

# St Paul's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	131848
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	360331
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Schofield
<b>Headteacher</b>	Mrs J Caine
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Hindle Drive Royton, Oldham Lancashire OL2 5LU
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## Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons, observing 11 teachers and all classes. They also held meetings with representatives of the governing body, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 73 parents and carers, 99 pupils and 12 staff were scrutinised.

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

- Whether the progress made by pupils is sufficiently good to merit the schools' claim for good achievement, given the wide variations in standards and progress in Key Stage 2 since 2007.
- How challenging teaching is across the school, especially for the more able.
- How well focused, informed and active leaders and managers are about the drive for improvement.

## Information about the school

Almost all pupils at this average-sized primary school are of White British heritage, with very few who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is broadly average, but the proportion with statements of special educational needs is well above average. These pupils are mostly taught in separate classes. The number of pupils known to be eligible for a free school meal is below average. The school has several awards, including those for Healthy Schools and Ambassadors for International Peace.

**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 Church of England Primary is a satisfactory school. It has some good features. A radical review of how the school works and how pupils learn has been undertaken since the last inspection. This has led to changes that are already having a considerable effect upon pupils' personal development and is beginning to impact upon standards in academic areas. The large majority of parents and carers who returned the inspection survey are supportive of most aspects of its work.

Children get a satisfactory start to their learning in the Early Years Foundation Stage as a result of the satisfactory teaching, welfare support, curriculum and leadership and management there. Attainment has varied throughout the school since the last inspection but is now broadly average. Previous weaknesses in mathematics have been addressed but standards in writing remain weaker. Progress across the school is now at least satisfactory, including that for pupils with special educational needs and/or disabilities.

While teaching and learning are satisfactory overall, challenge for the more able, getting a good match of activities to pupils' needs within lessons and some aspects of marking remain underdeveloped. The innovative curriculum is beginning to contribute to improved outcomes, notably pupils' good spiritual, moral, social and cultural understanding.

Most pupils say they enjoy their time in school and say they feel safe and valued. This is because of the good care, guidance and support they receive. Pupils take on good levels of responsibility in helping to run the school. Community cohesion is good, helped by the schools' extensive work in promoting international peace. Pupils clearly enjoy school life, as shown by their extremely high attendance. They gain good levels of personal and basic skills that will help their future economic well-being.

The school recognises, that it does not always engage well with all parents and carers and that they are not consistently kept well informed about the school's priorities for improvement. The school is gaining a more accurate picture of its strengths and weaknesses through its self-evaluation. However, due to the newness of many of its practices and the reorganisation of staffing responsibilities, the monitoring of teaching and analysis of pupil performance data is underdeveloped throughout the school including in the Early Years Foundation Stage. Consequently, the schools' capacity for sustained improvement is satisfactory.

## What does the school need to do to improve further?

- Improve pupils' learning and progress across the school, by:
  - getting a better match of activities in lessons to the needs of pupils, especially the more able

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- further developing pupils' writing skills so that they can better communicate their learning
  - improving teachers' marking so that it more effectively informs pupils about their attainment, how well they are progressing and what they need to do to improve.
  - Ensure that leaders and managers at all levels monitor more effectively the quality of teaching and learning and analyse pupil performance data more frequently, especially in the Early Years Foundation Stage, to get a clearer picture of the ongoing progress of pupils.
  - Communicate more effectively and routinely with parents and carers over whole-school priorities for bringing about improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In the best lessons, pupils are fully engaged and make good progress as a result of good teaching. Here, pupils work well together and respond to the good range of activities provided that meet their needs well. Learning and progress across the school are satisfactory. Children start school with skills that are typical for their age. Attainment at the end of Year 6 is broadly average and improving. In mathematics, more pupils are starting to reach the higher levels in Year 6 but across the school the more able are still insufficiently challenged in all subjects. Weaknesses also remain within writing especially in producing descriptive and imaginative writing to communicate their ideas. School data and lesson observations show that the vast majority of pupils now make at least satisfactory progress. As a result, achievement is now consistently satisfactory across the school. Pupils with special educational needs and/or disabilities, those who speak English as an additional language and those with statements of special educational needs who are taught in the specially resourced classes also make satisfactory progress.

Pupils say they are well looked after. Behaviour is good and often very good within the better lessons. Pupils have a well-developed sense of what it means to lead a healthy lifestyle, reflecting the school's awards, helped by good links with sports partners. Pupils also make a good contribution to the daily running of the school by taking on responsibilities as buddies, monitors and Eco wardens. The pupil forum is active but largely adult led. Local community involvement is good. Pupils' spiritual, moral, social and cultural understanding is good. Basic skills are improving and are good in information and communication technology, attendance is very high and pupils exhibit good skills for their future economic well-being.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching is satisfactory across the school and is improving as the new ways of working being introduced begin to take effect. In the best lessons, teachers make better use of assessment guidelines to enable pupils to understand what they need to do to improve. Teachers are applying a consistent approach to teaching problem-solving skills and this is raising attainment in mathematics. In these good lessons, good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulates their interest. However, in satisfactory lessons there is a lack of rigour and activities are not as well matched to the needs of pupils leading to insufficient challenge for the more able. As a result, progress slows and there is a loss of interest among some pupils. Pupils say they are not always given enough information about the level they are working at and marking does not consistently tell them what they need to do to improve.

The school is at the forefront of curriculum design and innovation. It is building an enquiry-based approach to learning that is already having a significant impact upon pupils' attitudes to learning, personal qualities and the development of good life-skills. Considerable work has been undertaken within mathematics in response to identified needs. More attention is now given to providing for the needs of all pupils. Through a themed week, regular coverage of other cultures and visits and visitors and its outstanding Education for Peace programme, pupils' understanding of the diversity of the world is well

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promoted. Good partnership working with other schools and organisations brings capacity to the school it would not otherwise have, with specialist teachers provided in music and art. A wide range of extra-curricular clubs and activities are well attended and contribute significantly to pupils' attitudes to school and their health. The impact of changes to the curriculum is beginning to have an effect on outcomes, especially pupils' good awareness of health issues.

The school has put in place good arrangements for the care of pupils that contribute to their good social and emotional development and well-being. The school provides a welcoming environment for pupils, and staff have created a delightfully warm, positive and calm atmosphere for learning. There is clearly targeted support for groups of potentially vulnerable pupils and the school can evidence where its care has helped pupils overcome significant barriers to their learning. Regular meetings help track individual pupils' progress well. Teaching assistants support the learning and welfare of pupils well. Transition arrangements into and out of the school are good. The monitoring and support for attendance is very good.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has embarked upon a drive to establish greater consistency in the quality of teaching and learning across the school and this is beginning to have an effect. This vision is shared by the staff and members of the governing body. Self-evaluation practices are shared effectively across curriculum leaders. However, many of these leaders are newly in post and the regular monitoring of teaching has yet to be embedded effectively across the school. Despite this, the school has a clear understanding of its strengths and areas for future development and suitable plans in place to address these. Monitoring of performance has improved with good assessment and target-setting practices. However, information is not yet used effectively or sufficiently frequently to gain a clear picture of the ongoing progress of some groups of pupils. As a result, the identification of underachievement and targeting of support is inconsistent.

The promotion of equality of opportunity is satisfactory and the school is working hard towards narrowing the achievement gap between groups of pupils. Discrimination is extremely rare and when encountered is dealt with well. The effectiveness of the governing body is satisfactory. Many governors are new but their role in supporting and challenging the school is developing well. Safeguarding procedures are satisfactory. The school works well with other partners, including leading a local collaborative of schools. While not having a formal analysis of its religious, ethnic and socio-economic context,

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community cohesion is promoted well at both school and a wider level. Email links with India and the schools' work with the World Peace Prayer Society extend pupils understanding of world diversity well, if not their direct contact with it. The school communicates satisfactorily with parents and carers through meetings and newsletters but recognises that it is not always effective in engaging with all groups of parents and carers and getting their support for its improvement priorities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good induction arrangements ensure that children and their parents and carers receive a warm welcome in the Nursery. Children settle happily into the safe and secure environment. The majority enter the Nursery with knowledge, understanding and skills broadly typical for their age. They make satisfactory progress through the Early Years Foundation Stage, with good progress in the areas of attitudes to learning and creative development. By the time children leave Reception they are able to play and work together well, with the majority reaching national expectations in most areas of learning. Teachers communicate regularly with parents and carers and are well aware of children's interests. Teachers assess children's progress regularly and well, but this information is not always analysed effectively to track progress and target underachievement of the differing abilities and groups of children. Teaching is satisfactory, with some that is good, with a suitable range of activities to engage children's interests. There is a satisfactory balance of activities that children choose for themselves and those that are teacher directed. Welfare provision is good. Pastoral care is effective, as is the support for vulnerable learners. Resources are adequate but the school is aware that the outdoor learning area is somewhat limited and has plans to develop this. Support for vulnerable children is good. Leadership and management are satisfactory, with staff training up-to-date and all safeguarding requirements met.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	3
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

Most parents and carers who returned the questionnaires are happy with most aspects of the school and consider it provides a safe and caring environment for their children. Inspectors support these views. A few feel that the school does not take sufficient account of their views and inspectors found that more information about the school's priorities could be provided. A small minority also feel that the school does not manage poor behaviour effectively and that it is not well led and managed. Inspection evidence indicates that behaviour is good and that leadership and management are at least satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's CofE 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	49	36	49	1	1	0	0
The school keeps my child safe	42	58	28	38	3	4	0	0
My school informs me about my child's progress	24	33	44	60	4	5	0	0
My child is making enough progress at this school	24	33	43	59	4	5	0	0
The teaching is good at this school	27	37	46	63	0	0	0	0
The school helps me to support my child's learning	25	34	47	64	1	1	0	0
The school helps my child to have a healthy lifestyle	34	47	37	51	2	3	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)	30	41	39	53	2	3	0	0
The school meets my child's particular needs	33	45	38	52	2	3	0	0
The school deals effectively with unacceptable behaviour	22	30	36	49	8	11	6	8
The school takes account of my suggestions and concerns	20	27	40	55	8	11	2	3
The school is led and managed effectively	19	26	36	49	11	15	6	8
Overall, I am happy with my child's experience at this school	26	36	44	60	3	4	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 September 2010

Dear Pupils

**Inspection of St Paul's CofE Primary School, Oldham, OL2 5LU**

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly proud of it.

St Paul's is a satisfactory school. The headteacher, staff and the governing body are helping the school to improve. You get a satisfactory start to your learning in the Nursery and Reception classes and make satisfactory progress there because of the satisfactory teaching and support you receive. Your progress through the rest of the school is satisfactory and improving so that by the time you leave in Year 6 you reach broadly average standards. The progress of those who find learning difficult is also satisfactory. You say you enjoy school and feel safe and valued. Your behaviour is good and your attendance is high. Well done! You have a good understanding of what it means to lead a healthy lifestyle. Teaching is satisfactory, with some that is good. The range of subjects that you take has recently been improved and is good, helping you develop good skills for moving on to the next stage in your learning. The care, guidance and support provided by the school are good. We have asked the school to consider the following things that will help it improve further:

- make sure that all your lessons are at least good
- for leaders and managers to more frequently check the quality of teaching and use what they know about your progress and the standard of your work to help them plan improvements
- to explain more frequently to your parents and carers what the school is doing to bring about improvements.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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