

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

Emsworth Crescent, Pendeford, Wolverhampton, West Midlands WV9 5NR

Inspection dates:	25 and 26 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

St Paul's CofE Primary is a welcoming school with a family feel. There is a lovely, calm and purposeful atmosphere. The school has good relationships with the local community and provides support where possible, such as food banks and fundraising. Pupils demonstrate a strong understanding of the importance of showing respect to everyone. Pupils are proud to attend the school.

The school has high expectations of the achievement and behaviour of pupils, including those with special educational needs and/or disabilities (SEND). Pupils are increasingly rising to meet these high expectations. Pupils have positive attitudes to their learning. Their attitudes are further encouraged through the 'St Paul's Promise'. Pupils are polite and courteous to adults and their peers.

Pupils behave well. They are happy and safe at school. Staff care for them well. They help pupils to identify their emotions. They guide pupils to respond to their feelings in healthy ways that support their well-being.

The school promotes a strong sense of responsibility. Pupils take on many leadership roles. These include participating in community projects, such as fundraising for charities. Class-led assemblies happen regularly. These support the school's intention to develop pupils' character and spirituality through exploring themes, such as love and national celebration events.

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

The curriculum has been carefully redesigned to support better learning outcomes. It is well sequenced, ensuring pupils build on their prior knowledge effectively. Teachers benefit from the professional development that they receive, which helps them to deliver engaging lessons. They prioritise the important knowledge pupils need to remember.

There have been some significant changes in staffing in the last few years. Dedicated leaders are increasingly ensuring that the school delivers a high-quality education to all pupils. However, in some subjects the impact of the curriculum on pupils' learning is not being checked carefully enough. This means the school does not know how well improvement actions are impacting on pupils.

The school accurately identifies pupils' needs quickly and seeks external advice, when necessary. Teachers consider the needs of pupils with SEND when planning lessons. They modify activities, however, some of the adaptations to learning are not specific enough, limiting their impact. As a result, some pupils with SEND do not make as much progress as they could.

Teachers regularly check that pupils are learning well. This means that any errors can be addressed promptly. Teachers provide pupils with opportunities to apply their knowledge and skills. For example, in geography, pupils make use of their mathematical knowledge to construct line graphs to compare the differences in temperature between places.

The school prioritises reading. Pupils begin the phonics programme at the very start of the Reception Year. Teaching and support staff work closely to model sounds in the same way. The school provides extensive and effective help to pupils who need it. Pupils become increasingly confident in the use of phonics strategies to decode and blend words. As a result, pupils now achieve well in early reading.

There is a strong culture of reading for pleasure in school. Pupils enjoy their reading sessions as well as visits to the school library and the many 'book nooks' around school. Teachers help pupils to select high-quality books that are suitable for their reading stage. The early years environment provides many inviting spaces for pupils to engage with books, including in the outdoor area. As a result, pupils learn to read with fluency, accuracy and enthusiasm.

There are clear systems, routines and procedures in place and pupils respond well to them. From Nursery, children demonstrate a strong understanding of routines and quickly settle into school life. Around the school, pupils' conduct is safe and considerate. They follow clear routines and take opportunities to help each other. Pupils are well mannered and considerate.

The school has an effective and well-considered programme for pupils' wider development. Pupils know what the fundamental British values are and their importance. They learn that people have different families, backgrounds, cultures and beliefs. They are tolerant and inquisitive about these. The school considers all pupils' talents and interests through a wide range of clubs. These include Italian, construction, crafts, dodgeball and yoga.

Staff are proud to work at St Paul's. Governors know the school well and fulfil their statutory responsibilities effectively. They ask challenging questions and provide effective support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the impact of the curriculum on pupils' learning is not being checked carefully enough. This means the school does not always know how well improvement actions are impacting on pupils' learning. The school should ensure actions to improve the curriculum are monitored closely.
- Some of the adaptations to learning for pupils with SEND are not effective. On occasion, some pupils with SEND do not make as much progress as they could. The school

should ensure that support for pupils with SEND is as effective as possible so that they learn more.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104382
Local authority	Wolverhampton
Inspection number	10343808
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	224
Appropriate authority	The governing body
Chair of governing body	John Gill
Headteacher	Jennifer Ferretti
Website	www.stpaulscofeprimaryschool.co.uk
Dates of previous inspection	27 and 28 September 2022, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary-aided Church of England primary school and is part of the Diocese of Lichfield. It was last inspected under section 48 of the Education Act 2005 in 2022. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and special educational needs coordinator. Inspectors also met with groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders and pupils about several other subjects and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors spoke to leaders about pupils' behaviour, attendance, policies and procedures. The inspectors observed pupils' behaviour in lessons and around school and discussed the school's analysis of attendance with leaders.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The lead inspector met with those responsible for governance. The lead inspector also spoke to the Director of Education for the diocese and the Christian Distinctiveness Adviser.
- Inspectors spoke to school improvement advisers from the local authority.
- Inspectors spoke with groups of pupils about their experiences at school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed: the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys, including Ofsted Parent View.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

Adam Montague-Clewes

Ofsted Inspector

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