

Inspection of St Paul's Peel CofE Primary School

Stocksfield Drive, Little Hulton, Worsley, Manchester M38 9RB

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?

Pupils are happy to attend their warm and welcoming school. They say that it is like belonging to a big family, where everyone is celebrated and encouraged to be themselves. Pupils know that staff care about them. They know that there is always a trusted adult to turn to if they are worried or upset.

Pupils welcome the school's high expectations for their learning. They embrace the school's motto of 'teamwork towards targets', and they always try their best. Pupils work hard in their lessons and achieve well. This includes children in the early years, who are curious, purposeful learners.

Pupils' behaviour is good. They learn about the school rules of 'ready, respectful, safe' from when they start school in the Nursery Year. They appreciate that these rules contribute to a calm, pleasant atmosphere. Pupils are courteous and respectful to all.

Pupils benefit from strong pastoral support for their well-being. They have opportunities to take on positions of responsibility, such as being a member of the school council or the eco team. Pupils enjoy attending a range of clubs, such as gymnastics and singing. They learn how to keep themselves safe and healthy. Pupils understand about online risks and how to avoid them.

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

The school has made considerable improvements to its curriculum since the last inspection. It has identified the knowledge that it wants pupils to learn over time in every subject. The school has ensured that children make a strong start to this journey in the early years. This prepares children well for the demands of key stage 1. Across the school, most pupils are well prepared for the next stage of their education.

In subjects where pupils learn best, teachers design learning that is closely matched to the knowledge in the curriculum. However, in a few subjects, the activities that teachers select do not always support pupils to learn as effectively as they could. Some pupils' knowledge is less secure as a result.

In some subjects, the school's approaches to assessment are not fully developed. This makes it more difficult for teachers to check that pupils have learned what is intended in these subjects. It also means that, occasionally, teachers lack the necessary information to help them shape future learning accurately. Some pupils develop gaps in their learning as a result.

The school identifies pupils with special educational needs and/or disabilities (SEND) at the earliest opportunity. It meets these pupils' needs successfully, for example through carefully designed support plans. Teachers have received effective professional development, which has enabled them to adapt their teaching and resources to support these pupils successfully. Pupils with SEND make strong progress through the curriculum.

The school has implemented a rigorous phonics scheme. It has trained staff to deliver this scheme consistently well. Children start to learn about the sounds that letters make as soon as they start in Reception. In key stage 1, pupils continue this journey and show confidence in blending the sounds that they know to read words. Staff quickly identify where pupils are not keeping up with the phonics programme and put support in place to help them. This helps pupils to build their knowledge and skills, and most of them develop into fluent, confident readers by the end of Year 2.

Pupils' learning behaviour is generally positive. For the most part, pupils are focused, engaged learners. However, some pupils do not attend school regularly enough. The school is doing everything that it reasonably can to address this issue. It works closely with parents and carers to help remove the barriers to regular attendance. As a result, more pupils are coming to school regularly and on time.

The school teaches pupils about other religions and cultures. Pupils also enjoy learning about these from their friends. They show high levels of respect for other people's beliefs. Pupils understand that people can be different in a lot of ways. They know that everyone should be treated fairly and equally. Pupils demonstrate an understanding of fundamental British values and how these might be shown in school. For example, they vote for their school council representatives. They also know that rules are there to keep everyone safe and happy.

The school is welcoming to all. Everyone is valued. Parents are supportive of the school and value the way it nurtures their children. Staff are positive in terms of how the school looks after their well-being. They feel that leaders listen to them. Staff appreciate the support that they are given to complete activities outside their teaching commitments.

Governors are passionate about the school. They support the school on its journey of improvement, and they challenge when necessary. Governors are relentless in their desire to make a difference to each and every child.

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 school's approaches to assessment are not effective. Sometimes, teachers do not know how much knowledge pupils have learned in lessons or remembered over time. The school should ensure that, in these subjects, there is a clear approach to checking learning so that teachers can identify and address pupils' misconceptions swiftly.
- Sometimes, in a few subjects, the activities that teachers select do not support pupils to learn the knowledge in the curriculum. This hinders some pupils' understanding and

ability to build their knowledge over time. The school should ensure that it has clearer oversight of how the curriculum is being delivered and that teachers' pedagogical choices enable pupils to learn well.

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	105941
Local authority	Salford
Inspection number	10377921
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair of governing body	Kathryn Prince
Headteacher	Sarah Ward
Website	www.stpaulspeellh.co.uk
Dates of previous inspection	11 and 12 January 2023, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Manchester. The last section 48 inspection took place in January 2023. The next section 48 inspection is due in 2028.
- The current acting headteacher has been in post since January 2025.
- The school does not currently use any alternative provision.
- The school provides a breakfast club for pupils.

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.
- The inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During this inspection, the inspectors met with the headteacher and a wide range of other staff.
- The lead inspector met with members of the governing body, including the chair of governors.
- The lead inspector spoke with representatives of the diocese and the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, history, and art and design. 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.
- To evaluate the effectiveness of safeguarding, the 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 inspectors observed pupils' behaviour around the school and in lessons.
- The inspectors considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspectors also spoke to pupils and viewed examples of their work in a range of other subjects.
- The lead inspector observed pupils in Years 1, 2 and 3 reading to a familiar adult.
- The inspectors considered the responses to Ofsted's online surveys for staff and pupils.
- The inspectors reviewed key documents, including the school's self-evaluation, school action plans and monitoring records.

Inspection team

Liz Davidson, lead inspector	Ofsted Inspector
Elizabeth Travis	Ofsted Inspector
Katie Thornton	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025