



St Paul's Catholic Primary School

Inspection Report

Unique Reference Number 108032
Local Authority Leeds
Inspection number 288004
Inspection date 8 December 2006
Reporting inspector Rosemary Rodger

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

Type of school	Primary	School address	Buckstone Crescent
School category	Voluntary aided		Leeds
Age range of pupils	4-11		West Yorkshire LS17 5ES
Gender of pupils	Mixed	Telephone number	0113 2939901
Number on roll (school)	188	Fax number	0113 2161353
Appropriate authority	The governing body	Chair	Mr David Murray
		Headteacher	Mrs M Cabry
Date of previous school inspection	19 March 2001		

Age group 4-11	Inspection date 8 December 2006	Inspection number 288004
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

St Paul's Catholic Primary school serves a socially and economically mixed area, north of Leeds, but has a higher than average proportion of pupils from advantaged backgrounds. Most pupils are of White British heritage, with an increasing number of pupils from minority ethnic cultures who are in the early stages of learning English. An average proportion of pupils have learning difficulties and/or disabilities. The headteacher and deputy headteacher have only recently joined the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St Paul's Catholic Primary School is an outstanding school in which pupils achieve exceptionally well. The recently appointed headteacher and deputy headteacher along with very committed staff are providing their pupils with an excellent quality of education. Parents are unstinting in their praise of the headteacher's impact on the school. Ensuring every child matters is fully realised in the provision for everyone. High standards have been sustained over several years. The results of the 2006 national tests in Key Stage 2 were exceptionally high and the best the school has ever achieved in English, mathematics and science. The outstanding results are the outcome of the consistently outstanding teaching for pupils in Year 1 to 6. More able pupils and those with learning difficulties achieve really well. Pupils new to learning English make rapid progress, due to the support provided by their classmates as well as well planned individual support.

The personal development and well-being of all pupils are outstanding. This is well captured in the comment by Year 6 pupils who said, 'We support each other, there are no gangs, because in a Catholic school, God is with everybody,' and, 'We always put the care of others before ourselves', sums up the values developed in all the pupils. The above average attendance reflects the pupils' enjoyment and excellent attitudes to learning. Behaviour is exemplary in lessons and around school. Alongside 'wake up, shake up', exercises for all pupils in the playground, there is a wide range of sporting clubs and events to keep pupils fit.

Teaching is outstanding. Teachers have excellent subject knowledge, explain what pupils have to learn and make exceptionally good use of interactive whiteboards to enrich learning and increase interest and motivation. Support staff provide invaluable support that is exceptionally well reflected in the outstanding progress made by pupils with additional needs. Teachers are very hardworking. They are not complacent and regularly seek ways to improve their skills through a wide ranging programme of training.

Provision and standards in the Foundation Stage are good. The schools Building Development Plan is set to address the limitations to the accommodation for the youngest children in the school. They do not have a dedicated outdoor play area and some of the resources they have are worn and do not stimulate learning well enough. This limits progress, somewhat.

The curriculum is brilliantly enhanced by exciting residential visits. Year 6 pupils enjoy the challenge of the outdoor environment in many ways, through growing and tending flowers and vegetables, to more adventurous activities such as caving. Pupils are cared for with excellent levels of sensitivity. Those with learning difficulties and/or disabilities are always included in lessons and make excellent progress as a result. Support staff are very ably supported and trained very well by the special educational needs leader.

Leadership and management are outstanding and very tightly focused on ensuring the pupils are well cared for, enjoy school and make as much progress as they are capable of. The drive and vision of the headteacher is well complemented by the

rigorous analysis of achievement and excellent teaching of the deputy headteacher. They have created an excellent team of staff who share their goals and aspirations totally. Governance is outstanding. Governors carry out their responsibilities very effectively and are extremely supportive. Recent staffing cuts have been exceptionally smoothly managed. The school provides outstanding value for money and has made exceptional improvement since the last inspection. It has an excellent capacity to improve.

What the school should do to improve further

- Improve outdoor provision and resources for children in the Foundation Stage to enhance progress.

Achievement and standards

Grade: 1

When children start school their levels of attainment are typical for their age. Achievement throughout the Foundation Stage is good, with a significant proportion of children exceeding the standards expected nationally for their age in most areas of learning, by the time they enter Year 1. They build very well on this good start, so that by end of Year 6, standards are exceptionally high. Those with learning difficulties and/or disabilities make particularly good progress and do very well in national tests because of the excellent support they receive from highly skilled teaching assistants. Pupils in the early stages of learning English make rapid progress as a result of the excellent support and encouragement they are given.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. Pupils take part in many sports activities to keep fit. Golf and cross-country running are great favourites. The steps to create a safe school are praised unanimously by parents. The spiritual, moral, social and cultural development of the pupils is excellent. The school truly reflects the spiritual and moral values that underpin all of its work. Pupils are very well equipped for later life through the range of responsibilities they have and the encouragement to care for each other. Those new to the school feel very secure because of the familiar routines and friendly welcome they receive.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Expectations for learning are made very clear. Pupils understand how to improve their work because it is marked in great

detail. Teachers are very talented, not only in teaching the basic skills but also creative subjects. Outstanding teaching of physical education in a dance lesson meant that pupils performed dances using a range of movement patterns in response to a musical accompaniment to a high standard. Occasionally, in the Foundation Stage, adults should take opportunities to further support and extend children's learning in play activities.

Curriculum and other activities

Grade: 1

The curriculum is extremely well balanced between basic skills teaching and more creative activities. Enrichment is exceptionally good because of the wide ranging after school and lunchtime clubs, additional French and Spanish teaching, and provision to keep fit. In the Foundation Stage, children have a good balance between selecting what they want to do and working with adults in the classroom. The school's Building Development plan is designed to address the need to improve the opportunities for learning outside the classroom.

Care, guidance and support

Grade: 1

The school provides pupils with a haven of security, with very good care, guidance and support. All arrangements to safeguard pupils are in place and meet current requirements. Pupils trust their teachers and know they will always be there for them if needed. Children say there is no bullying because they all get on well together. Assessment procedures are very well developed. Older pupils know what they need to do to improve their work because they have 'targets', which they understand and which challenge them appropriately.

Leadership and management

Grade: 1

The excellent leadership of the headteacher is greatly valued by pupils as well as staff and parents. She is well respected for her openness and involvement of parents, governors and staff in evaluating the school's work. For example, a recent evaluation was completed by parents whose children had just started school.

The school's self-evaluation is modest in many respects when compared to inspection findings. Nevertheless, it helps staff to identify and then address key priorities for improvement. The school buzzes with the zeal and enthusiasm of its staff, as a result of the headteacher's clear vision for the future and commitment to continuous school improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

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

Achievement and standards

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

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	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

What an exciting day I had in your school! You are so lucky to have so many interesting activities to take part in. Thank you all so much for the help you gave me. I appreciated your politeness and helpfulness around school. You all have much to be proud of because your school is outstanding. The things that are most outstanding are listed below.

- You and your teachers work very hard so by the time you leave school you have achieved excellent results in the tests you take.
- You learn really well in lessons, especially now you have whiteboards in most classes.
- Everyone is well cared for because you play a big role in settling in those children who are new to the school.
- You are kept very safe in school and that pleases your parents very much.
- Your headteacher and teachers are great because they teach you so well and make learning fun.

There is one thing your school has been asked to do and that is to provide an outdoor learning area for the youngest children so they can spend more time learning and playing outside.