

St Paul's Church of England Aided Primary School

Emsworth Crescent, Pendeford, Wolverhampton, WV9 5NR

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards in English and mathematics have been rising in recent years and are average at the end of Year 6. They were above average in reading and mathematics in 2012.
- All pupils make good progress in English and mathematics from their different starting points including disabled pupils and those who have special educational needs.
- Teaching is mainly good across the school.
- Pupils are nurtured to become rounded individuals and relationships are good between pupils and staff. As a result, pupils are happy in school and learn well.
- The school offers pupils an interesting and varied programme of additional activities and extra opportunities.
- Pupils behave well in lessons and at other times throughout the school day. Pupils feel very safe in school and parents agree. Any issues that arise are dealt with effectively.
- The headteacher, governors and senior leadership team have made sure the school has made good progress against its areas for development, particularly in increasing the proportion of pupils who achieve the higher levels of attainment in English and mathematics.

It is not yet an outstanding school because

- Pupils do not have enough time to work without the teacher's direction or to make their own choices and decisions about their work.
- At times, pupils are not given the opportunity to practise their speaking skills in lessons.
- Teachers do not always think of creative ways to make English and mathematics interesting.
- Teachers do not include enough skilful questioning to help pupils think harder about their learning.

Information about this inspection

- Inspectors observed teaching in all classes, including two joint observations with the headteacher and one with the deputy headteacher. A total of 15 lessons were observed, including extra teaching groups. Inspectors also made short classroom visits to observe pupils at work and to look at their books.
- Inspectors had discussions with a representative of the governing body, a representative from the local authority, the headteacher, other members of the school leadership team, teachers and two groups of pupils. Inspectors also listened to pupils of different ages read.
- Inspectors looked at documents about past and current pupils' progress. They also examined information relating to behaviour, safeguarding, the school's own self-evaluation document and its improvement summary document.
- Inspectors took account of the views of the 18 parents who responded to the Parent View online questionnaire. Inspectors also considered the responses to the school's latest parent questionnaire and a number of parents were met informally at the start of the school day.
- Inspectors considered the 21 questionnaires completed by staff.

Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Derek Aitken

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The majority of pupils come from White British families, with White and Black Caribbean pupils being the next largest group. The proportion of minority ethnic pupils is high and some of these speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school expanded two-and-a-half years ago following the closure of a nearby school.
- The number of pupils who joined the school during Key Stage 1 and Key Stage 2 is much higher than most schools.
- The proportion of pupils who are known to be eligible for free school meals is above average. The school receives the pupil premium for these pupils and for its looked-after children.
- The school is currently making use of full-time alternative provision at The Behaviour Unit, Kingston Centre Pupil Referral Unit (Primary), Wolverhampton to help with pupils' behaviour.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Move teaching from good to outstanding by making sure that:
 - pupils have enough time to work independently in all subjects so that they can learn without relying on teachers' support and input
 - pupils have more freedom to make their own choices and decisions about their work
 - pupils work at exciting, practical tasks in all subjects
 - pupils work together with others more often to practise their speaking skills
 - teachers use more effective questioning to help pupils improve their learning by thinking more deeply.

Inspection judgements

The achievement of pupils is good

- All pupils make good progress in English and mathematics from their different starting points, including more-able pupils, disabled pupils and those who have special educational needs. The proportion of pupils making expected progress is good in all subjects. The proportion now making better than expected progress is good in reading and mathematics.
- Children start Nursery with levels below those expected for their age. When they enter Reception more are where they should be, though a minority still need to catch up especially in communication skills. When they leave Reception more have reached average levels. Communication skills have improved well because of a strong focus on this area. Overall children make good progress across the Early Years Foundation Stage.
- Standards across Key Stage 1 have been rising over the last few years. Latest information suggests that this year standards in reading, writing and mathematics will be broadly average at the end of Year 2. Pupils achieved above average standards in the national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) at the end of Year 1 in 2012. Indications are this will be the case again this year.
- In Key Stage 2 pupils make good progress. There have been improvements over the last few years and standards are average at the end of Year 6. In 2012 they were above average in reading and mathematics.
- Only a small minority of the current Year 6 started their education at the school yet all groups of pupils in the class are making good progress this year. Indications are that an average proportion of more-able pupils are on course to reach the higher level in writing this year and an above-average proportion will reach the higher levels in reading and mathematics.
- In 2012 Year 6 pupils known to be eligible for free school meals were three terms behind the others in English and two terms behind in mathematics. However, their attainment was well above similar pupils nationally in English and mathematics. There were no looked-after children. Currently, the achievement of pupils known to be eligible for the pupil premium is equal to their classmates. In writing they are predicted to exceed their classmates this year. Funding has been used to provide one-to-one and small-group support, employ the services of a counsellor and to recruit extra teaching assistants. These measures have helped pupils to close the gap in attainment with their peers.

The quality of teaching is good

- The basic skills in reading, writing and mathematics are taught well and pupils know what to do to improve their work and how to reach the next level of attainment. There is good progress across the school because of the mainly good teaching. Pupils appreciate the time given in lessons to read and think about what teachers have written in their books.
- Pupils are interested and keen to learn. They especially enjoy the afternoon 'activity programme' and the numerous extra clubs provided. Teaching assistants play an important role in supporting pupils' progress in all key stages. They lead focused group work and support individual pupils, including those who have special educational needs and those who receive the pupil premium.
- Teachers plan lessons well to meet pupils' needs at different levels of ability. Some, such as

more-able pupils, have harder work than others. Disabled pupils and those who have special educational needs receive the help they need. However, there is not enough independent work for all pupils so that they can learn without the teacher's direct input or enough opportunity given for pupils to make their own choices and decisions about their work.

- Teachers use computers and other forms of technology well. They use specialised areas including a computer suite, an art and craft room, a music room, a food technology room, and various outdoor areas to enhance pupils' learning across a range of subjects. Pupils enjoy using these areas. However, there are not enough regular opportunities for pupils to practise their communication skills and teachers do not always think of practical and creative ways to make the learning in English and mathematics lessons more relevant and interesting.
- Teachers have high expectations and create a positive atmosphere in the classroom. Pupils feel valued by their teachers because they listen to what they have to say. Pupils work hard and complete tasks set for them with interest. However, teachers sometimes do not skilfully question pupils to help them think more deeply about their work.

The behaviour and safety of pupils are good

- Pupils take pride in their school and value its Christian values and activities. Pupils like their teachers because they help them and treat them with respect. Pupils say they feel safe in school and based on Parent View responses, parents agree and would recommend the school to other parents.
- The number of pupils joining the school over the last few years has been considerable. Nevertheless, the school has made sure every pupil has been well integrated so the school's caring atmosphere has been maintained.
- Behaviour is good throughout the school. The school makes sure all pupils are helped to achieve their best and behaviour problems are rare. If any occur, they are dealt with swiftly and a record made for reference.
- Any pupils whose behaviour is particularly challenging receive outside support and there have been no exclusions for many years. Currently some pupils are attending full-time at The Kingston Centre Pupil Referral Unit run by Wolverhampton Local Authority. This specialist provision makes informed decisions on the best route for pupils following a period of assessment at the centre. The school does all it can to help every pupil succeed.
- Bullying incidents are very rare. Pupils understand what bullying is and what different types of bullying are. The school takes action should any incidents between pupils occur. A very small minority of parents on Parent View felt the school does not deal effectively with bullying but the majority are happy with how the school responds to any issues. Pupils interviewed during the inspection said they are very happy in school with each other.
- Attendance rates are average. Pupils are rarely late for school because provision is made for them to enter the building early before registration.

The leadership and management are good

- The leadership team constantly seek improvements. They have a clear and accurate picture of the school and have made sure the school has made good progress against its areas for

development. They have made particular progress in increasing the proportion of pupils who achieve the higher levels of attainment in English and mathematics.

- The school's analysis of pupils' progress information is robust. Decisions are made about school development priorities based on accurate findings from checks of the quality of teaching, and specific plans make improvements where they are needed. All teachers are involved in assessing pupils' work so are agreed on what is required to meet the National Curriculum levels and have a shared understanding of expectations. Targets set to improve teaching have increased in effectiveness over the last two years and teachers say they are supported in their development.
- The leadership of mathematics and English is good. Initiatives put in place over the last two years particularly in mental skills, problem solving, and shape, space and measures in mathematics, and in phonics and guided reading in English, have had a notable effect on pupils' progress and standards.
- Leaders and governors make sure that all pupils have equal opportunities. Discrimination of any kind is not tolerated, ensuring the full inclusion of all pupils. The school works well with families and most parents say the school keeps them well informed and responds well to any concerns they raise.
- Subjects and topics are well planned and organised for the teaching of basic skills. A strong programme of creative and extra activities is part of the normal provision of the school and pupils have the opportunity to make many visits out including various residential trips. Pupils' spiritual, moral, social and cultural development is well provided for including religious events and teachers act as good role models in treating everyone with respect.
- The local authority knows the school well. Termly meetings have taken place and it has provided effective support and coaching when required. It has provided training on the use of pupil tracking software, which has had an impact on monitoring pupils' progress. It has reviewed and verified the school's self-evaluation and checked the quality of Newly Qualified Teacher support to ensure it meets requirements. It provides financial services, staffing guidance, information communication technology support and is currently involved in building the school website to enhance communication with the community and build partnerships with parents.
- **The governance of the school:**
 - The governing body is effective in providing support and in asking searching questions of the leadership team. Governors have developed their skills since the last inspection. The Chair of the Governing Body contributes well to the school's spiritual life, being from local clergy. Governors have a clear understanding of the quality of teaching and pupils' achievement and compare it with pupils locally and nationally. They know what the school is doing to improve and make sure finances are used in a way that supports pupils' learning effectively. They also know how the pupil premium is being spent and how it has raised standards for these pupils. The governing body uses its knowledge to make decisions about the management of staff performance and to make sure pay is linked to pupils' progress. It knows what the school is doing to reward good teaching and to tackle any underperformance. More than one governor has undertaken training for the safer recruitment of staff and arrangements for safeguarding pupils meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104382
Local authority	Wolverhampton
Inspection number	404943

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	245
Appropriate authority	The governing body
Chair	Jim Perry
Headteacher	Jane Morris
Date of previous school inspection	3 November 2010
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