

St Paul's CofE Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 105928 |
| Local authority | Salford |
| Inspection number | 377326 |
| Inspection dates | 15–16 November 2011 |
| Reporting inspector | Shirley Herring |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 187 |
| Appropriate authority | The governing body |
| Chair | Janet Wood |
| Headteacher | Jane Tyers |
| Date of previous school inspection | 13 January 2009 |
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Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers in 17 lessons and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at pupils' books, safeguarding documentation, assessments and tracking of pupils' progress, the analysis of the progress of different groups of pupils, the school development plan and reports from the School Improvement Partner. Inspectors also scrutinised 30 questionnaires completed by parents and carers, as well as those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of more-able groups to determine whether teaching is sufficiently challenging.
- The extent to which the outdoor provision in the Early Years Foundation Stage supports learning.
- The effectiveness of the use of assessment information to challenge and support different groups of pupils.
- The extent to which leaders at all levels are involved in improving outcomes for pupils.

Information about the school

The school is smaller than average though numbers are increasing. The large majority of pupils are from a White British background though the number of pupils from minority ethnic groups has increased in recent years and is now above average. More than a fifth of pupils speak English as an additional language which is above average. The proportion of pupils with special educational needs and/or disabilities is below that usually found. The proportion known to be eligible for free school meals is above average. A higher proportion of pupils than is usual join the school other than at the usual time. The school has Healthy School status and an Active School award. There is also a breakfast club managed by the school.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. One parent described it as having 'a caring environment within a friendly, Christian ethos'. This helps to foster pupils' outstanding spiritual, moral, social and cultural development and their exceptional confidence that they are safe and secure in school. The school works in very close partnership with a local family of schools to share expertise and resources and extend training for teachers and managers. The school itself is making a leading contribution to the development of other schools by sharing its very good strategies for welcoming pupils who arrive from outside the country with little knowledge of the English language. The school's actions to promote equality of opportunity are outstanding. The school's thorough analysis of the progress of different groups has been used very effectively to narrow any gaps in attainment.

The senior leadership team has taken effective action to improve attainment over the last three years, including improvements in teaching and marking, the development of a more imaginative curriculum and the use of assessment information to identify and address any underachievement at an early stage. In the 2011 assessments at the end of Year 6, all pupils attained the expected level in both English and mathematics. However, fewer pupils than expected attained the higher Level 5. The school has taken effective action this term to provide greater challenge for more-able pupils and school's assessments indicate an increase in the proportion of pupils working beyond the expectations for their age.

The school is looking to distribute leadership roles beyond the most senior staff. For example, new subject leaders for literacy and numeracy have been appointed and are receiving support and training to develop their skills. However, the role of subject leaders overall in monitoring and evaluating the effectiveness of provision in their subject, to continue to improve outcomes for pupils, is at an early stage of development.

Children make good progress in developing their basic skills in the Early Years Foundation Stage because of well-structured, direct teaching of letter sounds and counting skills, particularly in Reception, and the high priority placed on children's personal, social and emotional development. However, opportunities for continuous learning through structured play, indoors and outside, are less well organised. While some activities in the Reception class engage children's interest, for example exploring the dark, 'bat-cave' with torches, this was not the general rule. In many

cases, the range of activities is not sufficiently focused on exciting children's interest to promote enjoyment and extend their learning.

There has been good improvement in attainment in Key Stage 2, in the curriculum and in care, guidance and support. The school's self-evaluation is accurate in most respects and the school development plan has a clear focus on raising achievement, providing a good basis for taking the school forward. This indicates that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Improve the quality of activities children choose for themselves in the Early Years Foundation Stage by:
 - making them more attractive to engage children's interest and enjoyment
 - ensuring there is a clear focus on promoting learning in all areas.
- Continue to develop the role of subject leaders in monitoring and evaluating teaching, learning and progress in their subjects.

Outcomes for individuals and groups of pupils

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|----------|
| 2 |
|----------|

Pupils say they enjoy school; they join in enthusiastically with all the activities on offer and achieve well. Learning is most effective when pupils are actively engaged in the lesson, for example when pupils in Year 6 worked together to pool their knowledge of multiplication to find all the prime numbers on a hundred square. Learning slows in the small minority of lessons where the more-able pupils do not find the tasks sufficiently challenging. Pupils behave well and this makes a good contribution to their learning.

Children enter the school with skills that are below age-related expectations overall, particularly in their language development. They make good progress and achieve well, reaching broadly average attainment by the end of Year 6. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress because they are fully included in lessons and receive good support from teachers and teaching assistants.

Parents and carers strongly agree that the school keeps their children safe. Pupils say they feel extremely safe in school because instances of bullying are unheard of and adults take very good care of them. They show a good awareness of the value of a healthy diet and exercise and many benefit from the good range of additional activities on offer. They are proud of their school and willingly take on varied responsibilities. They join in well with activities in the parish and raise money for charities on a regular basis. Pupils apply their basic skills well in a wide range of activities. They rise to the Enterprise Challenge where each class has to decide how they are going to increase their starting fund of £20 and make the most profit.

Pupils display a strong awareness of the difference between right and wrong and treat adults and each other with the greatest respect. Collective Worship is an

everyday part of school life which gives pupils excellent opportunities for spiritual development.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Lessons are generally interesting and so pupils are motivated and engaged. Teachers are skilled in posing questions which give pupils good opportunities to explain their ideas and thus enable the teacher to assess their understanding. Good use is made of practical resources to help pupils understand new ideas. Pupils respond well to opportunities to cooperate with each other to extend their learning, for example when small groups of pupils work together to identify and interpret stage directions in a script. The skills of the learning assistants make a good contribution to pupils' learning. Teachers mark pupils' work carefully and give pupils good guidance on how they can improve. This has helped to raise attainment, particularly in writing. Occasionally, teachers do not move pupils on quickly enough in lessons when it is clear they have understood a particular aspect.

The curriculum is well organised and is providing more imaginative learning opportunities to stimulate pupils' interests. For example, pupils were very excited to dress up as Victorians and spend the day as Victorian children at Styal Mill. There is a good emphasis on developing literacy and numeracy skills and this has helped to improve attainment, particularly in writing. There are many opportunities for pupils to apply their skills in other subjects and in real-life situations, such as enterprise projects. The effective programme of personal, social and health education makes a positive contribution to pupils' good personal development. Opportunities for enrichment are varied and much appreciated by pupils.

The school is a warm and welcoming place where pupils feel very safe and secure. There is good support for pupils with special educational needs and/or disabilities and so they make good progress. Pupils who join the school at an early stage of

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

learning English are integrated extremely quickly into school life, with very good support from staff and pupils, and so they make good progress overall and in their acquisition of English. The school can give good examples of the help they have given to those needing most support to help them to achieve well. The school has many strategies to improve attendance and is looking at further ways to reduce the number of holidays taken in term time. The daily breakfast club extends care beyond the school day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team makes good use of rigorous monitoring to identify and address any areas of weakness. Actions taken to improve writing, including more varied opportunities for writing and clear guidance for individuals, have been effective in raising attainment. There are good systems for assessing and tracking pupils' progress and these are used well to target additional support where needed, enabling pupils to make good progress. Subject leaders are new to their roles and are receiving training and support to develop their skills in monitoring and evaluating their subjects.

Governors are a regular presence in school, have good relationships with staff and provide good support for the headteacher. They are well aware of their responsibilities in keeping pupils and staff safe, and all staff and some governors are fully trained. Procedures for safeguarding pupils are good. All the expected systems for safeguarding pupils are in place, regularly reviewed and fully meet requirements.

Parents and carers are overwhelmingly positive about the school and attendance at occasions such as assemblies is good. The school listens to and acts on issues raised by parents and carers and has, for example, increased the number of parents' evenings and the frequency of written reports.

The school works very successfully with a wide range of partners. The very close links with the parish make an exceptional contribution to the ethos of the school and to pupils' outstanding spiritual and moral development. Strong links with departments in the partner high school have been very effective in easing the transition of pupils with special educational needs and/or disabilities to their next stage of learning.

The promotion of equal opportunities is outstanding and discrimination in all its forms is not tolerated. The school analyses the progress of different groups extremely rigorously and uses the information very successfully to close any gaps in

attainment. This resulted in all pupils attaining the expected level in English and mathematics in the most recent Key Stage 2 tests.

The promotion of community cohesion is good. The school itself is a harmonious community, welcoming and integrating increasing numbers of pupils from different minority ethnic groups, many of whom are new to the country. The school has regular contact with a school whose pupils are from a different socio-economic background and shares activities on a residential visit. Links with a school in Uganda are at an early stage of development.

These are the grades for the leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| 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 | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children generally enter the Nursery with skills that overall are below what is typical for their age, particularly in language. They make good progress and the majority of children are working close to the expected level by the time they enter Year 1. The school rightly places great emphasis on developing personal and social skills and so children learn to put up their hands and take turns at an early stage. Letter sounds and counting skills are taught systematically and well, particularly in Reception, so children make good gains in their learning in these aspects. However, those activities which children choose for themselves, especially outdoors, lack a clear focus on learning and are not sufficiently attractive to entice children to join in and enhance their learning.

Leadership and management are good and the contribution of all adults is valued. They work closely as a team and care for the children well. Children with special educational needs and/or disabilities are identified at an early stage and are given good support so they make good progress. All systems for ensuring children's safety are in place and staff are fully trained. The school is developing good links with parents and carers and provides booklets to help them to support their children's learning at home. Many parents read with their children daily and this makes a good contribution to the current focus on reading. The school has identified the need to improve the quality of outdoor provision but actions for improvement are at an early stage.

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 | 2 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |

Views of parents and carers

Less than 20% of parents and carers completed a questionnaire, which is lower than average for a primary school. Inspection judgements support the positive views of parents and carers. There were no negative views about the school expressed. Indeed, all those parents and carers who returned a questionnaire are happy with their children's experiences in school and feel that their children's particular needs are met.

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 30 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 21 | 68 | 9 | 29 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 18 | 58 | 12 | 39 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 19 | 61 | 11 | 35 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 15 | 48 | 15 | 48 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 18 | 58 | 12 | 39 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 15 | 48 | 15 | 48 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 17 | 55 | 13 | 42 | 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) | 10 | 32 | 17 | 55 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 12 | 39 | 17 | 55 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 11 | 35 | 18 | 58 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 12 | 39 | 16 | 52 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 18 | 58 | 12 | 39 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 19 | 61 | 11 | 35 | 0 | 0 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 November 2011

Dear Pupils

Inspection of St Paul's CofE Primary School, Salford, M7 3PT

Thank you for making my inspection team so welcome when we visited your school. You are polite, friendly and well behaved and show a good attitude to your work. Well done!

We agree with you and your parents that St.Paul's is a good school where adults take good care of you all. You told us that you feel very safe in school because pupils get on well with each other in the playground and that there is always someone to talk to if you have a concern.

Teaching is good and so you make good progress in your learning and reach the level expected for your age by the time you leave school. Teachers mark your work carefully and give you good advice on how you can improve. The headteacher and other leaders in your school are very careful to check that all of you have equal opportunities to learn and achieve well. There are a lot of interesting things for you to do in school and Year 4 looked so excited as they dressed in Victorian costumes to join in the activities at Styal Mill.

We have suggested two things which could make your school even better.

- Make the activities that children in the Early Years Foundation Stage choose for themselves more attractive to encourage them to learn.
- Enable those teachers who are leading a subject to make sure that you are doing as well as you can in literacy and numeracy.

I hope you continue to work together so well and enjoy your learning.

Yours sincerely

Shirley Herring
Lead inspector

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