



Inspection Report

**Better
education
and care**

Unique Reference Number 107753
LEA Kirklees
Inspection number 277835
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Mrs Elisabeth Linley HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Temple Road
School category	Voluntary aided		Dewsbury
Age range of pupils	3 to 11		West Yorkshire WF13 3QE
Gender of pupils	Mixed	Telephone number	01924 325330
Number on roll	411	Fax number	01924 325331
Appropriate authority	The governing body	Chair of governors	Fr N Hird
Date of previous inspection	27 September 1999	Headteacher	Mrs R Drake

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

St Paulinus Catholic Primary School serves the parishes of St Paulinus, St Aidan's and St Thomas More and is much bigger than the average size primary school. The school has a Nursery for 26 children, which forms an integral part of the Early Years Unit. All the nursery children remain in the Early Years Unit as they move into their Reception year and, at that time, more children join the Reception classes so that numbers almost double. When children start school, most have skills that meet expectations for their age across all the areas of learning. Most pupils are from White British backgrounds and none have English as an additional language. The proportion of pupils eligible for free school meals is well below average. Although an average proportion of pupils have statements of special educational need, the proportion of pupils with learning difficulties and/or disabilities is below average.

Over recent years, the school has changed its senior leadership structure to replace the position of deputy headteacher with two assistant headteachers. Other appointments have been made, some of which are temporary, and some of the staff are new to teaching. The governing body is also new, having been reconstituted in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

St Paulinus Catholic Primary School provides a satisfactory quality of education with some good and outstanding features. At the time of the last inspection, many significant weaknesses were identified and the school has since worked hard to ensure good improvement. Its success is evident, for example, in the curriculum which is now good, and in the improved provision and achievement in mathematics and information and communication technology (ICT). The quality of provision in the Foundation Stage is outstanding. Overall, pupils now make satisfactory progress in Key Stages 1 and 2. However, the school rightly recognises there is still room for improvement; standards in science are not high enough and more able pupils do not consistently achieve their best in all subjects. Pupils' spiritual development is outstanding and parents particularly value the excellent care and welfare that their children receive which they say is 'fantastic'.

Leadership and management have improved and are satisfactory overall. With the positive guidance of the headteacher, good leadership is provided by the senior leadership team. They have an accurate view of the school's strengths and areas for development. Monitoring of provision and pupils' progress is thorough in English and mathematics but is in an early stage of development in science. The evaluation of data from assessment, however, is not rigorous enough to determine the progress made by some groups of pupils who are more able or gifted and talented. The school now provides satisfactory value for money and, given the good improvement made overall, is well placed to improve further.

What the school should do to improve further

- Raise standards in science.
- Improve the analysis and evaluation of data from assessment to gauge whether enough improvement is taking place for all groups of pupils.
- Improve the teachers' use of assessment in lessons so that they challenge the pupils consistently to do their best, particularly those who are more able.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children in the Foundation Stage achieve well, particularly in their personal, social and emotional development. This is because of the outstanding quality of provision in this area of learning. By the end of the Reception year the majority of children meet the levels expected for their age, and many exceed them.

The last inspection identified significant underachievement, particularly in Key Stage 1. This trend has now been reversed. In the 2005 national tests for pupils in Year 2, standards were broadly average. In the Year 6 national tests, standards were also broadly average but were better than those in the previous year, particularly in English

and mathematics. In science, however, pupils did not attain well at the higher levels and the school is aware that standards in science are not good enough. In addition, pupils who are more able do not consistently achieve as well as they can. This is because some teachers do not always use what they know about their achievement to ensure that planned activities challenge them.

Personal development and well-being

Grade: 2

Pupil's personal development and well-being are good with some outstanding features. Pupils say they are very happy at school and they feel highly valued by all the staff. Pupils make a positive contribution to the school community. They take on responsibilities, for example, as buddies to other pupils. Members of the school council are very proud of their plans for a vegetable garden, a project that is set to enhance pupils' exceptional understanding of healthy lifestyles. Pupils enjoy opportunities to support the wider community through partnerships with local schools and fundraising for the Catholic Agency for Overseas Development (CAFOD). This and their understanding of the impact of their efforts on others, prepares them effectively for their future economic well-being.

Pupils' attendance is in line with the national average and their punctuality is good. Their attitudes and behaviour in lessons and around the school are mostly good. Pupils' spiritual development is excellent. An outstanding and spiritually uplifting start to the school day was observed in a Year 6 classroom in which all pupils played a significant role. Pupils' moral, social and cultural awareness is equally very well developed, for example, by the 'super learning day', and through the strong Catholic ethos that underpins all aspects of the school's work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. A key reason why pupils' progress is often only satisfactory is that there is insufficient challenge for those pupils who are more able. Where teaching is good, the work is better matched to pupils' abilities, although even here on some occasions a minority of pupils are not stretched enough to apply their skills. Overall, effective questioning helps to promote pupils' thinking and pupils are encouraged to work effectively with partners and within groups to aid their learning. All members of staff promote caring relationships with pupils and teaching assistants are used effectively, particularly to support pupils who have learning difficulties and/or disabilities. Teachers set targets for pupils; all have group targets and some also have individual targets. There is inconsistency in how teachers use their marking to help pupils know how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. Outstanding provision in the Early Years Unit focuses clearly on learning through play, both indoors and out. Throughout school, a positive emphasis on the development of pupils' skills in literacy and numeracy aids their achievement. Modern foreign language lessons are taught and, during the inspection, it was a delight to hear pupils in Year 1 answering the register in French. Provision for ICT has greatly improved since the last inspection and is now good. Pupils also benefit from a rich and varied programme of activities that include residential visits for pupils in Years 5 and 6 and lots of visits out of school. Themed days and 'super learning days' also bring enjoyment into learning. One pupil summed up the feelings of many when she remarked, 'there is a wide and exciting variety of after-school activities and clubs for our enjoyment'. Although, there is good provision for pupils with identified learning difficulties and/or disabilities, curriculum provision for gifted and talented pupils is in the early stages of development.

Care, guidance and support

Grade: 2

The quality of care, support and guidance is good. The school includes a very wide spectrum of pupils, some of whom have complex needs and low levels of self-esteem. The pastoral and emotional support provided for pupils through planned communication, exercise and friendship groups is excellent. The provision for pupils' personal, social and health education is particularly effective in developing pupils' self-confidence and promoting understanding of their own health and safety. Child protection systems and health and safety procedures are effective; guidance for pupils' academic progress is satisfactory. Pupils' progress is tracked, recorded and analysed carefully in English and mathematics but procedures are still being developed in science. Also, assessment information about pupils who are more able or gifted and talented is not used well enough to ensure that they are guided effectively in their learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides good leadership and staff appreciate the way in which she has empowered them to take on new responsibilities. As a result, the assistant headteachers and subject coordinators are effective in their roles as leaders. The management of the school is satisfactory and developing. Satisfactory monitoring procedures identify where action is needed to raise standards, as in science, where the school has recognised the need to track pupils' progress effectively so that challenging targets are set to secure improvement. Evaluation of the school's work is beginning to determine the effectiveness of action taken. This good practice is evident in the school's focus to improve the quality of pupils' writing where innovative approaches are being used by teachers. Evaluation

of assessment data, however, is not rigorous enough to determine the progress made by groups of pupils who are more able or who are gifted and talented.

Good partnerships are established with external agencies and parents. The school also has a positive working relationship with the governing body. Governors are supportive and know the importance of holding the school to account. However, the vast majority are new to office and are still developing in their roles. Financial management of the school is effective and supports planned developments for improvement, for example, as in ICT. The school is well placed to improve further and provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently and we were pleased to talk to you about your school. These are some of the good things we found out.

- You enjoy coming to school and the activities you do.
- You behave well and have good attitudes to learning.
- You enjoy opportunities to think about your faith and about the needs of others.
- There are many wonderful opportunities provided for the youngest children in the Early Years Unit.
- Everyone in school tries very hard indeed to keep you safe and to care for you and they make good links with other people to help them.

There are a few things that need to be better and we have asked everyone in school to make them happen. We hope you will work hard to help them.

- All the people who work with you in school are going to help you do better in science.
- Some of you find work a bit easy and we are asking your teachers to make sure you all have the right work so that everyone can do really well.
- Your headteacher and all the staff are going to keep a closer eye on how you are getting on and the progress you are making.

Thank you very much for making us so welcome when we visited you. We wish you all the best for the future.