

INSPECTION REPORT

St. Paul's Primary School

Bradford

LEA area: Bradford

Unique Reference Number: 107319

Headteacher: Mrs G. Edge

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 13th – 14th November 2000

Inspection number: 224811

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	St. Paul's Avenue
Postcode:	Bradford BD6 1ST
Telephone number:	01274 679183
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D. Wilman
Date of previous inspection:	18 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Paul's C of E School is situated in Bradford. It has recently undergone reorganisation from a first school to a primary school. This is the first year in which there are classes from reception to Year 6. The present Year 6 class is housed in the school hall whilst the building is being extended. There has been a significant increase in roll and the current number of pupils is 212. Most are from white British families. There is a higher than average number of pupils from other ethnic backgrounds. All pupils speak English. The number of pupils with special educational needs is broadly in line with the national average. Most of these pupils have moderate learning difficulties, though some have specific special educational needs, including emotional and behavioural difficulties. Pupils come from a wide socio-economic background. Overall, their attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is a very effective school. Leadership and management are very good. The quality of teaching is good and the curriculum is very well planned to meet the needs of all pupils, who make good progress throughout the school. Standards are very good and well above average in English and mathematics. The school provides very good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ Standards are very good and well above average in English and mathematics throughout the school.
- ◆ Curriculum planning and assessment procedures are very good.
- ◆ Pupils have very positive attitudes and behaviour is very good.
- ◆ The leadership and management of the headteacher and key staff are very good.

WHAT COULD BE IMPROVED

- ◆ The quality of information provided for parents.
- ◆ Outdoor play resources for children in the foundation stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since its last inspection in 1996. Teaching time in Key Stage 2 is in line with national recommendations. The quality of teaching is good throughout the school. The school has sustained the strengths noted at the time of the last inspection in its effective leadership and management, the quality of learning and the provision for pupils' spiritual, moral, social and cultural development. The quality of information for parents remains an area that requires further improvement. The school has undergone considerable upheaval since the last inspection due to its change from a first to a primary school. Despite this, the school continues to provide a good quality of education and is well placed to improve further.

STANDARDS

Due to the recent local education authority reorganisation of schools, this is the first year in which there has been a Year 6 class in St. Paul's. Therefore there are no previous National Curriculum results for the end of Key Stage 2.

In the National Curriculum tests in 1999, pupils' performance at the end of Key Stage 1 was very high in mathematics and was in the highest five per cent nationally. Performance in reading and writing was very good and well above the national average. In the most recent national assessments pupils achieved well in reading, writing and mathematics. These standards reflect a trend of well above average attainment over the last four years. Evidence from the inspection shows that these good standards are maintained in Key Stage 2. Lesson observations and the scrutiny of pupils' work indicate that pupils are likely to attain very good standards in English and in mathematics by the time they are 11. The school has set appropriate targets based on detailed information about pupils' progress.

Standards in science are satisfactory by the end of both key stages, showing a considerable improvement since 1999, where teacher assessments at the end of Key Stage 1 showed performance as being well below average. The school has reviewed the subject carefully, giving increased emphasis to experimental and investigative science and has improved teacher assessment. The most recent teacher assessments in 2000 show that pupils achieved slightly above average at the end of Key Stage 1. The school has targeted science as an area for further improvement in standards. Standards in information technology are at least satisfactory, with some pupils attaining well in relation to national expectations. The planned information and communication technology suite and further teacher training are priorities in the school's development plan to further raise standards. Standards in other subjects are at least satisfactory. Good standards were seen in a Year 4 history lesson and in a Year 6 dance lesson.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and conscientious.
Behaviour, in and out of classrooms	Very good. Pupils are respectful and polite. There is very good behaviour in lessons and in the playground.
Personal development and relationships	Good. Pupils show respect for feelings, values and beliefs. They show responsibility and independence. They have positive relationships.
Attendance	Satisfactory. There is a significant amount of absence due to holidays being taken in term time.

The school's very good climate for learning promotes enthusiasm for learning. Pupils enjoy their work, working well together and independently. They appreciate others' views and show good self-control. Some pupils are persistently late and miss the start of lessons. A few pupils are frequently absent.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lesson 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 strengths outweigh any weaknesses.

At the time of the last inspection, some teaching observed in Key Stage 2 was unsatisfactory. The school has successfully addressed the need to improve the consistency in teaching. During the current inspection, six per cent of teaching was very good, 63 per cent was good and the remainder was satisfactory. The teaching of English and mathematics is good. The school implements the literacy and numeracy strategies effectively. Lessons are very well planned and teachers make use of a good range of teaching strategies that engage the pupils. In lessons observed in various subjects, objectives were made clear to pupils and time was used efficiently. This contributed well to the good rate of progress made by pupils. Overall, pupils learn well, through carefully designed lessons that sensitively cater for their differing prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Lessons are very well planned. Some limitations exist at present for physical education due to building work. There are no facilities and apparatus for outdoor play for children in the foundation stage.
Provision for pupils with special educational needs	Good. Individual education plans are used well and work is carefully matched to pupils' needs.
Provision for pupils with English as an additional language	Good. Pupils are fully integrated. All pupils speak English and do not require additional support in language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are encouraged to reflect and to consider various issues of life. There is a very good Christian ethos. Pupils have a clear understanding of right and wrong and the impact of their actions on others. They work and play well together. They have good opportunities across the curriculum to develop their cultural awareness.
How well the school cares for its pupils	There is good care for pupils. Their academic performance is very well monitored. Assessment procedures and the use of assessment to guide curricular planning are very good.

The school has good procedures for ensuring pupils' welfare and safety. Most recently, with considerable building work being undertaken, the school has shown careful management and organisation of classes, resources and play areas to ensure the learning environment is safe. Teachers know individual pupils well and there are effective procedures for identifying and supporting pupils' performance and development. The school deals adequately with problems of behaviour and attendance. Communication with parents has been improved since the last inspection. Some written information to parents in the governors' annual report and in the school brochure require further review to reflect current legislation and to avoid misinterpretation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy have an effective working partnership. Staff are conscientious in curriculum leadership and development. There is rigorous monitoring, evaluation and development of teaching.
How well the appropriate authority fulfils its responsibilities	Good overall. The governing body has good understanding of the school's strengths and weaknesses. Some required information was unintentionally omitted from the last governors' annual report to parents and the school brochure.
The school's evaluation of its performance	Good. The school has established effective performance management reviews. Priorities for improvement are clearly identified.
The strategic use of resources	The school makes good use of all resources. Best value principles are applied when determining requirements.

The leadership and management are particularly effective. They have ensured a smooth transition from a first to a primary school. Curriculum management, planning and assessment are very good, ensuring that pupils make good progress from Key Stage 1 to Key Stage 2. There are explicit aims and values that are reflected in lessons. The headteacher and staff give good guidance and all share responsibility for development and improvement planning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Most parents are happy with standards achieved by their children. ◆ Most feel that behaviour is good. ◆ They are happy with the quality of teaching. 	<ul style="list-style-type: none"> ◆ Some would welcome more extra-curricular activities. ◆ Some would like the school to improve the quality of communication.

Inspectors agree with parents' positive views about standards, behaviour and the quality of teaching. They disagree with the views about extra-curricular activities. The school offers sports such as basketball and football. There are recorder clubs and there are plans to establish a choir and an art club in the near future. Inspectors agree that the quality of information to parents requires review.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English and mathematics is very good

1. Pupils achieve very good results in reading, writing and mathematics in the National Curriculum tests at the end of Key Stage 1. Over the last three years, there has been a trend of at least above average performance in reading and writing and of at least well above average performance in mathematics. The adoption of the literacy and numeracy strategies, along with the detailed planning and assessment procedures have contributed to pupils' very good progress. At Key Stage 2, pupils continue to make good progress in English and mathematics where, by the time they are 11, pupils' attainment is well above average.
2. Children in the foundation stage have good speaking and listening skills. They learn to read quickly, such as in recognising several words from their reading books. Most children know many letters of the alphabet. They are sensitively helped to use books and other reading material, through games, listening and reading activities and computer programs. Most can predict what might happen next in a story. Many children copy letters and words.
3. Pupils in Key Stage 1 develop good understanding of books, such as in knowing that there is a title, contents and an author. They learn about the publisher's "blurb" and use this information to determine the main ideas that they will select for their own books. By the time they are 7, pupils show enjoyment of reading, such as where they read the teacher's own book about "Jimmy and the Monkey". They identify common spelling patterns in words and read well for their age. Pupils' writing is good by the end of the key stage. The school's handwriting policy ensures pupils write in a joined style by the time they are 7. Pupils write for a wide variety of purposes, using many different formats, such as reports, accounts, letters and play scripts. Most have a secure understanding of punctuation, with some using question marks and speech marks in their stories.
4. At Key Stage 2, pupils continue to make good progress in reading and writing. They are encouraged to discuss their work, often talking maturely about their learning. For example, Year 3 pupils worked in pairs to devise their own limericks, suggesting and refining their ideas effectively. By the time they are 11, pupils confidently talk about their work, such as when they devised questions for an interview. They effectively drafted their ideas, paying close attention to criteria required for an interview. For example, pupils understood that the way in which questions are formed are important in relation to how the interviewee responds. By the end of Key Stage 2, pupils read fluently, showing enjoyment of a range of fiction and non-fiction. Their writing is fluent and presented well. Pupils write extended sentences, using a range of varied vocabulary. They include dialogue in their stories and make use of a range of punctuation. They have good opportunities to write for a wide variety of purposes, including argument, persuasion and imaginative work.
5. In their mathematical development, children in the foundation stage progress quickly through the stepping stones towards good understanding of number, shape and measures. For example, most recognise and count numbers beyond 10. They recognise shapes such as a square, triangle and circle. They make patterns and use mathematical language well to describe quantity, shape, position and ways in which they are working. At Key Stage 1, pupils use different addition and subtraction methods, such as adding to the nearest 10 when adding two numbers together. By the end of the key stage, they understand how numbers are made up, such as knowing that 73 is 70 and 3. Pupils recognise odd and even numbers, doubles and know their multiplication tables to

times five.

6. By the end of Key Stage 2, pupils understand fractions, decimals, square roots and percentages. They have good investigative skills, for example, in one lesson pupils measured percentages of the contents of cylinders and boxes containing liquid and solids. Pupils know the properties of shapes such as a rhombus, trapezium and quadrilateral. They understand area and record the addition and subtraction of money using a decimal point.

7. There are high expectations throughout the school. Work is carefully planned to meet the pupils' differing prior attainment. The lessons seen were often imaginatively delivered, making use of a wide range of teaching strategies to maintain pupils' interest. The standards achieved in literacy and numeracy contribute significantly to pupils' learning across the curriculum.

Curriculum planning and assessment procedures are very good

8. The literacy and numeracy strategies have been effectively established. These are used well to develop skills and knowledge in a systematic way across the school. Good use is made of national guidance to plan work in the foundation subjects. Teachers plan lessons in considerable detail. All planning identifies work for pupils of differing prior attainment and objectives are clear. Children in the foundation stage have good opportunities in most early experiences, with the exception of activities involving spontaneous movement from indoor to outdoor play. Planning is effectively based on ongoing assessment of pupils' achievements. A particular focus has been placed on raising standards in science, following analyses of pupils' below average performance in the subject in 1999. The school has successfully addressed the need for improved teacher assessment in this subject. Lessons are now carefully planned to ensure there is sufficient opportunity for pupils to investigate and experiment.

9. The school makes very good use of systems that assess and help to predict pupils' performance. Various tests are used to inform planning and the effectiveness of school developments. Pupils' progress is tracked across the school year and their attainment is assessed at the beginning and end of each year. Targets for improvement are set and progress towards achieving these targets is carefully monitored. This provides information for the next teacher and parents. The monitoring and evaluation of planning, teaching and learning contributes effectively towards improving the quality of education and standards.

10. There are good procedures for identifying pupils with special educational needs, who receive good support. Parents commend the school for its provision for these pupils. As part of its aim to identify and address any learning difficulties from an early stage, the school has efficiently deployed a teacher with expertise in special educational needs in the first class. Teachers plan for individual pupils and the special educational needs co-ordinator provides good advice and support. Similarly, assessment is used effectively to identify pupils with higher prior attainment, to ensure they receive appropriate extension work.

Pupils have very positive attitudes and behaviour is very good

11. In all lessons observed, pupils displayed very positive attitudes to their work. Parents agree that their children like school and are interested in lessons. Teachers provide good role models for pupils by establishing good relationships with them and encouraging pupils to take a full part in class activities. They often use humour well to encourage good response from the pupils. The school aims to promote an effective learning environment and to encourage pupils to become increasingly independent and mature. These aims are reflected well in lessons, where teachers positively encourage open discussion and reflection. Individual success is praised, such as where

pupils' names are placed in the Commendation Book. In most lessons, contributions during discussions are valued.

12. Pupils' behaviour is very good overall. Parents agree that there is good behaviour. A few minor incidences of misbehaviour were seen during the inspection but these were effectively addressed. Pupils generally concentrate well, persevere with tasks and work together in harmony. Behaviour in the playground is very good. The school has carefully reorganised playtimes to ensure pupils have sufficient space whilst the building work continues.

The leadership and management of the headteacher and key staff are very good

13. The headteacher and key staff have a very clear vision for the school and share a common purpose to achieve the school's aims. They build co-operative and co-ordinated teams that work hard for the benefit of their pupils. During the recent period of reorganisation, the leadership and management have effectively addressed staffing and resourcing issues involving the increased and changing roll. Considerable effort has been made to maintain high standards whilst contending with limited space and resources for the older pupils.

14. Systems for monitoring, evaluating and developing priorities are well established. Staff in the school carefully evaluate what they can do to improve learning. This approach has developed over the last few years as part of the school's clear systems for self-review. Management responsibilities are delegated effectively and staff take their responsibilities seriously. All co-ordinators carry out annual audits of their subject responsibilities. Close analyses are undertaken to determine areas for improvement. Job descriptions are clear and staff share a common purpose in promoting high standards. Governors monitor performance and have a good understanding of the strengths and weaknesses of the school. They understand and apply best value principles. Financial planning is good, for example, in anticipation of the increased facilities for older Key Stage 2 pupils, the governing body has appropriately set aside money for utilities and resources. A minor weakness is the omission of some statutory information in the governors' annual report and in the school brochure.

WHAT COULD BE IMPROVED

The quality of information provided for parents

15. A key issue of the previous inspection in 1996 was to further improve the quality of information for parents. At that time, some parents felt they were insufficiently consulted in connection with developments at the school. The school encourages parents to help and has initiated some shared events, such as inviting parents to come to school each morning for paired reading. There are regular newsletters and parents receive information each term about the work their children will be undertaking. There have been open meetings to discuss homework, home/school agreements and sex education. There are visits for pre-school children and three parents' evenings each year where parents can discuss their children's achievements. Overall, the school provides good opportunities for parents to become involved in their children's learning.

16. Some parents who attended the meeting before the current inspection felt that the information provided by the school could be better presented to avoid confusion. Inspectors agree that the school brochure requires review. Both the brochure and the governors' annual report need to provide parents with more detailed information regarding the special educational needs policy and what this means in practical terms. Some of the information in the brochure regarding the legal

responsibilities of supervision and uniform are misleading.

17. A small number of parents who attended the meeting before the inspection and a few parents who wrote to inspectors expressed some discontent about some aspects of the school's behaviour policy. The school has appropriately already planned to review this policy to take account of its recent change of status to a primary school.

Outdoor play provision for children in the foundation stage

18. Whilst children in the foundation stage have generally good opportunities to learn through a range of early learning experiences, the school has no designated outdoor play area, equipment or large wheeled toys to support children's physical and social development. Children lack opportunity for spontaneous movement between indoor and outdoor play. There are current restraints to implementing development in this area due to the building work being undertaken. The school has previously considered providing these facilities but has only been able to provide timetabled small games skills during the spring and summer term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ review the quality and clarity of information for parents and ensure this more accurately reflects current legislation;
- ◆ provide facilities and opportunities for outdoor play for children in the foundation stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	63	31	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

YR – Y6

Number of pupils on the school's roll	212
Number of pupils eligible for free school meals	25

Special educational needs

YR – Y6

Number of pupils with Statements of Special Educational Need	1
Number of pupils on the school's special educational needs register	23

English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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Pupils mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	13	15	16
	Girls	14	14	14
	Total	27	29	30
Percentage of pupils at NC level 2 or above	School	87 (94)	94 (84)	97 (97)
	National	83 (80)	84 (81)	90 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	13	15	16
	Girls	14	14	12
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	87 (94)	97 (97)	90 (78)
	National	84 (80)	88 (85)	88 (86)

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

Due to reorganisation from a first school to a primary school by the local education authority there are no National Curriculum assessment results for publication. The current Year 6 will be the first pupils to undertake the end of Key Stage 2 tests in summer 2001.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	0
White	145
Any other minority ethnic group	0

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, 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)	7.6
Number of pupils per qualified teacher	34.5 : 1
Average class size	34.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	125

FTE means full-time equivalent.

Financial information

Financial year	1999/00
	£
Total income	299,827
Total expenditure	302,944
Expenditure per pupil	1,638
Balance brought forward from previous year	45,316
Balance carried forward to next year	42,199

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:

212

Number of questionnaires returned:

51

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	57	39	4	0	0
My child is making good progress in school	51	45	4	0	0
Behaviour in the school is good	61	35	4	0	0
My child gets the right amount of work to do at home	33	51	14	0	2
The teaching is good	65	31	4	0	0
I am kept well informed about how my child is getting on	47	49	2	2	0
I would feel comfortable about approaching the school with questions or a problem	59	33	8	0	0
The school expects my child to work hard and achieve his or her best	73	27	0	0	0
The school works closely with parents	43	47	10	0	0
The school is well led and managed	53	43	2	0	2
The school is helping my child become mature and responsible	53	43	4	0	0
The school provides as interesting range of activities outside lessons	24	39	25	2	10