

St Paul's CE Primary School

St Paul's Road, Withington, Manchester, M20 4PG

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good and improving. By the end of Year 6 the majority of pupils achieve standards which are higher than those found nationally.
- The school has worked hard to ensure that all pupils succeed in their learning, and has been effective in raising levels of attainment for pupils entitled to support through pupil-premium funding, and for all pupils in mathematics.
- Teaching and learning are consistently good. Teachers have high expectations of pupils with whom they have exemplary relationships. The majority of lessons are well planned and with work set at the right level for pupils' different abilities in mixed-age classes.
- Behaviour is outstanding, and pupils say that they feel safe in school. The school is fully inclusive and its motto, 'caring about learning, learning about caring', daily guides all pupils in their learning.
- Senior leaders, all staff and governors are dedicated and committed to raising attainment and providing the best for pupils. The headteacher has led the school well under very difficult circumstances.
- The school's parent forum is a strength, with members proving a very effective link between the school, parents and the community.
- Governors are experienced and knowledgeable and can say exactly what the school needs to do to improve the quality of teaching.

It is not yet an outstanding school because

- The quality of teaching and the achievement of pupils are not yet outstanding. Not all pupils have a full understanding of how well they are doing or what they need to do in order to further improve their learning.
- Too few opportunities are provided for pupils to work independently, particularly in mathematics, and find things out for themselves.
- The school is still in the process of implementing the most effective balance between the core subjects of English and mathematics and its strong Christian ethos.

Information about this inspection

- Inspectors observed 19 lessons as well as small group activities, parts of lessons and the teaching of phonics (the links between letters and sounds). An assembly was observed.
- Inspectors listened to pupils read from Years 1, 2, 5, and 6 and held discussions with three groups of pupils from across the school.
- Pupils' work was scrutinised during lessons and separately with the headteacher and assistant headteacher.
- Inspectors took account of 68 responses to Ofsted's on-line questionnaire (Parent View) and the school's own surveys of parents' views. Questionnaires completed by 50 members of staff were taken into account.
- Meetings were held with the school's independent consultant and members of the parent forum.
- Meetings were held with five governors, including the Chair of the Governing Body and the vice chair.
- Various school documents were examined. These included the school's view of its performance, independent consultant reports, school data on pupils' progress, monitoring records of the quality of teaching, development plans, minutes of the governing body meetings, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Nigel Cromey-Hawke

Additional Inspector

David Thompson

Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is just above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority
- The proportion of pupils from minority ethnic groups is more than twice the national average. The proportion of pupils who speak English as an additional language is twice the national average.
- The proportion of pupils joining or leaving the school is high. A significant proportion of pupils leave and take up places at local grammar schools during Key Stage 2, while at the same time additional pupils join.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, the school has experienced significant upheaval, including the serious illness of a longstanding senior assistant headteacher who died before taking up the position of headteacher at St Paul's. The current headteacher initially took up her post in an acting capacity and was appointed as substantive headteacher in 2012.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Further raise pupils' achievement by increasing the proportion of outstanding teaching by:
 - ensuring that all pupils, particularly the more able, have an ongoing understanding of how well they are doing and what they need to do in order to improve
 - increasing opportunities for pupils to work independently in all subjects, but particularly in mathematics, and in so doing find things out for themselves and gain confidence in solving problems.
- Continue to review the curriculum model to ensure that there is sufficient focus on core learning in English and mathematics while allowing the school to maintain its strong Christian ethos.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery from a wide range of backgrounds. Overall, their skills and abilities are just below those expected for their age in numeracy, communication, language and literacy. Well qualified and well trained teachers, teaching assistants and other adults ensure that the vast majority of children make at least good progress. By the time they leave the Early Years Foundation Stage, they are exceptionally well prepared for their next stage of learning.
- Pupils make good progress through Key Stage 1, and enter Key Stage 2 with skills and abilities which are above those expected for their age. Progress slowed for some pupils through Key Stage 2 in 2012, but has improved this academic year with many pupils having already achieved the higher levels in mathematics and English.
- The school experiences movement in and out of school during Key Stage 2 because a significant proportion of its higher-achieving pupils leave and take up places at local grammar schools, while at the same time additional pupils, some of whom have special educational needs, join.
- The school promotes equality of opportunity well, and tracks pupil performance to ensure that any pupils who are falling behind are quickly identified. Additional support in the form of one-to-one teaching and small group activities has ensured that the average point score of pupils entitled to support through the pupil premium compares favourably with the national average, and that in-school gaps are being closed between the attainment of these pupils and that of their peers.
- Support for pupils who are disabled or who have special educational needs is of a very high quality. Their performance in reading, writing and mathematics so far this year is better than in the previous academic year. This is because of the inclusive nature of the school and the specialist partners that it works with.
- The majority of pupils from minority ethnic groups, including those who speak English as an additional language perform at least as well as their in-school peers, and better than similar groups nationally. The school's experienced ethnic minority achievement teacher monitors pupil performance and shares good practice with all teachers.
- Reading is a strength. Whenever possible pupils are taken on visits to local libraries and are encouraged to read widely. Pupils benefit from a well resourced in-school library and from visitors who come to the school to talk about reading and writing. Pupils read widely, the less-able readers used their phonic skills exceptionally well owing to the school's outstanding teaching of phonics (the sounds that letters make).

The quality of teaching is good

- The vast majority of lessons observed during the inspection were good, with some outstanding. All lessons were very purposeful, most were well paced and ensured that all pupils make good progress and enjoy their learning.
- Teachers share learning objectives with pupils at the beginning of each lesson, and refer back to these when necessary. Teaching assistants are deployed very effectively. They provide high-quality small group and one-to-one support in a range of subjects, including phonics.
- Teachers are careful to ensure that the educational needs of all pupils are catered for; they do this by planning lessons which offer a range of activities aiming to engage pupils with, in some cases, widely different abilities.
- Most of the time teachers do all they can to make lessons as interesting as possible, and provide opportunities for pupils to explore the world around them and find things out for themselves.
- In a mixed Year 1 and 2 group, pupils were delighted to participate in activities linked to the theme of the seaside. In a carefully laid out corridor area pupils worked exceptionally well

together to work in a travel agency, write postcards, draw tropical fish, use adjectives to describe shells and set up camp on the beach.

- However, such independent learning is not consistent throughout the school, with some opportunities missed, particularly in mathematics in Key Stage 2. As a result not all pupils are as confident as they could be when engaging in activities which require them to solve problems and find things out for themselves.
- Pupils say that they find teachers' marking and written comments helpful. Teachers spend time reading through their comments with younger pupils. The quality of the learning journeys folders of children in the Early Years Foundation Stage is outstanding, with good evidence of ongoing assessments which involve parents.
- Marking is of a very high standard, teachers follow clear guidelines which are consistently applied, and pupils' books show clear evidence of good progress over time. However, while most teachers indicate to pupils what they have done well and how they can improve their work further, this is not fully consistent across the school.
- Relationships between teachers and pupils are exemplary. In an outstanding phonics lesson pupils were highly praised for their efforts and made excellent progress as they learned and wrote down a number of tricky words. Practically all pupils recognised that their teacher had (deliberately) spelled a number of words wrong, and several came to the front of the class to correct them.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons is outstanding, they know exactly what teachers expect of them and they come to school ready to learn. Pupils' behaviour around the school is of the highest standard. They are polite, cooperative and welcoming.
- Throughout the school pupils play well together. They enjoy their time outside of lessons and engage in rigorous play, while being careful to consider the thoughts and feelings of their class mates.
- In a Year 6 physical education lesson behaviour was outstanding as a large group of pupils calmly set up a complicated array of apparatus. No fuss was made and pupils demonstrated a well developed ability to follow an instruction and work collaboratively for the benefit of the whole class.
- Pupils have a highly developed understanding of discrimination, older pupils are adamant that pupils are rarely, if ever, treated unfairly because of how they look, their culture or religion. Bullying is rare; it is always taken seriously and dealt with immediately. School records confirm that behaviour is typically of a very high standard overtime. All incidents of bad behaviour are fully investigated, and are dealt with to the satisfaction of parents.
- The school teaches tolerance, understanding and respect for others, this helps pupils to develop a balanced view and good understanding of life in culturally diverse Britain.
- Parent View, the schools own surveys and the questionnaire completed by staff during the inspection indicate that the overwhelming majority of staff and parents agree that behaviour is well managed in the school.
- Pupils know how to stay safe while using the internet and have a well developed understanding of cyber bullying. Pupils can identify unsafe situations. This is because teachers address safety issues through their lessons and visitors come to the school to talk about, for example, staying safe on roads, stranger danger, and the dangers of joining gangs and of smoking.
- Attendance has improved since the last inspection. This is because the school works well with parents and employs a very effective family support worker. The school's active parents' forum also contributes to good attendance, as do coffee mornings and opportunities for parents to come into school to talk to teachers and look at their children's work.
- Older pupils relish the idea of taking on special responsibilities as 'Buddies' in Year 6, and actively engage in decision making through the school council and eco-team.

The leadership and management are good

- The school is well led and managed by a very able headteacher and a committed senior leadership team who have a clear vision for the school. The upheaval caused through bereavement has been managed exceptionally well. All staff, governors and parents are proud of the school's achievements and are focused on ensuring that all pupils achieve to the best of their ability.
- Almost all members of staff completed a staff questionnaire during the inspection, all unanimously agreed that the school is well led and managed and that good provision was made for their professional development.
- Newly and recently qualified teachers indicate that the support they receive is second to none, they appreciate that they are able to pursue a range of professional development opportunities relating to the school's priorities of raising levels of attainment for all pupils.
- The headteacher and senior managers set challenging targets for all teachers, these have to be achieved before any teacher is either awarded a promotion or is allowed to move up the teachers' pay scale. All objectives are regularly reviewed. Termly observations of teaching practice ensure that the school's senior leadership team have an accurate view of the quality of teaching, and are able to promote performance of the highest quality.
- Spiritual, moral, social and cultural development is a strength, and the culturally diverse nature of the school is regularly celebrated. The school ensures that the curriculum reflects the achievements of many notable figures from different cultures and ethnicities and that Christianity and other world faiths form an important part of what pupils learn.
- The school broadens pupils' horizon even further through the systematic teaching of Mandarin in Key Stage 1 and links that have been forged with a school in China.
- However, not enough time is currently allocated to the teaching of core subjects, including English and mathematics, in order to ensure that all pupils continue to achieve well in these subjects.
- The school's independent advisor has worked closely with the senior leadership team and governors, supporting in self-evaluation and advising on improving the quality of teaching and learning. The local authority provides light-touch support and acknowledges that the school has many strengths. The school provides support to schools within the local authority, sharing good practice in, for example, its Early Years foundation Stage.
- The school's safeguarding procedures meet statutory requirement.
- **The governance of the school:**
 - Governors keep themselves very well informed about what is going on in the school. They know how well it is performing because their various roles bring them in to contact with all school staff and pupils. They know that teaching is good because they observe it and scrutinise reports presented to the governing body, including those relating to teachers' performance. Governors only accept the headteacher's recommendations for teachers' promotion if they are certain that challenging targets have been met. The spending of pupil-premium funding is authorised by governors, and the impact of the small group and one-to-one teaching activities that it funds is assessed. Governors ensure that they are well trained and identify appropriate courses to meet specific responsibilities. They ensure that parents are fully engaged with the school, and provide an effective link between the governing body and the parents' forum through the work of a nominated parent governor.

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	105498
Local authority	Manchester
Inspection number	412252

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

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	354
Appropriate authority	The governing body
Chair	Paul Wheeler
Headteacher	Jan Sorohan
Date of previous school inspection	13 September 2007
Telephone number	0161 234 4170
Fax number	0161 448 2746
Email address	admin@st-pauls-pri.manchester.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

