

Inspection of St Paul's CofE Primary School

Crompton Street, Walkden, Manchester M28 3HP

Inspection dates: 28 and 29 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils enjoy their school life. They know and understand the school's values of 'we belong, we learn, we believe, we achieve'. Pupils achieve well. They learn to respect themselves and others. Strong, warm and caring relationships characterise this school. Pupils accept differences.

Pupils feel safe and trust their teachers. Leaders deal with all incidents of poor behaviour, including bullying, seriously and quickly. Pupils rise to teachers' high expectations for behaviour and learning. They behave well. Learning is rarely disrupted.

Pupils benefit from generous grounds to play, learn, compete and explore. Pupils enjoy the after-school clubs provided, such as gymnastics, drawing and choir. The gardening and outdoor learning areas are very popular. Pupils have the opportunity to take part in residential trips, visits to different places of worship and local attractions. A recent visit from an author reinforced pupils' love for reading and their empathy for people with disabilities.

Pupils learn to take responsibility throughout their time at school. Eco-members comment that we are all unique, and members of the sports and ethos committees are proud and enthusiastic about the work that they do for the school, others and the environment.

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

Leaders have continued to improve the curriculum since the last inspection. They have ensured that what pupils learn has been carefully chosen and designed from the early years to Year 6. Expert subject leaders have identified the specific knowledge and ambitious vocabulary in each year that pupils need to know and understand. Pupils achieve well. Children in the early years are well prepared for Year 1.

Teachers help pupils to build on their knowledge well in most subjects. They support pupils to remember what they have learned. Most teachers have the subject knowledge that they need to deliver the curriculum in an interesting and effective way. For example, they use aerial photographs of the local area to help pupils understand different types of land use. However, in a small number of subjects, teachers do not have sufficient knowledge to ensure that pupils understand the subject content in the curriculum. This hinders pupils' achievement.

Leaders have ensured that there is a systematic phonics programme in place from the early years to key stage 1. This is delivered consistently well by staff who have suitable expertise in early reading. Children grasp the phonics code quickly in the Reception class. They read books matched to their phonics knowledge. This enables them to practise and build on what they know. Older pupils read fluently and with

expression. Support is in place to ensure pupils catch up quickly if they find reading difficult. Pupils enjoy reading a wide variety of fiction and non-fiction books. Pupils listen to poetry and novels from authors from diverse backgrounds. Pupils love reading.

Pupils' additional needs, including special educational needs and/or disabilities (SEND), are identified early by the SEND team. Teachers know the different SEND needs in their class well. Recent training means that teachers are better equipped to support pupils with SEND to access the curriculum. However, some teachers are still finding it difficult to adapt their teaching well enough to enable pupils with SEND to learn as well as they should. This means that their progress through the curriculum is hindered at times.

Leaders have constructed effective ways to establish how well pupils are following the curriculum. Assessment information is used well by teachers to identify pupils' misconceptions or gaps in their learning.

The behaviour policy is simple and effective. Pupils conduct themselves sensibly and kindly around the school. Staff reward pupils with reward vouchers for their good deeds and for going above and beyond expectations. Disagreements are usually resolved quickly. Children in the early years learn to regulate their emotions and play cooperatively. This makes for a happy and safe setting.

Pupils' personal development is fostered well. Pupils learn how to be a good friend and how to be a responsible member of their community. Litter campaigns and charity events are just some of the activities that pupils are actively involved in. Pupils throughout the school develop a strong moral compass. They know right from wrong, and they learn to respect the differences between themselves and others.

Staff are very positive about the school. Leaders, including governors, make themselves available and listen to staff's needs, including about their workload. Teachers particularly value the well-being time that is available for them to relax and recuperate.

Safeguarding

The arrangements for safeguarding are effective.

Regular training, including briefings and newsletters, ensures that teachers continually improve their knowledge and safeguarding practice. Leaders' record-keeping is meticulous. Patterns of concern are spotted quickly.

Leaders identify the levels of risk in school and locally. They adjust their provision and the curriculum to help to keep pupils safe. They have a close working partnership with safeguarding agencies, and they take action in a timely manner to secure support for pupils. Pupils know how to keep themselves safe in and out of school, including when using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not adapt learning sufficiently well to enable pupils with SEND to learn all that they should. These pupils fall further behind. Leaders should ensure that all teachers receive the support that they need to help pupils with SEND know more and remember more.
- In a small number of foundation subjects, teachers do not have the subject knowledge that they need to help pupils understand the content of the curriculum. Pupils in these subjects do not gain the knowledge and skills they need to achieve well. Leaders should ensure that all teachers are provided with the support and guidance that they need to deliver the curriculum effectively.

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	105945
Local authority	Salford
Inspection number	10256053
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	227
Appropriate authority	The governing body
Chair of governing body	Shahrokh Taromsari
Headteacher	Rosie Knipe
Website	www.stpaulscrompton.org.uk
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- A new headteacher and deputy headteacher have joined the school since the last inspection.
- An external provider offers a breakfast and an after-school club on the school site.
- The school is a voluntary aided Church of England school in the Diocese of Manchester. Its last section 48 inspection under the Education Act for schools of a religious character took place in October 2019.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, subject leaders, the special educational needs coordinator and other members of staff. They met with members of the governing body, including the chair and vice-chair of the governing body, a representative of the local authority and the director of education from the diocese.
- Inspectors reviewed a range of documentation related to behaviour, attendance, safeguarding and the curriculum. Inspectors also reviewed minutes from the governing body meetings.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. Inspectors spoke with subject leaders about their curriculum thinking, visited lessons, reviewed pupils' work and met with staff and pupils to discuss learning. Inspectors heard pupils read.
- Inspectors considered the responses to Ofsted's online surveys for staff and pupils. They also considered the responses to Ofsted Parent View, including the free-text comments.
- The inspectors scrutinised a wide range of safeguarding information, including the school's safeguarding policy. Inspectors spoke to staff, leaders and pupils about safeguarding and looked at recruitment records.

Inspection team

Zarina Connolly, lead inspector

Ofsted Inspector

John Davie

Ofsted Inspector

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