



St Paul's CofE Primary School

Inspection Report

Unique Reference Number 105945
Local Authority Salford
Inspection number 287374
Inspection dates 4–5 October 2006
Reporting inspector Arthur Markham

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

Type of school	Primary	School address	Crompton Street
School category	Voluntary aided		Walkden, Worsley
Age range of pupils	3–11		Manchester, Lancashire
			M28 3HP
Gender of pupils	Mixed	Telephone number	0161 7904162
Number on roll (school)	230	Fax number	0161 921 1209
Appropriate authority	The governing body	Chair	Dr Steven Edwards
		Headteacher	Miss Deborah Sandercock
Date of previous school inspection	20 May 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves an area of private and local authority housing. Most pupils are of White British background with only a small number from minority ethnic groups. There are very few pupils at an early stage of learning English. The number of pupils claiming free school meals is below that in most schools, as is the number with learning difficulties and/or disabilities. The school has been awarded the Artsmark, the Activemark, the Basic Skills Quality Mark and has Healthy School and Investor in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some significant strengths. The high emphasis given to pupils' personal development and to ensuring that all are cared for extremely well are very positive factors in the good rate of progress pupils make. Staff work hard to enable pupils to develop into mature, self-assured young people who are well prepared for the next stage of their education. This is highly appreciated by parents, one saying, 'We are very pleased with how the school works to build children's self-esteem and confidence.' Pupils like their teachers and appreciate the way that they make learning fun. Relationships are very good and pupils consequently enjoy school and have an enthusiasm for learning. Their behaviour is exemplary. They develop skills as independent learners from an early age and show increasing maturity as they go through the school. They carry out a range of responsibilities enthusiastically and are pleased that their views are taken into account through the work of the school council. The strong emphasis given to developing pupils' awareness of the importance of healthy lifestyles is clearly evidenced by their lively and enthusiastic participation in early morning 'wake and shake activities'.

Pupils achieve well and reach standards that are above average by the end of Year 6. Teaching is good and lessons are carefully planned and organised, usually with activities designed to meet the varying needs of pupils within each class. Most lessons run at a brisk pace with activities that interest and enthuse pupils and promote good learning. Occasionally progress slows because teachers talk for too long and do not ensure that all tasks are sufficiently challenging. In the Foundation Stage children make a positive start because good attention is given to providing a balance of teacher-directed and independent activities. As a result, most children reach the standards expected for their age by the end of the Reception year. Throughout Years 1 to 6 close attention is given to ensuring that activities meet the needs of pupils with learning difficulties and/or disabilities and those learning English as an additional language. Consequently, both groups make good progress. Pupils enjoy learning because the curriculum is rich and varied, with music, drama and sport being given a high profile. However, the use of information and communication technology (ICT) across the curriculum is not well developed so pupils do not have enough opportunities to practise and improve their skills.

Leadership and management are good. The headteacher provides a very clear educational direction for the school with a strong focus on ensuring that every child matters. Staff are well motivated and share her commitment to providing a high quality education for the pupils. Governors are involved and provide effective support and challenge. This develops a successful team approach, summed up by one teacher when she said, 'We work together well because we are given opportunities to put forward our ideas and instigate change.' An accurate view of the school's strengths and areas requiring development is held because self-evaluation procedures are rigorous, although somewhat modest in relation to pupils' personal development and the care taken of them. Weaknesses are tackled effectively, for example, a fall in the standards attained by pupils in mathematics and science in the national tests in 2005 has been successfully

addressed through the combined efforts of the school and local authority staff. The school provides good value for money. There has been good improvement since the last inspection and the school is well placed to improve further.

What the school should do to improve further

- Improve provision for ICT so that pupils become more competent in developing and using their skills across the curriculum.
- Ensure more consistency in the quality of teaching so that good learning occurs in all lessons.

Achievement and standards

Grade: 2

Standards are above average and pupils achieve well because their progress is closely monitored and any weaknesses are identified quickly and dealt with effectively. Children enter the Foundation Stage with skills that are average for their age and make steady progress. By the end of the Reception year standards are average. In Years 1 and 2 pupils make good progress overall and reach standards that are above average in reading, writing and mathematics. This good progress continues in Years 3 to 6 and, by the end of Year 6, standards are above average. Pupils' performance in the national tests at Year 6 dipped in 2005, particularly in mathematics and science. However, determined action resulted in a marked improvement in 2006 with most pupils reaching the challenging targets set by teachers. The effective use of teaching assistants ensures that those pupils with learning difficulties and/or disabilities and those learning English as an additional language are supported well and make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Pupils say, 'School is fun and we learn lots of good things' and 'Teachers work hard to help us and make lessons interesting.' Pupils form good relationships with each other and with adults and collaborate well in group work. They behave extremely well and play happily together. They have an exceptionally good sense of how to live healthily and take responsibility for themselves from an early age, for example signing in for the day in the Nursery. As they mature they take responsibility for others too, raising money for the local hospice by selling toys or taking care of other pupils on the playground in their role as a much-admired 'amigo'. Pupils make a very good contribution to the school and the wider community and are pleased that their views are taken into account through the work of the school council. An exciting 'life skills' programme provides a high level of enjoyment to pupils and prepares them exceptionally well for their futures. The high level of attendance reflects their happiness in school and enjoyment in learning.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall but there is some inconsistency. In the Nursery and Reception classes well planned teaching helps children develop good learning habits and routines. In most lessons at Key Stages 1 and 2, teachers explain tasks clearly and use questions well to ensure that pupils understand what they have to do. Relationships are very good and teachers give close attention to developing pupils' self-esteem and confidence. This generates a pleasant atmosphere in lessons and pupils behave extremely well and enjoy their learning. One pupil explained, 'Teachers are helpful, they are sometimes strict, but they make lessons fun.' Good teaching is characterised by high expectations and challenging tasks that stimulate the pupils to work hard. Occasionally, in satisfactory lessons, teachers talk for too long leaving insufficient time for pupils to practise and consolidate their learning. Teachers use assessment well to check pupils' progress and give them clear guidance for improvement when marking their work. Effective use of teaching assistants ensures that good quality support is given to those pupils who need it.

Curriculum and other activities

Grade: 2

The curriculum is good and matches the needs of the pupils well. Close attention is given to developing basic skills in literacy and numeracy. The curriculum is enriched by a range of visits and visitors and close links with local businesses that contribute to pupils' enjoyment and support their learning well. However, provision in ICT is not well developed and not enough use is made of computers to support learning across the curriculum. The curriculum in the Foundation Stage is good and covers all the required areas of learning well. Throughout the school a strong focus on personal, social, health and citizenship education is reflected in the pupils' outstanding personal development. All pupils in Years 5 and 6 have the opportunity to take part in residential experiences, which effectively support the development of their interpersonal skills. Everyone has the opportunity to become involved in the wide range of school clubs and instrumental lessons that are on offer.

Care, guidance and support

Grade: 1

The quality of care, guidance and support provided for pupils is outstanding. Warm, caring relationships help pupils of all ages to feel secure and happy in school. They consequently trust staff and confidently turn to them if they are troubled or upset. Procedures for ensuring pupils' health and safety are thorough and child protection procedures are in place. Parents and carers find staff approachable, particularly in the Foundation Stage where they work closely with staff to support their children's education. The academic guidance given to pupils is good. Pupils value the help they

are given through their targets and marking, which helps them understand how they can improve. The support for those who are particularly vulnerable or who have learning difficulties and/or disabilities is strong.

Leadership and management

Grade: 2

Good leadership and management impacts strongly on the quality of education provided for pupils. The headteacher's clear educational vision and commitment to developing staff has successfully created an effective team approach. The school is managed well and procedures for measuring how effectively the school is performing are thorough. As a result, the school has an accurate knowledge of its strengths and of those areas requiring further development. For example, detailed analysis of data enabled the school to identify the need to improve boys' writing and girls' achievement in mathematics. The positive action being taken has resulted in improvement throughout the school. Governors fulfill their responsibilities well. They are very involved in the life of the school and carefully monitor its effectiveness in order to support their active involvement in determining the school's strategic direction.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know two inspectors recently visited your school to find out how well you are learning. Thank you for being so friendly and talking to us. We very much enjoyed being in your school and listening to what you had to say. We decided that St Paul's Church of England Primary is a good school. Your school is a very welcoming place and is always trying to improve so that you enjoy your learning and do well. The things we particularly liked were:

- the way your teachers and other adults take outstanding care of you and make sure that you feel safe and happy
- the way your headteacher runs the school, she listens to what you all think could make it better and works hard to make the changes happen
- the way the teachers make learning fun so that you enjoy school and achieve well
- your excellent behaviour in lessons and around the school and the way you work hard for your teachers.

To make it even better the school now needs to:

- help you to improve your computer skills so that you can use them in different subjects
- help you to make consistently good progress in your learning by making sure that all lessons are stimulating and interesting.

Thank you for helping us so much with the inspection of your school. We hope that you will continue to work hard in school and help the teachers so that St Paul's Church of England Primary becomes an even better school.