

# St Paul's Peel CofE Primary School

Stocksfield Drive, Little Hulton, Worsley, Manchester, Lancashire, M38 9RB

**Inspection dates** 1–2 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well. Nearly all make the progress expected of them. The proportion of pupils that make better progress than this compares favourably to national figures.
- Pupils who are disabled or with a statement of special educational needs make good progress and achieve well.
- Pupils known to be eligible for the pupil premium achieve as well as other pupils in the school, demonstrating the school's strong and successful commitment to equality of opportunity.
- Teaching is usually good with some that is outstanding.
- Pupils enjoy school and are very proud of it. Their behaviour towards each other and the adults working with them is exemplary.
- The school provides excellent care, guidance and support for pupils' well-being and that of many families. As a result, pupils feel very safe in school and develop very positive attitudes to learning.
- Parents are strongly supportive of the school.
- Pupils are very good ambassadors for the school. Consequently, it is highly regarded in the local community.
- The dynamic leadership of the headteacher successfully sets a positive tone for the whole school of hard work and the importance of pupils' personal development.

### It is not yet an outstanding school because

- The proportion of pupils that make progress better than that expected of them is not yet high enough for achievement to be outstanding.
- Not enough teaching is outstanding and a small amount requires improvement.
- The quality of teaching is not checked rigorously enough in order to improve its quality and ensure that more is outstanding.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons taught by 12 teachers. One joint observation was undertaken with a member of the senior leadership team. Inspectors also looked closely at a sample of pupils’ written work in their exercise books. Inspectors also observed the teaching of phonics (letters and the sounds that they make) and listened to a group of pupils read.
- Inspectors held meetings with senior and middle leaders, groups of pupils and staff, and representatives of the governing body. An inspector also had a telephone conversation with a representative of the local authority.
- Inspectors took account of a wide range of documentation including: information on pupils’ progress and attainment; the school’s evaluation of its effectiveness and the development plan; school records relating to behaviour, safety and the monitoring of teaching and learning; minutes of the meetings of the governing body; and reports from the school improvement officer.
- Inspectors took account of 11 responses on Parent View as well as summaries of responses to questionnaires sent out by the school to parents. Inspectors also took account of questionnaires returned by staff.

## Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Kathy Thompson

Additional Inspector

Clare Daniel

Additional Inspector

# Full report

## Information about this school

- St Paul's is larger than the average-sized primary school.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well 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 supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is in line with the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that all teaching is at least good and increase the proportion that is outstanding, in order to raise achievement further, by ensuring that:
  - all teachers use information about what pupils' already know and understand to set tasks that are neither too easy nor too hard
  - pupils are given more opportunities to write at length and in different styles in other subjects
  - some teachers inject more pace and variety into lessons to engage pupils fully in their learning
  - the quality of feedback to pupils on their written work is improved so that it always gives them clear guidance on how to improve their work and time to reflect on the guidance they are given.
- Improve the impact of leadership and management on driving up the quality of teaching so that more is outstanding by:
  - making sure that more rigorous checks are made on its quality
  - making sure that the findings are used with a sharper focus on improvement.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are generally below those expected for their age. They get off to a good start in the Early Years Foundation Stage, where they settle quickly into the Nursery class. In both Nursery and Reception children make good progress, especially in the development of their language and communication skills.
- At the end of Key Stages 1 and 2 attainment in reading and mathematics has risen steadily in recent years and is now above average. Attainment in writing is average and not as strong because, although pupils are given good opportunities to develop their writing skills in literacy lessons, opportunities to use and apply these basic skills in other subjects are still sometimes overlooked.
- Nearly all pupils make the progress expected of them in English and mathematics by end of Key Stage 2. The proportion of pupils that make better progress than this has grown in recent years and compares favourably to national figures. School information on pupils' current progress shows that the upward trend is set to continue. This was confirmed by lesson observations, scrutiny of pupils' work and hearing pupils read.
- The pupil premium funds are used in imaginative ways that benefit individual pupils. As a result, the gap between the attainment of pupils who are known to be eligible for free school meals and other pupils has narrowed rapidly in recent years. In 2012 the attainment of pupils known to be eligible for free school meals was above that of similar pupils nationally in English and mathematics, and equal to other pupils in the school. This demonstrates the school's strong and successful commitment to providing equality of opportunity.
- Pupils who are disabled or with special educational needs also make good progress and achieve well because of the strong and effective support and guidance they receive. Staff quickly notice when pupils are having difficulties and organise additional help. Again, this demonstrates the strength of the school's commitment to providing equal opportunities.
- The teaching of phonics and reading is successful in enabling pupils to make good and improving progress. Pupils enjoy reading. Younger pupils acquire a range of strategies to help them make sense of new words and read simple texts with increasing fluency. Older pupils read regularly and with deeper understanding.

### The quality of teaching is good

- The vast majority of teaching is good. In the Early Years Foundation Stage it is of consistently good quality in providing children with a wide range of stimulating and imaginative activities both in the classrooms and outdoors. There is a good balance of activities that are adult-led and that children choose for themselves.
- Teachers have good subject knowledge and most plan their lessons well to contain a good variety of activities to keep pupils interested and on their toes. Most lessons are taught at a fast enough pace to keep pupils busy and interested in what they are doing. However, a small amount of teaching lacks the necessary pace and variety to drive pupils' progress at a fast enough rate.
- Most teachers use information about pupils' progress and needs to plan activities that are pitched at the right level of challenge. However, teachers sometimes set pupils tasks that are either too easy or too difficult. This occasionally frustrates pupils and slows their progress. This is especially true in the small amount of teaching that requires improvement.
- Where teaching is outstanding, lessons move along at a very fast pace with activities that set appropriate challenge for pupils of differing needs and abilities. Pupils respond with great enthusiasm and rise to the challenges eagerly and with determination to give of their best. They enjoy working things out for themselves and only rely on the teacher occasionally to point them in the right direction when they get stuck.

- In a Year 6 English lesson, for example, on using adjectives to add interest to writing a recount the teacher used quick-fire and appropriately challenging questions to gauge pupils' understanding of what they were learning. Only when she was satisfied that every pupil was ready did she set a range of different, challenging activities for different groups of pupils to complete on their own. Pupils set about their tasks with full understanding and relish. All made outstanding progress.
- Teachers mark pupils' written work regularly. The quality of their feedback to pupils on how to improve their work is of inconsistent quality, however. Pupils do not have, routinely, the opportunity to reflect on teachers' feedback and this limits pupils' capacity to make their work better.
- Reading and mathematics are taught well in the vast majority of lessons and across other subjects. However, opportunities for pupils to produce longer pieces of writing in other subjects are somewhat limited.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour in lessons and around school is exemplary. Even when teaching fails to capture their interest fully, pupils are exceptionally keen to get on with things and give of their best.
- Pupils are acutely aware of the importance of good manners and treating others with respect.
- Pupils say, and school records confirm, that bullying of any kind is extremely rare. On the few occasions when it occurs it is dealt with swiftly and effectively.
- Pupils say that they feel exceptionally safe in school. They are fully aware of what might constitute potentially dangerous situations and know how to avoid and/or tackle them.
- Pupils talk with deep knowledge and understanding about the dangers of using the internet inappropriately.
- The learning mentor plays a pivotal role in picking up problems at an early stage and providing high-quality support for pupils and, often, families who are experiencing difficulties.
- The school's exceptionally wide range of enrichment activities both in school and in the wider community gives every pupil the opportunity to take on responsibilities that develop their confidence and self-esteem immeasurably.
- Attendance is improving and is just above the national average.
- The vast majority of parents are pleased with standards of behaviour in the school.

### **The leadership and management** are good

- The headteacher provides the school with infectious and dynamic leadership. It sets the tone for the whole school. At its root is the headteacher's unwavering determination to provide every child, regardless of background or ability, with a solid foundation for future success and happiness. Teamwork across the school is strong in pursuit of the headteacher's fundamental beliefs.
- Occasionally, however, management does not match the outstanding quality of leadership. For example, checking on the quality of teaching, although regular, lacks the necessary focus on pupils' progress to identify sharply enough where it could be improved further. This acts as a brake on turning more good teaching into outstanding teaching in order to drive up achievement at a faster pace.
- Systems to check on the progress of pupils have been tightened since the previous inspection. Much more effective use is being made of the information to set more demanding targets for pupils' progress, and these are linked with increasing effectiveness to manage the performance of staff. The link between performance and salary progression for staff is clear and applied rigorously.
- The curriculum meets pupils' needs well, although opportunities for pupils to write for different purposes across a range of different subjects are somewhat limited. The range of enrichment

activities in sport and the arts is extremely extensive. For example, the Saturday morning workshops in school run by members of the Halle orchestra bring an extra dimension to pupils' cultural experience and appreciation. The outstanding range of enrichment activities is pivotal in broadening pupils' outlook on life and results in their outstanding spiritual, social, moral and cultural development.

- The school works very effectively with a number of partner schools to provide support and share expertise.
- Strong and mutually supportive relationships with parents have been successfully nurtured.
- Policies and procedures for safeguarding pupils are exemplary and give no cause for concern.
- The local authority provides light-touch support for this good school.
- **The governance of the school:**
  - The governing body is exceptionally supportive of the school. It uses information astutely to evaluate the school's performance in relation to other schools both locally and nationally. The governing body knows the quality of the teaching in the school and is becoming increasingly effective in holding leaders and managers to account for the rigour with which they check on its quality and drive up its impact on improving achievement further. The governing body understands fully the operation of performance management and monitors closely its link to salary progression. Governors have a firm grip on the school's finances, including the allocation of pupil premium funding which they monitor closely. Governors take part in regular training to keep themselves abreast of developments and to hold the school to account for its effectiveness.

## 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

<b>Unique reference number</b>	105941
<b>Local authority</b>	Salford
<b>Inspection number</b>	411738

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Moore
<b>Headteacher</b>	Rose O’Gara
<b>Date of previous school inspection</b>	12 May 2010
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