

# St Paulinus Catholic Primary School, Dewsbury

## Inspection report

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<b>Unique Reference Number</b>	107753
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324647
<b>Inspection dates</b>	10–11 February 2009
<b>Reporting inspector</b>	Ken Valentine

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	418
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	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Christine Fox
<b>Headteacher</b>	Mrs R Drake
<b>Date of previous school inspection</b>	21 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Temple Road Dewsbury West Yorkshire WF13 3QE
<b>Telephone number</b>	01924 325330

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 February 2009
<b>Inspection number</b>	324647

**Fax number**

01924 325331

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Paulinus Catholic Primary School is situated near the centre of Dewsbury and serves a mixed socio economic area. It is much larger than average and most pupils are from White British backgrounds. The percentage of pupils with learning difficulties and/or disabilities is below average. The proportion entitled to a free school meal is broadly average. The school holds a number of awards including Investors in People, Activemark, Eco Schools and Healthy Schools.

Extended provision is available for pupils before and after school. That provision was inspected separately, at the same time as the school inspection, and receives a separately written report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Pupils' spiritual, moral, social and cultural development is outstanding. Parents unanimously express the view that their children enjoy their education and comment on its, 'friendly and warm' environment. The school provides good care, support and guidance for its pupils, which contributes much to their good personal development. Pupils are friendly, polite and welcoming.

Achievement is satisfactory and standards by the end of Year 2 and Year 6 are broadly average. Children enter the school with skills that are below those that are typical for their age. They make good progress in the Early Years Foundation Stage, particularly in their communication, language and literacy, and their attainment is close to the level expected of their age when they leave Reception. Standards in writing at the end of Year 2 and Year 6 are below average because too few pupils reach the higher levels. Pupils, including those with learning difficulties and/or disabilities make satisfactory progress overall. Pupils make better progress in some classes than others because of inconsistencies in the quality of teaching and learning. Although teaching is satisfactory overall, in some classes for example work is less interesting and does not provide appropriate challenge to all pupils and consequently learning slows.

The good curriculum offers a wide range of activities that engage pupils' interest. This is why pupils are enthusiastic in class, behave well and have good attitudes to learning. The emphasis the school places on opportunities for pupils to reflect, take on responsibilities, learn about cultural diversity in their own and other communities and contribute to school life leads to pupils' outstanding spiritual, moral, social and cultural development. The involvement in the Eco Schools programme successfully enables pupils to think seriously about environmental issues. The school is developing its links well with schools beyond the local area as part of its contribution to community cohesion. Pupils respond extremely well to all the school offers. Many attend the different clubs and special events such as the fashion show held last year. Attendance at school is broadly average.

Although satisfactory overall the leadership and management have been particularly successful in promoting the good personal development of pupils. Outstanding pastoral care and excellent relationships mean that pupils feel safe and all have an equal chance to succeed. Additional support provided for pupils with learning difficulties and/or disabilities is handled sensitively and effectively. Academic guidance, however, is at a much earlier stage of development. The recently strengthened roles of middle managers are now starting to have an impact on standards and pupils' achievement. For example, interventions to support pupils' learning are proving successful. However, greater rigour is needed in checking the quality of teaching and its effect on pupils' learning and in ensuring the accuracy of assessments of pupils' achievement. The school has improved since the previous inspection and demonstrates a satisfactory capacity for further improvement. It offers satisfactory value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter Nursery with skills that are lower than is typical for their age, especially in their personal, social and emotional development and in their language and communication skills. They make good progress and leave Reception with skills and knowledge that is close to average. Teachers successfully develop children's literacy skills through a focus on linking sounds and

letters. Children's personal development is promoted well by giving them experiences that develop their knowledge and understanding of the wider world. The unit is well led and managed. Good organisation promotes children's independence and social skills effectively. Good links are made with parents and the unit works successfully with other agencies.

There is a clear system of assessing the progress of each child. They have opportunities to decide for themselves the activities they will pursue from the range available. Good teaching provides children with a stimulating and exciting range of learning activities, and the result is happy, purposeful learners. The outstanding nurturing and support of children means they quickly develop social skills that help them adopt a positive and caring attitude to each other and the school. The secure and stimulating environment provides a good start to their school life. Outdoor play provides a good range of activities to promote enjoyment and an understanding of the environment. However, the use of the outdoors is limited during periods of inclement weather.

### **What the school should do to improve further**

- Improve the standard of pupils' writing.
- Ensure greater consistency in the quality of teaching and learning so that more is good or better.
- Strengthen the school's self-evaluation systems, particularly the role of middle leaders.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards in Year 2 and Year 6 are broadly average and pupils make satisfactory progress. Standards have remained broadly average for some time in Year 2 although there has been a greater variation in the previous two years. Nevertheless, achievement has been satisfactory and inspection evidence confirms that this continues to be the case.

In Year 6 there has been a legacy of underachievement. However, the 2008 provisional test results indicate that standards are now broadly average, with more pupils making better progress and overall achievement being satisfactory. Reading has for some time been a strength and standards are higher than those in writing. This highlights the continuing need for the school to improve the below average standards in writing, particularly for pupils capable of attaining at the higher levels. The school has been very successful in improving pupils' standards in science and mathematics and inspection evidence indicates that it is currently on track to meet its challenging targets for 2009.

## **Personal development and well-being**

### **Grade: 2**

Pupils are cheerful, happy, and self-confident. Their behaviour is good, both in lessons and on the playground, and they know what is expected of them. Their spiritual, moral, social and cultural development is outstanding. Links with another school and visits to different places of worship give pupils a wide understanding of other religions and cultures and pupils respond extremely well to opportunities for reflection. The caring 'family' approach of the school allows pupils to make an exceptionally strong contribution to the school community. For example,

many of the older pupils take on roles of responsibility within the school, including playground buddies and befrienders, and some run lunchtime art and 'explore' clubs for younger children. The school council is responsible for organising and implementing fundraising events and is involved in introducing 'healthy rewards' for good work and behaviour. All pupils know about the importance of leading a healthy lifestyle: many choose healthy lunch options and participate in a variety of physical education and sporting activities. Pupils have a good understanding of some global issues through the Eco Schools programme and are involved in improving their local environment through links with the local wardens.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Pupils have good attitudes to their work and well established routines ensure they concentrate well. In the best lessons the high expectations teachers have of pupils result in good behaviour and pupils are also encouraged to work independently. In many lessons teachers' enthusiasm and subject knowledge make activities challenging and stimulating. Improved use of assessment means that work is more closely tailored to the full range of pupils' needs. Pupils confirm the best lessons are the ones in which they are, 'doing things' and are actively involved in their own learning. However, this is not consistent across the school and on occasions the use of time is not well allocated, limiting the opportunities for active involvement by pupils. As a consequence their learning is not as good. Teaching assistants are directed well during lessons ensuring that all pupils remain engaged and meet the lesson objectives. The quality of intervention programmes ensures all pupils, including those with learning difficulties and/or disabilities, make satisfactory progress. Regular assessments lead to appropriate learning targets being set for pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provides a broad range of interesting and challenging activities and, as a result, pupils enjoy their lessons. Good planning means that teachers and other staff are used to best effect. For example, support staff lead specific lessons and teach mathematics to pupils in small groups resulting in teaching that meets pupils' specific needs. Careful attention is given to the curriculum to ensure all pupils' needs are met and this contributes towards their good personal development. Effective arrangements for the more able are now evident in the gifted and talented mathematics provision, 'Super Learning Days' and the arts programmes that the school offers. Education for safety and health is good and there are extensive opportunities for enrichment, for example, street dancing and cheerleading. These are enjoyed by the many pupils who participate. Pupils represent the school in the wider community with choir performances and by inviting the local community to the annual Christmas concert.

### **Care, guidance and support**

#### **Grade: 2**

The pastoral care provided by the school lies at the heart of all that it does and this aspect is outstanding. Excellent relationships ensure that all children feel safe and know where to turn to if they need help. The school uses outside agencies effectively to provide valuable support for those pupils experiencing particular social or emotional difficulties. Pupils with learning

difficulties and/or disabilities are quickly identified and supported with sensitivity. Child protection and health and safety procedures are robust, monitored regularly and applied rigorously. Staff have a good awareness of individuals and their family circumstances and pay close attention to the well-being of each pupil. The school is developing systems to ensure that pupils' academic progress is monitored to identify their next steps in learning. These systems are beginning to have a positive impact on pupils' achievement. Pupils leaving school in Year 6 feel well prepared for their transfer to secondary school.

## **Leadership and management**

### **Grade: 3**

The school leadership has been successful in developing a very caring environment where pupils' personal development is strong. Governors support the school well and ensure statutory requirements are met. They help reinforce the aim that the school should be the welcoming and happy place that it is. The school demonstrates a good commitment to community cohesion through a recently created position of responsibility for this area. There is a good awareness by the pupils of other communities, cultures and backgrounds helped by the schools developing partnership arrangements with other schools within the local area.

Since the previous inspection areas of improvement have been addressed and some successes are evident, such as improved standards in science, although the school recognises there is still more to be done. The leadership and management structure has been strengthened and there exists a sense of energy and commitment to school improvement. The increased scope for middle leaders to implement aspects of the school development plan is already proving beneficial. More accountability and responsibility are now given to middle leaders which are beginning to having a positive influence, for example, on the monitoring of pupils' progress. But there remain some aspects that require further development, particularly in relation to the role of middle leaders in monitoring and evaluating the quality of teaching and learning.



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## Annex A

## 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?	3
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	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Thank you for making me and my fellow inspectors welcome in your school recently. We were pleased to see that you enjoy school and how you help one another wherever possible. We judged your school to be satisfactory. It has some good features such as the care, guidance and support you receive, plus the good curriculum that you learn from. These good aspects help in your personal development which prepares you well for later in life.

There are some things that can be better. We feel that you could do even better in your writing. I have asked the school help you improve your writing and attain even higher standards than at present. Also, I have asked the school to teach you in lots of interesting and challenging ways so that all your lessons allow you to reach your full potential. Finally, I have asked for a better check on how your teachers help you to learn.

Your headteacher and teachers are very caring and this is helping you become responsible and thoughtful young people. Your behaviour is good and you look after each other very well. It is nice to see that you enjoy your clubs and other activities, and I certainly enjoyed watching some of you do country dancing!

Your school is getting better all the time. I hope you will play your part by always doing your best.