

# St Paul's CofE Primary School

Neville Road, Salford, Greater Manchester, M7 3PT

**Inspection dates** 29–30 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Teaching requires improvement because teachers' expectations of what pupils can achieve are not high enough.
- Since the previous inspection, senior leaders have not checked closely enough on the quality of teaching or the progress pupils are making.
- Achievement across the school is uneven and requires improvement. Too few pupils make good progress during their time in school.
- The work for the most able pupils is not always hard enough to ensure they reach higher levels of attainment, particularly in reading.
- Teachers' marking does not always tell pupils how to improve their work and as a result progress, particularly for the most able, is not fast enough.
- The early years requires improvement. Activities are not always challenging or exciting enough to ensure that children are ready for Year 1.
- The presentation of pupils' work is often untidy. Pupils do not always take a pride in their work.
- Leaders and managers do not know accurately how well the school is performing and are overgenerous in their views about how well the school is doing.
- Middle leaders are not given enough opportunities to check the quality of teaching and how well pupils are learning.

### The school has the following strengths

- Pupils behave well; they have good attitudes to learning and are polite and well mannered.
- Pupils feel safe in school. The school cares for pupils well and builds good relationships with families. The vast majority of pupils speak highly of the school
- The curriculum is broad and balanced and provides a good range of opportunities to develop pupils' spiritual, moral, social and cultural development.
- Results in the Year 1 phonics check have been above average for two years.
- Leaders and managers are aware of the need to check performance more closely and know what needs to be done to improve the quality of teaching and pupils' achievement.
- The success of their actions to raise achievement in writing shows that leaders and managers are securing some improvements.
- The governing body have overcome previous financial difficulties and the school is now on a firmer financial footing.
- The Nursery provides a caring environment where children are confident and eager to learn.

## Information about this inspection

- Inspectors observed teaching including one observation carried out jointly with the headteacher. The inspectors also observed assembly and listened to pupils reading. They looked at examples of pupils' work and observed pupils at lunchtime and break times.
- Inspectors held meetings with pupils, staff, members of the governing body and a representative from the local authority. They spoke to parents as they brought their children to school and also on the telephone.
- Inspectors took account of the responses to inspection questionnaires returned by staff and the 16 responses from parents to the online questionnaire (Parent view)
- Inspectors looked at a range of documents, including data on pupils' current progress across the school, the school's view of its own effectiveness, and how school leaders check on the quality of teaching and learning.
- Inspectors checked the arrangements for safeguarding pupils and reviewed records relating to behaviour and attendance.

## Inspection team

Emma Jackson, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- This is a slightly smaller than average-sized primary school.
- The proportion of pupils from minority ethnic groups is in line with the national average and the proportion that speaks English as an additional language is slightly above average. This number has increased in recent years. The school has pupils from 10 different minority ethnic groups.
- The proportion of disabled pupils and those with special educational needs is below the national average
- The proportion of disadvantaged pupils supported by the pupil premium funding is well above the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The headteacher is the executive headteacher and shares her time equally between St Paul's and St George's, Salford.
- The school works with a cluster of schools in the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Early years provision in the school is full time.
- The school runs a breakfast club at the beginning of the school day.

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

- Improve the quality of teaching so that it is consistently good enough to raise the achievement of all pupils, and particularly the most able, by:
  - ensuring that teachers have high expectations of what pupils can achieve, particularly in reading
  - providing pupils, especially the most able, with suitably challenging work
  - ensuring marking clearly shows pupils how to improve their work
  - providing learning activities that help children in early years to be well prepared for the start of Year 1
  - making sure the presentation of work is consistently good.
- Improve leadership and management at all levels by:
  - making sure that all leaders, including governors, have an accurate view of the school's performance
  - ensuring middle leaders are fully involved in checking the quality of teaching and the progress pupils are making.

## Inspection judgements

### The leadership and management

### requires improvement

- Leadership and management requires improvement because the systems used to check how well the school is doing are not robust enough. Leaders are often overgenerous in their views about how well the school is doing. As a result, achievement across the school is uneven, particularly in reading, and the progress that pupils make is not consistently good enough, especially for the most able pupils.
- The headteacher and deputy headteacher are committed to the school and have created a happy team. Governors value the time and effort staff put into their work. The deputy headteacher leads the school competently in the headteacher's absence. However, checking on pupils' progress has been insufficient since the previous inspection.
- School plans do not always focus clearly on how to improve the achievement of pupils and have focused too heavily in recent months on curriculum changes and the impact this will have on staff. Targets in the plans are often too broad to allow leaders, including governors, to check that actions to bring about improvements are swift or focused enough.
- Leadership of teaching requires improvement. Middle leaders have a good understanding of their areas of responsibility. However, they do not have sufficient opportunities to develop and practise the skills of checking on the quality of teaching or the progress pupils are making. There is an over-reliance on the deputy headteacher to lead a range of curriculum areas. These factors mean that the quality of teaching and pupils' progress are not checked regularly enough. As a result pupils do not always make the good progress they are capable of, particularly the most able, and the skills of middle leaders are underdeveloped.
- School leaders have been successful in making some improvements to teaching and achievement. For example, they have successfully introduced a range of changes to the way writing is taught. Consequently the teaching of writing is more effective and hence achievement in this subject is improving.
- Leaders and managers have recognised the need to improve the progress of disadvantaged pupils. Because of this, the pupil premium funding is now being used more effectively to help improve these pupils' achievement. The gap between the performance of these pupils and their peers is beginning to close in some year groups.
- The school provides well for pupils' spiritual, moral, social and cultural development. There is a range of visits and visitors to school for pupils to enjoy. For example, the school has particularly good enterprise projects including a biscuit-making project. Leaders actively promote equality of opportunity and tackle discrimination. They successfully foster good relations. The school works effectively to promote British values, for example pupils have a good understanding of faiths and cultures other than their own. This prepares pupils well for life in modern Britain.
- The curriculum is broad and balanced. Topic-based themes capture pupils' interests. The school has developed assessment procedures for the new curriculum and they are working in collaboration with other schools to develop this further.
- The primary sport funding is used well to ensure pupils have access to a wide range of sports and activities. A particularly effective sports coach works across the school delivering both physical education and after-school clubs. Pupils are highly enthusiastic about these sessions.
- Leadership of special educational needs is effective. The school works with a range of professionals to ensure appropriate provision for these pupils, as a result they achieve well.
- A small number of parents who responded to the online questionnaire Parent View had some negative views of the school. However, parents who inspectors met during the school day were extremely positive about the school and felt their children were happy and safe in school.
- The local authority has an accurate view of the school's performance in the past and has provided appropriate support. However, they have recently relied on information from senior leaders that has been overgenerous in its praise of the school.
- The school's arrangements for safeguarding and child protection meet statutory requirements and are effective in keeping pupils safe in school. All staff receive appropriate child protection training and support for the most vulnerable pupils is good.
- **The governance of the school:**
  - The governing body, although effective in some aspects of its work, is not rigorous enough in the way it questions the school's performance and the quality of teaching. Governors rely on information and performance data from the headteacher and deputy headteacher, which is sometimes too generous in its view of how well the pupils are achieving.
  - Governors are closely and purposefully involved in the performance management of staff and are aware that teachers' pay is linked to their performance.

- Governors have worked effectively in recent years to overcome previous financial difficulties. They have achieved this and are now in a much better financial position.
- Governors know how additional funding is spent but have not challenged the school in enough depth about the impact it has on pupils' achievement.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good. Pupils are particularly well mannered and polite, for example pupils held open doors and welcomed inspectors into their lessons.
- Pupils have positive attitudes to learning and enjoy being in school. One boy commented, 'I love writing, in fact I love school.' Pupils get along very well together and are tolerant and accepting of each other's differences.
- Pupils say that behaviour is generally good and if pupils do misbehave, teachers deal with it quickly and effectively. There is an effective behaviour policy in place and good behaviour is rewarded with a range of stickers and certificates.
- Pupils take a pride in their school. However, the presentation of their work is not always as good as it could be and pupils have insufficient opportunities to take on leadership roles across the school.
- The level of attendance fluctuates. A child and family officer works effectively with families to ensure they understand the importance of coming to school. Leaders and managers realise that there is still some work to do in raising the profile of attendance.

### Safety

- The school's work to keep pupils safe and secure is good. The school site is secure and parents who completed the online survey were confident that their children are safe and happy in school.
- Pupils have a good understanding of most forms of bullying. Pupils are confident that should any bullying ever occur, staff would deal with it swiftly and firmly. The pupils understanding of cyber bullying, although adequate, is not as strong as their understanding of other forms of bullying.
- Pupils have a good understanding of how to keep themselves safe, for example they understand fire and road safety.
- The school's breakfast club provides a safe and healthy start to the day for a number of pupils.

## The quality of teaching

requires improvement

- The quality of teaching in reading, writing and mathematics requires improvement because teachers do not always have high enough expectations of what pupils can achieve. Work for the most able pupils is often not challenging enough, as a result too few pupils achieve the higher levels, particularly in reading.
- Teachers mark pupils' work regularly. However, their comments do not always allow pupils to know how to improve their work or move on in their learning. Insufficient attention is paid to the development of punctuation and spelling in marking comments. This means that pupils often repeat the same mistakes.
- Some pupils take a pride in their work, for example when drawing diagrams for science in Year 6. However, this is not consistent across the school and much of the work produced by pupils is poorly presented.
- Pupils are given a range of opportunities to develop their writing skills, across a wide range of subjects. Results in 2014 show that pupils' achievement in writing is improving across the school. Changes in the ways writing is taught form the basis of this improvement.
- The teaching of mathematics is not consistently good in its impact on pupils' learning and achievement. However, where its impact is effective, this is due to teachers demonstrating good subject knowledge and providing pupils with opportunities to develop mathematical vocabulary and understanding. For example, pupils in Year 6 were able to read, interpret and predict algebraic formula.
- Teaching assistants are deployed well to support pupils who may need extra help with their work. However, occasionally teaching assistants are not used effectively to support pupils' learning, particularly at the start of lessons.
- Where teaching is effective in promoting good learning and achievement, teachers plan and deliver exciting lessons which engage all pupils. Pupils respond well to probing questions that move them on quickly in their learning. For example, in a Year 4 science lesson about food chains, pupils were able to describe the transfer

of energy along the chain and were able to use scientific vocabulary to do so.

- The teaching of reading has some good aspects but does not provide enough challenge for the most able. Phonics (the sounds that letters make) is taught well to younger pupils. However, pupils' comprehension skills are not as well developed.
- There are good relationships between staff and pupils. Pupils receive praise and encouragement during lessons and tasks are usually explained clearly. Resources are generally well chosen to support pupils' learning.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress made by pupils is uneven across the school. Consequently, too few pupils reach the higher levels expected of them in reading, writing and mathematics.
- Achievement of the most able pupils requires improvement. Not enough of them achieve the higher levels of which they are capable by the end of Year 6. Teachers do not always have high enough expectations of what these pupils can achieve and, as a result, they do not always provide work which is challenging enough.
- The achievement of pupils from different minority ethnic groups and those who speak English as an additional language is similar to their peers.
- The number of pupils who pass the Year 1 phonics check is above average. This is because the teaching of phonics is good.
- The proportion of pupils achieving the nationally expected standards at the end of Key Stage 1 in 2014 was significantly above average in all subjects. This was an improvement from 2013. However, standards in Key Stage 1 are not consistent. For example, not enough pupils achieve the higher standards in reading, writing and mathematics. This is because leaders and managers do not monitor the achievement of pupils with enough rigour or hold teachers sufficiently to account in order to ensure pupils make at least good progress.
- Although pupils in Key Stage 2 generally make expected progress, not enough are making better than expected progress, particularly in reading, where standards have declined over the last three years. This is because teachers do not have high enough expectations of what pupils can achieve.
- Achievement in spelling, punctuation and grammar requires improvement. Teachers' marking does not always move pupils on with this aspect of their work and mistakes are repeated.
- Disabled pupils and those who have special educational needs make good progress by the end of Key Stage 2. This is because support for these pupils is good and interventions to support their learning are effective.
- The achievement of disadvantaged pupils requires improvement. In 2014 the standards reached by disadvantaged pupils in Year 6 were about a year behind their classmates in mathematics and writing and two terms behind in reading. They are a year and a half behind pupils nationally in reading and mathematics and two terms behind in writing. They do not make as rapid progress as all pupils nationally in reading, writing and mathematics. However, current school data shows that gaps between their achievement and that of others in the school are starting to close. This is due to improvements introduced by school leadership, such as one-to-one support for pupils that is boosting their achievement.

### The early years provision

### requires improvement

- The early years requires improvement. The majority of children start school with skills that are below those typical for their age particularly in reading, writing and mathematics. Most children make expected progress throughout their time in early years. As a result, by the end of Reception Year, the majority of children have skills slightly below those typical for their age.
- The learning environment, particularly in Reception, does not always provide activities that are challenging enough for the children. This means that not all children are fully prepared to start Year 1.
- The classrooms have a range of areas for the children to play and learn, although some areas appear a little neglected and do not provide enough opportunities to develop writing and mathematics.
- Children enjoy learning outdoors, for example a group of children were excited to use their light sabres to recognise letters drawn on the playground. Despite this though, the outdoor area is under-developed and opportunities to learn outside are limited. The school is aware of this and plans are in place to improve the outdoor learning space.
- Teaching over time requires improvement as it does not challenge children enough and the expectations of what they can achieve are not high enough. However, where teaching is good, for example in Nursery, pupils are engaged and excited to learn. A group of children were keen to show the inspector the food they had made for the very hungry caterpillar and talked confidently about food they enjoyed. One little girl

commented, 'I like pineapple, it's juicy! Do you like pineapple?'

- Good transition arrangements from other settings mean that children settle quickly into their new school. Staff work well as a team and, as a result, children make strong relationships and behave well.
- The leadership and management of the early years require improvement as children do not make enough progress. Assessment procedures are not always robust enough to ensure sufficient progress. However, the early years leader has identified where improvements can be made, such as to the outdoors, which will further improve children's learning experiences.
- Staff in the early years have good relationships with parents. Parents are welcomed every morning to help children with their reading and other activities. Parents say they greatly value this time as it helps them to know how well their children are progressing. They feel their children are well cared for and safe in school.

## 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>	105928
<b>Local authority</b>	Salford
<b>Inspection number</b>	461911

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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Wood
<b>Headteacher</b>	Jane Tyers
<b>Date of previous school inspection</b>	15 November 2011
<b>Telephone number</b>	0161 792 9474
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