

Inspection of St Paul's Church of England Primary School, Bury

Porritt Street, Via Huntley Mount Road, Bury, Lancashire BL9 6LJ

Inspection dates: 1 and 2 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

All pupils are made to feel welcome at this school, irrespective of their faith or background. Pupils benefit from the positive relationships that they enjoy with each other and with staff. Pupils told inspectors that their friendships in school help to make them feel safe and happy.

Previously, in key stage 1 and key stage 2, pupils did not achieve as well as they should in a number of subjects, including English and mathematics. Leaders have acted quickly to remedy this situation. Most pupils, including pupils with special educational needs and/or disabilities (SEND), benefit from leaders' new subject curriculums. These pupils achieve well. However, some pupils have gaps in their subject knowledge. These pupils struggle to make sense of new learning.

Staff have high expectations for pupils' behaviour. Most pupils behave well in lessons and during social times. There are effective systems in place for pupils to report any concerns to staff. If bullying should happen, leaders deal with it quickly and effectively.

Pupils benefit from a range of different activities to broaden their knowledge of the world. These include visits to the opera, pantomimes and to a local bookshop. Leaders provide a range of clubs which allow pupils to develop their interests.

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

Children in the early years benefit from a well-organised and delivered curriculum. Staff ably support children to develop their spoken and written language, as well as their understanding of number. This helps them to be prepared for the demands of the Year 1 curriculum.

In a number of subjects, some older pupils have gaps in their knowledge due to the weaknesses in the previous curriculum. For example, in 2022, Year 6 pupils were not as well prepared for key stage 3 as they should have been in writing. Leaders have taken urgent action to review the curriculum. In most subjects, leaders have thought carefully about what they want pupils to learn so that pupils build a deep body of knowledge over time.

Leaders have introduced ways of checking on what pupils know and remember from the school's new curriculum. That said, leaders have not assured themselves that teachers consistently use these approaches. Some pupils, including those with SEND, experience lesson activities that do not build on what they already know. At times, some pupils are moved on to new learning too soon. This means that over time, these pupils' learning is insecure. Some pupils do not learn as well as they should.

Leaders promote a love of reading across the school. The phonics programme is delivered well in the Reception Year. Staff in the early years are using their recent

training to good effect. Children quickly begin to learn the sounds that letters represent. However, in key stage 1, the phonics training for staff has not had the same impact. Some staff do not ensure that pupils are well supported with learning to read. Also, these staff do not ensure that the books that some pupils use to practise their reading are matched accurately to the sounds that they know. This impacts these pupils' confidence and progress in learning to read. That said, most pupils learn to read fluently and accurately.

Leaders have effective systems in place to identify the needs of pupils with SEND. Leaders work successfully with external partners to secure appropriate specialist support. However, some staff have not received sufficient training to adapt their teaching approaches for pupils with SEND. This means that some pupils with SEND do not access learning activities that are appropriately adapted to their needs.

Most pupils are polite and well mannered. They do their best to live up to the values of the school. The majority of pupils behave well in lessons. This means that pupils can get on with learning without distraction. Children in the Reception Year quickly learn the school's rules and routines. They cooperate and share well with one another.

Leaders ensure that all pupils benefit from carefully selected opportunities to enhance their personal development. Pupils learn the importance of keeping fit and eating healthy foods. Older pupils learn about the changes their bodies and emotions will go through as they grow up.

The interim executive board provides increased oversight of the work that leaders carry out. This board is offering a greater level of support and challenge to leaders because the board knows about the weaknesses in pupils' achievement.

Leaders are considerate of staff's workload and well-being. Staff are positive about working at the school and value the support that leaders provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained well to spot the signs that a pupil may be at risk of harm. Leaders work well with other professionals and external organisations. This helps pupils and their families to access the additional support that they need.

Leaders ensure that the curriculum provides opportunities for pupils to understand risks and learn to keep themselves safe. Pupils learn how to protect themselves from harm when working and playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The books that some pupils are given to practise their reading do not match the sounds that they know. This hinders how well these pupils learn to read. Leaders should ensure that pupils read books that are matched to their phonic knowledge.
- Some teachers do not effectively use the systems set up by leaders to check what pupils know and remember. They deliver learning activities that fail to build on what pupils know. Some teachers do not revisit previous learning in order to address the gaps in knowledge that some pupils have. Therefore, some pupils struggle to build a deep body of knowledge over time. Leaders should ensure that the systems they have established are used as intended by teachers to provide pupils with suitable learning activities and the opportunity to revisit prior learning when required.
- Some teachers have not received sufficient training on how to adapt their delivery of the curriculum for pupils with SEND. This means that some pupils with SEND struggle to learn all that they should. Leaders should ensure that teachers adapt their teaching approaches to meet the needs of pupils with SEND.

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 information from Ofsted Parent View 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.

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	105332
Local authority	Bury
Inspection number	10256087
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	Interim executive board
Chair	Barbara Kinch
Headteacher	Joanne Morris
Website	www.stpaulsbury.co.uk
Date of previous inspection	26 May 2021, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Manchester. The most recent section 48 inspection took place in June 2019.
- An interim executive board was appointed to the school in January 2020.
- Leaders do not make use of alternative provision.
- There is a breakfast club and after-school provision available at the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and geography. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and

looked at children's and pupils' work. The inspectors also looked at the curriculum and pupils' work in some other curriculum subjects. The lead inspector listened to pupils read to a familiar adult.

- Inspectors spoke with the headteacher, other school leaders and members of staff.
- An inspector spoke with representatives of the interim executive board, including the chair of the board. An inspector spoke with a representative of the local authority.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they felt safe in school.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's pupil survey.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's staff survey.
- An inspector spoke with parents and carers. Inspectors considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Peter Berry

Ofsted Inspector

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