluate the school's provision?
- How well are data used to check pupils' progress?

Information about the school

St Paul's is a smaller than average sized primary school. Most pupils come from the Pendeford estate though some travel from other parts of the parish. About half the pupils are of White British heritage and there is an increasing number from a wide range of other ethnic backgrounds. The numbers of pupils that are at an early stage of learning English is also increasing. The proportion of pupils identified as having special educational needs and/or disabilities is above the national average. Most of these pupils have moderate learning difficulties and emotional and behavioural needs. The proportion of pupils known to be entitled to free school meals is twice the national average. The school has gained a number of awards including enhanced Healthy Schools status and Investors in People.

The school has undergone many changes since the previous inspection. It is currently being extensively re-modelled following the closure of a primary school that shared the site. Seven of the eight classes moved accommodation on the day before the inspection. Since the beginning of the current term, St Paul's has taken over this school's provision for part-time Nursery education. The Early Years Foundation Stage now consists of an open-plan unit for both Nursery and Reception aged children. Partly due to the closure of the nearby school, pupil mobility is very high.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Paul's provides a satisfactory standard of education. It has a number of good features and also some aspects that need to improve. It is a harmonious and thriving community where pupils' personal development is good because of good pastoral care. This leads to pupils enjoying school and behaving well both in lessons and around the school. Parents and carers agree. Almost all say that their children enjoy school and that they are happy with their children's experiences. Older pupils show care and consideration for younger ones and the school successfully integrates the many new pupils that join during the school year. These pupils say that they appreciate the kindness of both the adults and the other pupils in making them welcome. It is to the staff and pupils' credit that, even though eight of the nine classes moved to new accommodation on the day before the inspection, pupils felt secure and settled quickly into their new environment. The only limiting factor in these changes is the outdoor learning space for children in the Early Years Foundation Stage which currently is a large featureless area. There are good plans in place to address this issue as soon as the builders move from the site.

Pupils make satisfactory progress. Progress is steady in the Early Years Foundation Stage, Year 1 and Year 2. Attainment for the current Year 2 pupils is average. Progress continues to be satisfactory in Years 3 to 6 overall, though it is slower in writing, particularly for the boys, than in reading and mathematics. In science, pupils make good progress and reach above average standards at the end of Year 6. Pupils who remain in the school throughout the primary years achieve academic standards that are stronger than those who join the school at other than the expected times.

A good emphasis is being placed on improving rates of progress and this is starting to make an impact on attainment. For example, the school rightly concluded that pupils' mental calculation and problem solving skills were hampering progress. The resulting strengthening of the curriculum in these areas is bearing fruit and Year 6 pupils are on course to attain average standards. Nonetheless, too few pupils gain the higher level in both English and mathematics and this is because teachers do not always provide activities that provide sufficient challenge for higher ability pupils.

There have been improvements in the quality of teaching since the previous inspection and many of the inconsistencies found at that time have been removed. Even though the majority of teaching and learning observed by inspectors was good, the overall quality of teaching is satisfactory because its impact on learning over time is satisfactory. Some teachers' expectations of what pupils can achieve are sometimes too low and work is too easy which slows the pace of learning.

Pupils benefit from a well-organised curriculum that builds successfully on their interests. Pupils with special educational needs and/or disabilities make good progress towards their

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targets because the school is particularly successful in supporting the needs. However, the curriculum for pupils that are gifted or talented is much less well-developed.

The headteacher is held in high regard by the school community and she has ensured that there is strong teamwork amongst the staff. There is a clear determination and commitment to the school's improvement that is shared by the staff and the governing body. There are much improved procedures to monitor and evaluate the school's provision and pupils' learning. These have been key factors in strengthening teaching and learning. Improvements in the use of data enable senior staff to be more rigorous in holding teachers to account for the pupils' progress. The school's thorough and accurate self-evaluation procedures lead to a good quality improvement plan that provides a helpful tool for further development. This ensures that the school's capacity to improve further is satisfactory.

What does the school need to do to improve further?

- Accelerate progress and lift standards at the end of Year 6 by:
 - increasing the proportion of pupils gaining the higher level in English and mathematics
 - strengthening the progress of boys in their writing skills
 - raising teachers' expectations of what higher and middle ability pupils can achieve.
- Ensure that the outdoor space for children in the Early Years Foundation Stage is developed in order to enable staff to provide effectively for all areas of learning.
- Strengthen the curricular provision for gifted and talented pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enter Year 1 with attainment that is average overall though writing skills are below this. They make steady progress in lessons in Years 1 and 2 and attainment at the end of Year 2 is in line with the national average. However, in 2010 it was below average because it was affected by the many pupils joining the school in Year 2. Even though progress in Years 3 to 6 is good in science and reading, it is satisfactory overall because progress in mathematics and writing is slower. However, learning is improving because teaching is becoming stronger. The emphasis on strengthening pupils' writing, particularly their extended writing skills, is starting to pay dividends and the current gap between the performance of girls and boys is beginning to close. Presentation, grammar and spelling are all improving. Nonetheless, evidence from the lessons inspected and pupils' books as well as the school's assessment records show that the proportion of pupils on course to attain the higher levels is not increasing quickly enough. Due to the good support that is provided for pupils who have learning difficulties and/or disabilities these pupils make good progress towards their individual targets.

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Pupils' enjoyment of school is shown in their above average levels of attendance, positive attitudes in lessons and willingness to cooperate. Their spiritual, moral, social and cultural development is good and, by the time that they reach Year 6, pupils develop into mature and responsible young people who have high self-esteem and are prepared appropriately for their move to secondary education. The enhanced Healthy School award reflects the way the school successfully encourages pupils to adopt healthy lifestyles. They enjoy taking on responsibility such as through membership of the influential school council, being play leaders and organising many charity fundraising events such as for 'Children in Need'. Pupils say they feel safe in school and they appreciate the steps taken by adults to look after them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The majority of lessons are of good quality. The recent improvements in teaching are beginning to have a positive impact on pupils' progress. Learning is supported well by the pupils' positive and mature attitudes to studying and these are encouraged well by teachers throughout the school. In all lessons, teachers manage pupils well and create a calm and purposeful atmosphere. Lesson objectives are made clear and teachers generally question pupils well. Pupils are motivated to learn because activities are interesting and are introduced well. In a good quality literacy lesson for example, Year 5 pupils made good progress in their learning because the teacher, in setting an extended writing task,

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ensured that the theme of the activity captured the boys' interest. This is a strength of the teaching because staff are aware of the need to improve the writing skills of the boys. However, although improving, work is not always matched to pupils' ability and sometimes lacks challenge for more able pupils. Assessments of pupils' prior learning in these instances are not used well. The quality of teachers' marking is good. It is thorough, focussing well on stated learning objectives and success criteria, and comments are helpful in steering pupils towards what they need to do to improve.

Pupils are well-cared for. There are particularly good arrangements to ensure that the many newcomers into the school are quickly helped to settle and feel secure. A further positive feature is the way in which the school successfully supports pupils who are vulnerable. Those that have emotional or behavioural difficulties are supported and managed well and good use is made of external agencies to ensure that pupils' needs are met. There is good support for pupils who are at an early stage of learning English such as by the bi-lingual support provided for Polish speaking pupils which helps them to quickly establish themselves in the school.

The curriculum has some strengths, though it is satisfactory overall. Recent changes to the programmes for literacy and numeracy have strengthened the curriculum in these subjects. For example, teachers ensure that topics for pupils' writing are of particular interest to boys. There are good links made between subjects and this, when linked to the emphasis on ensuring that topics are meaningful and interesting to pupils, helps to enliven learning and further engage the pupils' interest. The curriculum is enriched well by many visits and visitors to the school and residential trips. The school recognises that insufficient attention is currently given to ensuring that the curriculum provision for gifted and talented pupils supports their talents.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

At the time of the previous inspection, there were weaknesses in the monitoring and evaluation of teaching and learning. This is not now the case and the monitoring of teaching and learning is good. The headteacher has a clear vision for the future of the school based on her twin commitments to maintaining the strong Christian ethos and strengthening achievement. Nonetheless, the school's drive for improvement is satisfactory because, as yet, the improvements in teaching have not yet fully removed the legacy of some previous underachievement.

There have been a number of changes to the governing body since the previous inspection. Governors support the school well and ensure that statutory responsibilities are

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met. Arrangements for members of the governing body to check the school's provision are less well-developed and this limits their ability to provide appropriate challenge for school improvement.

There are robust procedures in place to ensure that pupils' health and safety is secured and, in addition, all regulations for the safeguarding of pupils are met. In many respects, the school works effectively to promote equal opportunities. Discrimination is not tolerated, and the school's inclusive philosophy is reflected in the strong support provided to meet the needs of vulnerable pupils. Limitations in the opportunity for these pupils to attain higher levels limits equal opportunities to satisfactory.

The school provides a cohesive community and there are effective partnership links with local schools and also with parents and carers. In addition, good links are established with the local community and the church in particular. In addition, pupils' understanding of different communities in both the United Kingdom and globally are enriched by the long and well-established links with a partner school in Weston-super-Mare, and links with a school in Germany.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

There have been many changes in the Early Years Foundation Stage. The staff provide a warm and friendly welcome and place the children's welfare at the heart of their work. Children in both year groups of the unit settled quickly and the children are confident and secure.

Attainment on entry to the Nursery is below average with the children's personal and communication skills being particularly weak. Much of the teaching seen during the inspection was of good quality even though resources are not yet fully in place. This

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currently limits opportunities for the children to initiate their own learning. Planning is of good quality ensuring that there is a coherent balance of experiences across all areas of learning. Assessments are thorough and are already starting to build a picture of each child's strengths and needs. However, outdoor learning is severely hampered because, as yet, the outdoor space, although generous, is currently nothing more than a large grassed area and a tarmac playground. Despite the fact that there is no clear leader currently in place for the unit, the staff work closely together, morale is high and all are positive and excited about the opportunities now provided with integrating the Nursery and Reception years together.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Fewer than the usual proportion of parents and carers completed questionnaires. However, parents and carers are overwhelmingly positive about the school with almost all saying that overall they are happy with their children's experiences at the school. They are unanimous in saying that their children are kept safe, they are helped to have a healthy lifestyle and also that the school is led and managed effectively. Inspection findings fully endorse the first two of these points, though there are some aspects of leadership and management that need to be improved. Parents and carers expressed concerns that the school does not take sufficient account of their views. This was investigated as part of the inspection and it was found that the school's arrangements to consult with parents and carers are at least as good as those typically found in other schools, including a formal annual consultation through a governing body survey. The survey returns are considered by the governing body and appropriate action taken.

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 Aided Primary School 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	52	13	45	1	3	0	0
The school keeps my child safe	13	45	16	55	0	0	0	0
My school informs me about my child's progress	8	28	18	62	3	10	0	0
My child is making enough progress at this school	6	21	21	72	2	7	0	0
The teaching is good at this school	8	28	19	66	2	7	0	0
The school helps me to support my child's learning	8	28	18	62	3	10	0	0
The school helps my child to have a healthy lifestyle	12	41	17	59	0	0	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)	5	17	19	66	4	14	1	3
The school meets my child's particular needs	8	28	18	62	3	10	0	0
The school deals effectively with unacceptable behaviour	4	14	20	69	3	10	0	0
The school takes account of my suggestions and concerns	5	17	19	66	5	17	0	0
The school is led and managed effectively	6	21	21	72	0	0	0	0
Overall, I am happy with my child's experience at this school	10	34	17	59	1	3	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



5 November 2010

Dear Pupils

**Inspection of St Paul's Church of England Aided Primary School,
Wolverhampton, WV9 5NR**

On behalf of the inspection team, I am writing to thank you for your help when we came to visit your school and also to tell you what we found. We enjoyed our visit and we were pleased to see how you enjoy school. We were amazed at how settled you all are given that apart from Year 6 you all had only been in your new classrooms for one day before we arrived!

Yours is a satisfactory school, which means that some things are done well and other things could be improved. You told us that you enjoy learning. Your behaviour is good and you have positive attitudes that help you in your learning. Your parents and carers told us that you are happy and feel safe, and we agree with them. You have a good understanding about being healthy. Your teachers work hard to make lessons interesting for you, and most lessons are good and you now learn well. You told us that you enjoy all the trips and visits that the school organises, particularly your residential visits. These things help to make sure that you enjoy learning. The staff look after you well and take good care of you.

We have asked your headteacher and staff to take some action to make sure that improvements continue. We want your progress in learning to be quicker so that you attain higher standards at the end of Year 6. We would like more pupils to attain Level 5 in English and mathematics and for your writing to improve - particularly for the boys. We have asked that your teachers make sure that your work is challenging for you - particularly for those of you that find learning easier. We know that the Nursery and Reception children have only just moved into their new classrooms, but we would like your governing body and headteacher to make sure that the outdoor space is developed to make it really exciting for the children. Finally, we have asked that more opportunities are provided for those of you that are gifted or talented.

We hope that all of you continue to enjoy school and learning.

Yours sincerely

Keith Sadler

Lead inspector

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