

Whinmoor St Paul's Church of England Primary School

Inspection report

Unique Reference Number	108051
Local Authority	Leeds
Inspection number	309583
Inspection date	12 November 2008
Reporting inspector	Philip Cole

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	212
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	120
Appropriate authority	The governing body
Chair	Mr J Spencer
Headteacher	Mrs Sheila Storey
Date of previous school inspection	20 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Whinmoor Crescent Leeds West Yorkshire LS14 1EG
Telephone number	113 2657250

Age group	4–11
Inspection date	12 November 2008
Inspection number	309583

Fax number

113 2657250

Age group	4-11
Inspection date	12 November 2008
Inspection number	309583

© Crown copyright 2008

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 two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards in the Early Years Foundation Stage (EYFS) and Key Stage 1 and science in Key Stage 2. Evidence was gathered from national published data, the school's own assessment and evaluation records, observations of lessons, pupils' completed work and interviews with staff, five governors and pupils. The views of parents were also taken into account through the parents' questionnaire. Other aspects of the school's work were not investigated in detail. On the whole the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is an average sized school that serves a residential area in north Leeds. Most of the pupils are White British: a few are from minority ethnic backgrounds. The proportion of pupils entitled to free school meals is below average as is the proportion that has learning difficulties and/or disabilities. In September 2007 the governing body took over responsibility for an independent nursery based on the school's site. The Nursery admits children from the age of two years to four years and together with the Reception class forms the school's provision for Early Years Foundation Stage (EYFS). The school has achieved the Healthy Schools Award and the Inclusion Chartermark.

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 that enjoys a very strong reputation locally. 'I could not be happier with St Paul's' sums up the views of many parents. They believe that their children thrive because of the school's caring ethos, openness and the varied and interesting experiences they have for learning. The pupils are equally enthusiastic and talk eagerly about their lessons, the help their teachers give them, the great visits they go on and the many other extra activities they enjoy. They feel safe and secure and appreciate that the school listens to them and acts appropriately on their suggestions, such as those that have led to improvements in the outdoor play provision.

Pupils enjoy school, their attendance is good and they behave well overall. Around school and in most lessons their behaviour is excellent although occasionally, when teaching is ordinary, behaviour is satisfactory. Everyone gets on very well together and pupils work effectively on collaborative tasks. They have an excellent understanding of what they need to do to keep fit and healthy. They enjoy the many opportunities they have to exercise, both in lessons and in the many sports based clubs that are open to them and mostly make sensible choices with their food. This reflects the school's achievement of the Healthy Schools Award. Pupils are keen to help, for example, the older ones assist younger ones at the start of the school day and at break-times. Pupils enjoy being involved in the wider community through, for example, the church, singing in the choir at local venues and participating in events for the city's schools. Their appreciation of what it is to live in a multicultural society and of different ways of life around the world is satisfactory. Overall pupils' personal development is good, rather than outstanding as the school judges. Together with their good basic skills it ensures they are well placed to face life's future challenges.

Pupils make good progress from starting points that are broadly average to reach standards that are above average by Year 6. This represents good achievement. There has been a marked decline in standards in Key Stage 1 from significantly above national averages in 2006 to in line with them in 2008. The implementation of more rigorous assessment, effective tracking systems and more sharply focused teaching, particularly in reading and writing, is ensuring that this trend is being reversed. Inspection evidence and the school's tracking of pupils' progress shows that across Key Stage 1 pupils are now making good progress. Results in Key Stage 2 have been significantly above average since 2004 and provisional data for 2008 suggests further improvement in English and mathematics. In science, however, there was a marked drop. The school's tracking of pupils' progress shows pupils are on course to attain well. This reflects the effectiveness of strategies used to boost attainment, including using targets for pupils' improvement and more focused teaching.

The quality of teaching is good and ensures that pupils make good progress. Lessons have a clear purpose that is shared with pupils and successfully focuses their efforts. The needs of different groups are identified through regular and accurate assessment and are successfully met, often with the effective use of skilled teaching assistants. Marking of work provides good direction to pupils and helps them to improve what they do. Occasionally, lessons are ordinary when the teacher does not ensure pupils are always listening or working purposefully and progress is then at best satisfactory. In the best lessons, exciting and purposeful activities are provided that challenge pupils to apply and extend their skills, to work collaboratively and to make decisions.

The curriculum is good. It is regularly reviewed and modified to improve pupils' learning. For example, the implementation of a different approach to teaching writing is having a significant impact on standards in writing across the school. Theme weeks, residential visits in Years 4, 5 and 6, coaching provided through links with a nearby sports college and numerous clubs enrich and extend pupils' learning. The school's caring ethos, positive relationships with parents and effective arrangements for pupils' welfare and safety ensure that pupils are well looked after. Assessment is used well to keep an eye on the progress of all pupils, to identify those who would benefit from extra support and to provide targets that help individual pupils take the next steps in their learning. As a result vulnerable pupils, those with learning difficulties and/or disabilities and pupils from minority ethnic backgrounds all make the same good progress as other pupils in school and this reflects the school's accolade of the Inclusion Chartermark.

The school is well led by the headteacher who is very ably supported by the deputy headteacher and by other staff in their roles as subject leaders and coordinators. There is a clear understanding of what needs to be done to continue to move the school forward. Leadership and management of the EYFS are satisfactory. There is a lack of clarity about the responsibilities of the EYFS coordinator and the Nursery manager. This is holding back the integration of the Nursery and the Reception class into a fully effective EYFS unit. Self-evaluation is good but occasionally over generous. However, it is used well to underpin the planning of improvements and the actions taken have been effective. Governors have a satisfactory understanding of the school but are over reliant on the reports and the information they receive from the school. Good use is made of the school's budget and resources to promote pupils' learning. The school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children's achievement is satisfactory. They enter Nursery with typical levels of attainment for their age and by the end of the Reception year mostly meet the goals for their age.

Much has been done to improve the provision in the Nursery since the governing body took responsibility for it. In September 2008 a teacher was appointed for the first time. Planning is good and identifies the individual needs of each child and is closely focused on delivering the EYFS curriculum. Improved and effective assessment systems help staff monitor and track children's progress. Progress is getting better as improvements are being made to the provision. Opportunities for learning indoors are broad, well led and supported. They include a mixture of focused activities and opportunities for independent work. Key Stage 1 pupils use the outdoor area as a playground and this reduces access, and therefore the effectiveness, of the outdoor provision, although there are opportunities across all the areas of learning.

Leadership and management of the EYFS are satisfactory because there are differences in the effectiveness of planning and nature of the provision in the Nursery and Reception class. This is because both operate as separate entities and the role of the EYFS is unclear. In the Reception class planning takes insufficient account of the needs of different children and on occasion higher attaining pupils are not well challenged. There is separate outdoor area available for Reception children but this is not used sufficiently well. Children in the EYFS are well cared for and well looked after.

What the school should do to improve further

- Ensure that the leadership of the EYFS improves the continuity and consistency of provision across this stage so that children make the same good progress as pupils in Key Stages 1 and 2.
- Ensure that pupils have a better understanding of the diverse nature of the wider community in Britain and of the different cultures and ways of life found across the world.

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.

Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Whinmoor St Paul's Church of England Primary School, Leeds, LS14 1EG

Thank you for making the inspectors welcome when we visited your school. We enjoyed talking to you about what makes your school so good. You told us how much you enjoyed your lessons and about the interesting things you are able to do, including the many clubs you so enthusiastically join. You are well cared for and safe in school and have an excellent understanding of what you need to do to keep fit and healthy. Your behaviour is good and you all get on well with each other.

You know a lot about your school. The inspection found that an area for improvement is to help you build on this to gain an even better understanding of the different cultures and ways of life found in Britain and around the world. We have therefore asked the school to help you get a better understanding of the wider community in which you live.

In Key Stages 1 and 2 lessons are good and those of you in these key stages are given work that is well matched to your needs. The teachers do a good job in helping you understand how you can improve through the comments they make in your books and the targets they ask you to work towards. As a result, you make good progress and by the end of Year 6 achieve good standards in the national tests. Children in the Nursery and Reception classes make satisfactory progress and we have asked the school to ensure that they make good progress as well.

We judge that your school is good. A major reason why this is so is because you have a good headteacher and deputy headteacher who are given very effective help by the rest of the staff. Everyone works hard to do their best for all of you and there is no reason why the school should not become even better. It comes as no surprise that your parents are really pleased that you attend this school.