

Inspection of Whinmoor St Paul's Church of England Primary School

Whinmoor Crescent, Leeds, West Yorkshire LS14 1EG

Inspection dates: 22–23 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud of their happy, inclusive and welcoming school. Christian values underpin the expectations set for pupils' work and behaviour.

Staff have high expectations of what pupils can achieve. They make sure that pupils throughout the school can read, write and count well. Pupils have opportunities to develop the qualities they will need for future success in life. Pupils are tolerant, respectful and well behaved.

Pupils know and understand the school's behaviour policy and expectations. They pay attention in class and work hard. When teachers ask questions, pupils are keen to put their hands up. Pupils are eager to share ideas and thoughtful answers with their teachers and friends. Staff rarely have to remind pupils to get on with their work. Almost all pupils complete their work with pride.

Leaders have created an inclusive environment where bullying is not tolerated. Pupils feel safe in school. They trust adults and are confident that staff will deal with any bullying issues if they occur.

A wide range of free extra-curricular activities is in place. This helps pupils to develop their talents and interests. Leaders ensure that these take place when all pupils can access them.

What does the school do well and what does it need to do better?

The quality of education pupils receive has improved since the last inspection. The headteacher leads the school with passion and integrity. A strong vision based upon the school's Christian values and ethos is in place. Staff value each pupil. They set high expectations for all pupils within a nurturing and caring environment. Staffing is now stable after a period of turbulence.

Staff have worked together to design a strong curriculum that meets the needs of all pupils. Through careful planning, teachers make lessons interesting. Pupils remember a lot of what their teachers teach them. Pupils achieve well. However, leaders have developed the curriculum more in some subjects than in others.

Teachers carry out regular checks on pupils' learning in reading, writing and mathematics. In other subjects, teachers track what pupils have learned and remembered. Teachers use this information to plan what to teach next. Staff provide extra support for those pupils at risk of falling behind.

Reading has a high profile across the school. The English team is passionate about the teaching of reading. Staff work hard to ensure that pupils enjoy reading. They aim for pupils to become lifelong readers. Staff have benefited from recent training. As a result, the teaching of reading is strong. In the early years and key stage 1,

staff are well trained in the teaching of phonics. The leader's plans for phonics ensure that teachers know exactly what to teach in each class. Leaders ensure that reading books contain the letters and sounds pupils know. This is helping pupils to become fluent readers. The strong focus on reading continues into key stage 2. Each class studies an author. On most days, staff share and model effective reading skills during story-time activities.

Leaders promote diversity. For example, the school has made links with a school in Dominica. This helps pupils to understand similarities and differences between countries and cultures. Staff encourage all pupils to share their own beliefs and traditions with pride.

Early years staff have an appropriate understanding of how young children learn and develop. Staff plan activities that are purposeful, encouraging children to explore and investigate. Routines are well established. Children learn to play with and alongside each other. Staff ensure that children access all areas of learning. They assess children well and support any who fall behind. Yet in some aspects, including mathematics, some children are not given work that is demanding enough to ensure that they are well prepared for Year 1.

The school is welcoming and inclusive. Leaders and staff work hard to meet the needs of all groups of pupils. Teachers adapt the curriculum for pupils with special educational needs and /or disabilities (SEND). They know the pupils well and ensure that they meet their needs. Pupils with SEND are able to access the learning taking place. Pupils with SEND enjoy the same broad curriculum as their classmates. Pupils with SEND receive good support from well-trained adults.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff understand their responsibility to keep pupils safe. The school has a culture of being vigilant about identifying pupils who may be at risk. Staff act on concerns that arise. They use effective systems to capture relevant safeguarding information. When appropriate, leaders access extra professional support in a timely way. Adults are well trained in safeguarding. This includes learning about aspects such as online safety and extremism.

Statutory risk assessments are in place. The curriculum provides many opportunities to teach pupils how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff have worked together to create a curriculum that meets the needs of pupils. It is clear in plans what leaders expect pupils to know and be able to do year on year. Much of the curriculum in the foundation subjects has been introduced recently. There are clear signs that it is beginning to have an effect on pupils' learning. Plans now need to become embedded so that pupils know more and remember more over time.
- Despite children in the early years having a positive start to school life, some children are not always given work that is sufficiently demanding, especially in mathematics. This limits children's readiness for the Year 1 mathematics curriculum. Leaders need to ensure that activities and provision across the setting fully match the aims and requirements of the early years curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108051
Local authority	Leeds
Inspection number	10121682
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair of governing body	Ruth Davies
Headteacher	Margaret McBride
Website	www.whinmoorstpauls.co.uk/
Date of previous inspection	29 November 2018, under section 8 of the Education Act 2005

Information about this school

- Whinmoor St Paul's is smaller than the average-sized primary school.
- The proportion of pupils who are disadvantaged is above the national average.
- The school has a Christian ethos. The last Statutory Inspection of Anglican and Methodist Schools (SIAMS) took place in June 2019. The school was judged to be excellent for Christian distinctiveness. The next SIAMS inspection is due in 2024.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior leaders, including the headteacher and deputy headteacher. We also met with curriculum leaders and governors. We held informal discussions with pupils, parents and carers to discuss aspects of school life. We met with a local authority school improvement adviser and spoke with an adviser from the Diocese of Leeds on the telephone.
- We explored the curriculum, with a focus on reading, mathematics, history and personal, social and health education. This work involved discussions with

curriculum leaders and pupils, visits to lessons, scrutiny of pupils' work and hearing pupils read.

- We gathered evidence about pupils' behaviour and attendance and the opportunities for personal development.
- We checked the school's safeguarding arrangements. We checked the record of employment checks made on adults who work at the school. We also found out about safety procedures and routines at the school and looked at the systems for identifying and addressing concerns about pupils' welfare. We also considered the school's work on teaching pupils how to keep themselves safe.
- We talked to staff about the impact of training and how leaders support their well-being and workload.
- We also took into account the 47 responses to Ofsted's online survey, Parent View, including the 46 free-text comments, as well as survey responses from 21 staff and 44 pupils.

Inspection team

Gill Wild, lead inspector

Ofsted Inspector

Melissa Milner

Ofsted Inspector

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