

INSPECTION REPORT

**ST PAUL'S PEEL C of E (VC) PRIMARY
SCHOOL**

Little Hulton

LEA area: Salford

Unique reference number: 105941

Headteacher: Mr D B Graham

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 26th - 27th February 2001

Inspection number: 192215

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Stocksfield Drive Little Hulton Worsley Manchester
Postcode:	M38 9RB
Telephone number:	(0161) 790 2327
Fax number:	(0161) 790 9234
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev K Govan
Date of previous inspection:	3 rd February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23868	Dr B Blundell	Registered inspector
9777	Mr D Heath	Lay inspector
15011	Mrs M Wallace	Team inspector
8845	Mrs H Sumner	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's Peel Church of England Primary School is a very good voluntary controlled school for boys and girls aged 3 to 11, situated in Little Hulton, Salford. There are 336 pupils on roll, including 37 children in the Nursery; the school is bigger than the average primary school. The ethnic background of the pupils is white. The percentage of pupils known to be eligible for free school meals is well above the national average. No pupils speak English as an additional language. The proportion of pupils identified as having special educational needs is broadly average, but the proportion of pupils with statements of special needs is below average. Pupils' special needs include both specific and moderate learning difficulties. Pupils' attainment on entry is generally below average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards are above average for pupils currently aged eleven in English, mathematics and science; the overall quality of teaching is good; leadership and management are excellent. The school provides very good value for money.

What the school does well

- National test results for pupils aged eleven in the year 2000 were above the national average in English and science and average in mathematics; in the work seen during the inspection, standards for pupils aged eleven were above average in English, mathematics and science.
- The overall quality of teaching is good, with a high proportion of it being very good.
- The attitudes and behaviour of the pupils are very good; relationships are very good.
- Leadership and management by the headteacher and senior management team are excellent; the school has a wonderful learning atmosphere.

What could be improved

- Standards in information and communication technology, whilst improving, are still below national expectations at the end of Key Stage 2.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February, 1997. Standards in English, mathematics and science for pupils aged eleven have improved since then. The overall quality of teaching has improved considerably since then. The key issue to improve provision in information and communication technology has been implemented appropriately but standards are still below national expectations at age eleven. The overall quality of marking has improved. The governing body's monitoring has improved. The quality of pupils' reading records has improved appropriately. Overall, the school has made very good improvement since the last inspection and has good capacity to improve further.

STANDARDS

The table shows the standards achieved by 11 year olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E	B	A*
mathematics	E	E	C	A
science	B	B	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in the national tests in 2000 for pupils aged eleven were above the national average in English and science and average in mathematics. Compared to schools having a similar proportion of pupils known to be eligible for free school meals, results were in the top 5 per cent in English and well above average in mathematics and science.

Standards at the end of Key Stage 1 in the national tests in 2000 were above national averages in reading and writing and below average in mathematics. Compared to schools of a similar type, results were well above average in reading and writing and above average in mathematics.

Results at the end of Key Stage 2 are rising faster than the national trend.

The school's targets are suitably challenging and on course to be met for 2001.

In the work seen during the inspection, standards were above average in English, mathematics and science at the end of Key Stage 2, and above average in reading, writing, mathematics and science at the end of Key Stage 1. Standards were above national expectations in history, geography, design and technology and art and design at the end of both key stages. Standards in information and communication technology are in line with national expectations at the end of Key Stage 1, but below national expectations at the end of Key Stage 2. Standards in music and physical education are average at the end of both key stages.

Pupils achieve well at this school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour is very good throughout the school.
Personal development and relationships	Personal development and relationships are very good; pupils get on well with one another and with adults in the school.
Attendance	Attendance is very good. Unusually, it improves further as the pupils get older.

Pupils are eager and enthusiastic. They enjoy school and want to learn. In class, they concentrate very well, despite the often cramped conditions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

All the lessons seen during the inspection were satisfactory or better. Forty three per cent were very good or better; this is a very high percentage. The quality of teaching in English and mathematics is good throughout the school. The skills of literacy and numeracy are well taught. Particular strengths in teaching include teachers' management of classes, teachers' high expectations, their knowledge and understanding and the sharing of the learning objectives with pupils in some classes.

The school meets the needs of all its pupils well.

Strengths in pupils' learning include their interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory.
Provision for pupils with special educational needs	The school's provision for pupils with special educational needs is good. Pupils' individual educational plans are appropriate, with clear targets that are regularly reviewed.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Their spiritual, moral and social development are all very well provided for. Cultural development is good. Assemblies are very happy occasions where the whole school comes together as a large family. The adults are very good role models.
How well the school cares for its pupils	The school cares appropriately for its pupils. The headteacher monitors child protection issues well.

Parents are very supportive of the school. The rate of return of the questionnaires before the inspection was particularly high.

The curriculum is appropriately balanced, with a good range of extra-curricular activities. All areas of the curriculum meet statutory requirements. The school tracks pupils' progress appropriately.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and other key staff are excellent. The school has an effective learning atmosphere.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. The Chair of Governors, who is the local vicar, is a regular visitor to the school. He visits classes and takes assembly each week. He works hard with the headteacher to create a school with a very good ethos.
The school's evaluation of its performance	The school's evaluation of its performance is very good.
The strategic use of resources	The strategic use of resources is good.

The accommodation, which is kept immaculate by the school's caretaker and cleaners, is very cramped in some areas. For example, the three classes that have a mixture of Year 1 and Year 2 pupils share two classrooms; the school has devised strategies to deal with this unsatisfactory situation. Similarly, two Year 3 classes share one classroom. The staff have recently agreed to convert their staffroom into a classroom to create more space. The hall roof leaks and has done so for a lengthy period of time; this is unsatisfactory.

A particular strength in the leadership and management of the school is the headteacher's vision for the school. His aim is that St Paul's Peel, which is situated on a council estate, will equal the standard of schools that are located in "leafy suburbs". In the relatively short time that he has been headteacher, he has quietly guided the school along the necessary path.

The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are comfortable approaching the school with questions or problems. • The school has high expectations. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents would like more information about their child's progress. • Some parents would like more homework for their children.

The inspection team agrees with parents' positive views, but finds that the information on pupils' progress and the level of homework are satisfactory. Annual reports to parents, however, do not contain targets for pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

National test results for pupils aged eleven in the year 2000 were above the national average in English and science and average in mathematics; in the work seen during the inspection, standards for pupils aged eleven were above average in English, mathematics and science.

1. In the year 2000 national tests for pupils aged eleven, results in English and science were above the national averages and, in mathematics, they matched the national average. This is despite the fact that pupils' overall attainment on entry is below average. When compared with the results in schools that have a similar proportion of pupils known to be eligible for free school meals, the results were in the top five per cent of such schools in English and were well above average in mathematics and science. Results at this school are rising at a faster rate than schools nationally.
2. In English, in the work seen during the inspection of pupils who are currently aged eleven, standards were above average; standards have improved since the last inspection. Pupils in Year 6 were adept at investigating humorous verse and understood how poets can play with meaning, for example, in "The Owl and the Pussycat". They were able to explain the effect of the "made-up" words in Lewis Carroll's poem, "Jabberwocky", and identify their meaning. Pupils correctly identified main clauses in complex sentences and understood the use of hyperbole.
3. Pupils in Year 6 studying mathematics were comfortable when converting between fractions, decimals and percentages. Pupils understood that $\frac{7}{10}$ is greater than $\frac{3}{5}$, because they realised that $\frac{3}{5}$ is only $\frac{6}{10}$. In a lesson on improper fractions, pupils happily converted $\frac{5}{4}$ to 1.25 and vice-versa. They know and understand the correct mathematical vocabulary. Standards in mathematics have historically lagged behind other subjects; this is not the case for pupils currently aged eleven.
4. In their science lessons, Year 6 pupils knew the properties of micro-organisms. They were able to consider the factors that lead to the spreading of foot and mouth disease. Pupils were familiar with the work of Pasteur and drew appropriately labelled diagrams of magnified specimens.
5. In the work seen during the inspection, pupils in Year 2 are reaching above average levels in reading, writing and mathematics. They are able to identify speech marks and are familiar with a wide range of texts. Pupils can count in fives to 205 and then backwards to zero. They solve appropriate mental exercises at a fast pace in their heads. For example, they quickly work out the price of 8 lollipops at 5p each.
6. Throughout the school, standards in art and design, design and technology, history and geography are above average. Pupils at the end of Key Stage 2 can design fairground rides, using an appropriate range of pulleys. Their designs show an understanding of perspective, for example, when designing Ferris wheels. Local studies include worthwhile work on the construction of the Bridgewater canal.

The overall quality of teaching is good, with a high proportion of it being very good.

7. In the lessons seen during the inspection, 43 per cent were very good, a further 50 per cent were good and 7 per cent were satisfactory. No unsatisfactory lessons were observed in any class in the school. Whilst examples of good and very good teaching were seen throughout the school, the very greatest concentrations of very good teaching were observed in Key Stage 1 and the top of Key Stage 2. The overall quality of teaching has improved considerably since the last inspection, particularly the proportion of very good or better teaching.
8. The greatest strengths in teaching include the very effective manner in which teachers manage their classes, the high expectations that are set and the way in which some teachers share the

- learning objectives for lessons with their pupils. The teaching enthuses the pupils and makes them want to concentrate.
9. In a very good English lesson for younger pupils in Year 2, the teacher used questions well to draw out her pupils' understanding in "The Magic Doctor". The teaching was enthusiastic and well planned.
 10. The teacher in the nursery made a good start in familiarising her children with the names of the days and the months and getting children to sing the "Monday" song. In a good English lesson for children in Reception on the theme of "Seaside", the level of challenge was high and appropriate.
 11. Teaching was very good in a Year 6 physical education lesson, in which pupils refined their hockey skills. The teacher's subject knowledge and class management were very good. In a very good Year 4 literacy lesson, the teacher had planned the lesson well and carefully explained the learning objectives for the lesson.

The attitudes and behaviour of the pupils are very good; relationships are very good.

12. Throughout this school, pupils' attitudes and behaviour are very good; relationships both between the pupils and with the adults are very good indeed. Despite the cramped accommodation in some parts of the school, pupils concentrate very well on what they are supposed to be doing. These very good attitudes and behaviour contribute to the high standards and effective learning taking place.
13. Pupils are interested in their work and are most enthusiastic when explaining what they have been learning. In a Year 1/2 art lesson for 45 pupils, pupils' attitudes and behaviour were excellent. There was absolute silence when the teacher was speaking. No wonder that standards in art are above average!
14. Both around the school, in the playgrounds, dining hall and in class, there is an absence of bullying and sexism. Older pupils look after younger children appropriately. Behaviour is so good that lunch is served in the hall without the need for a teacher to be present.

Leadership and management by the headteacher and senior management team are excellent; the school has a wonderful learning atmosphere.

15. The headteacher and senior management team are running a school that has very clear educational direction indeed. The headteacher's vision is for this school to approach the standards reached in primary schools that are located in the "leafy suburbs". In the relatively short time that he has been headteacher, he has steered the school very firmly in that direction. He has established schemes of work throughout the school and ensures that weekly lesson plans are displayed in all classrooms and adhered to. It has been essential that he knows just what each class is being taught and when they are being taught it, due to a large number of maternity leaves in the last two years, necessitating the employment of temporary teachers.
16. The senior management team, which comprises a new deputy headteacher and the heads of both key stages, work well together. Between them, working with all staff at the school, they have created an ideal atmosphere for learning. The school is an oasis.
17. The governing body are effective in fulfilling their statutory duties and wholeheartedly support the headteacher in what he is trying to achieve. The chair of the governing body, who is the vicar of the local church, is a most charismatic figure who bubbles with enthusiasm. He is a very regular visitor to the school and his assemblies are extremely happy occasions in which the whole school, including the children in the nursery, come together.
18. The school development plan is a useful working document to take the school further. The school is currently re-scheduling some of its lesson time to give a greater focus to mathematics. It analyses the results of both internal and external test results appropriately to compare the attainment of boys and girls and is taking steps to improve boys' attainment. The school is

currently underspending its budget quite significantly. Nonetheless, expenditure on additional staffing, coupled with alterations, repairs and building work, are eating into the surplus and reducing it to more acceptable levels.

WHAT COULD BE IMPROVED

Standards in information and communication technology, whilst improving, are still below national expectations at the end of Key Stage 2.

19. Whilst standards in information and communication technology (ICT) are rising and provision for teaching this subject has greatly improved, pupils' attainment by the end of Key Stage 2 is still below national expectations. The improved provision has addressed the key issue raised at the time of the last inspection.
20. Sensibly, the school has decided to use the new information and communication technology suite to build the skills of its pupils in this subject. This has had the greatest effect with the younger pupils; pupils at the end of Key Stage 1 are up to national standards. The skills are now spreading up the school, a process which is greatly enhanced by the fact that all pupils are taught in the suite for one hour each week, and then practise the techniques that they have learned in the classrooms.
21. By the end of Key Stage 2, pupils are using ICT to interrogate data bases using "and" and "or", for example, when finding out how many pupils are 150cm or taller *and* weigh more than 50 kilograms. Some pupils find this a little confusing and are not yet sufficiently adept. Their skills in using ICT for monitoring and modelling are still unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the school further, the headteacher, senior management team and governing body should:

- raise standards in information and communication technology by the end of Key Stage 2 (paragraphs 19 to 21).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	43	50	7	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	299
Number of full-time pupils known to be eligible for free school meals	0	135

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence	%
School data	1.8
National comparative data	5.2

Unauthorised absence	%
School data	0.9
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	25	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	23	23	23
	Total	38	37	38
Percentage of pupils at NC level 2 or above	School	90(86)	88(88)	90(86)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	23	23	23
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	90(86)	90(86)	90(100)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	20	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	18
	Girls	19	17	20
	Total	35	30	38
Percentage of pupils at NC level 4 or above	School	88(55)	75(67)	95(82)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	16
	Girls	10	13	17
	Total	21	25	33
Percentage of pupils at NC level 4 or above	School	53(42)	63(39)	83(70)
	National	70(68)	72(69)	80(75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	299
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	19.9
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37

Total number of education support staff	3
Total aggregate hours worked per week	109

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	587,800
Total expenditure	596,079
Expenditure per pupil	1,759
Balance brought forward from previous year	70,953
Balance carried forward to next year	62,674

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	304
Number of questionnaires returned	199

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	4	1	2
My child is making good progress in school.	55	39	3	2	1
Behaviour in the school is good.	52	38	5	3	2
My child gets the right amount of work to do at home.	38	45	11	4	2
The teaching is good.	53	38	3	2	4
I am kept well informed about how my child is getting on.	38	38	19	4	1
I would feel comfortable about approaching the school with questions or a problem.	60	33	7	0	0
The school expects my child to work hard and achieve his or her best.	58	38	1	0	3
The school works closely with parents.	34	43	17	2	4
The school is well led and managed.	44	41	8	1	6
The school is helping my child become mature and responsible.	49	41	5	1	4
The school provides an interesting range of activities outside lessons.	39	38	5	3	15