

# St Paul's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105943
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336590
<b>Inspection dates</b>	19–20 July 2010
<b>Reporting inspector</b>	Julie Price Grimshaw

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

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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 of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Canon David Wyatt
<b>Headteacher</b>	Mrs Carolyn Whiteway
<b>Date of previous school inspection</b>	25 April 2007
<b>School address</b>	Cross Lane Salford Greater Manchester M5 4AL
<b>Telephone number</b>	0161 736 6871
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## Introduction

This inspection was carried out by three additional inspectors. They observed eight lessons taught by seven teachers and held meetings with parents and carers, governors, staff, and groups of pupils. Inspectors observed the school's work and looked at improvement planning, policy documents, national published assessment data, the school's own data and pupils' work. Inspectors also analysed 24 parental questionnaires as well as those from a sample of pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- trends in pupils' achievement in English since the last inspection
- the development of key skills, particularly writing, across the curriculum
- the effectiveness of leaders' monitoring of the strategies for improvement, particularly in literacy, and how well information from this process is used.

## Information about the school

This is a smaller-than-average school serving an area close to Salford city centre. The proportion of pupils known to be eligible for a free school meal is well above the national average. Most pupils are of White British heritage and, although the proportion of pupils from minority ethnic backgrounds is below average, numbers of pupils in this group have increased over recent years and continue to do so. The majority of pupils from minority ethnic backgrounds speak a home language other than English, and a few are at the very early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average.

Since the last inspection, there has been some instability in staffing, mostly at middle management level. Over the last year, this has been resolved with three permanent appointments being made.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Paul's has undergone significant change over the last year and this has led to substantial improvements in key aspects of provision and outcomes. The quality of teaching has improved since the last inspection and is now good, ensuring that pupils make at least good progress. Middle managers, including those new to their roles, have quickly established effective ways of working with senior leaders to raise pupils' attainment. External support, including that provided through the Greater Manchester Challenge, has been very successful in helping the school to identify priorities for development and to act upon these.

In recent years attainment has been low, particularly in English. Good quality teaching and the careful tracking of pupils' progress have led to considerable improvements in attainment across the school, particularly in English at Key Stage 2. Provisional test results for 2010 indicate that attainment for the current Year 6 is broadly average in English and just above average in mathematics. Evidence from pupils' books, together with the work seen in lessons, shows that attainment for the majority of pupils throughout the school is broadly average. This represents good progress from children's starting points, which are usually well below typical expectations for their age.

Lessons are well planned and teachers take care to ensure that work is matched to individual pupils' needs. The use of assessment is a strength, with written feedback being of consistently high quality. In a minority of lessons, where teaching is satisfactory rather than good, teachers' subject knowledge is not always secure enough to ensure that they are able to provide examples of high quality work to share with pupils. Children make satisfactory progress in the Early Years Foundation Stage, although staff do not always provide enough opportunities for the development of children's social skills.

The quality of care, guidance and support has improved since the previous inspection and is now good. At the time of the last inspection attendance was well below average; as a result of the school's relentless work, it has improved considerably and is now broadly average. The school's promotion of community cohesion is satisfactory. Pupils have a good awareness of faiths and cultures within the United Kingdom, but there is limited work carried out within the local community, and opportunities for pupils to take on responsibilities within school are underdeveloped.

Leaders at all levels are involved in monitoring the school's work and governors have a strong commitment to ongoing improvement. The school has a good awareness of its strengths and areas for development. This, together with good quality development planning, shows that the school is well placed to build on its recent improvements.

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## What does the school need to do to improve further?

- Build on recent improvements in pupils' achievement by ensuring that all teaching is of consistently good quality, particularly with regard to teachers' subject knowledge.
- Provide more opportunities for children in the Early Years Foundation Stage to develop their social skills.
- Increase pupils' opportunities to take an active role in the school and local communities.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy coming to school and take pride in their work. They behave well, both in lessons and around school, and have good attitudes towards learning. This was evident, for example, in one lesson where pupils organised themselves efficiently and were quickly on-task, carrying out some particularly good discussion work in pairs and small groups. Pupils make good progress in lessons and their overall achievement is good, particularly in mathematics. Attainment and progress in English have improved greatly since the last inspection, with the school's recent strategies to develop writing skills paying dividends. Pupils talk about how much they enjoy reading and take pleasure in their creative writing. Those with special educational needs and/or disabilities are very well supported and make at least good progress; a minority make outstanding progress from their starting points. Pupils who speak a home language other than English also progress well and rapidly develop their reading and writing skills. All pupils enjoy assessing their own work and that of their classmates, and say that this gives them a good understanding of their own progress.

Pupils have a good awareness of how to stay safe, especially when using the internet. They feel very safe in school and are confident that adults will look after them. Pupils can talk at length about the importance of a healthy diet and plenty of exercise, with one remarking that, 'It's important to think about the future – if you take care when you're young, you can play football when you're 60 or even older.' Social and moral development is good; pupils show sensitivity and are respectful. Their good spiritual development was evident in the prayers written by Year 4 pupils in a lesson observed during the inspection. Pupils have a good understanding of faiths and cultures other than their own, with several remarking that they enjoyed religious education and learning about how others live. Although there is a school council, other opportunities for pupils to take on responsibilities within the school community are limited.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers plan their lessons carefully adopting a common approach across the school. They use assessment information effectively to ensure that work is always sufficiently challenging, and high expectations are evident in both lesson planning and the lessons themselves. Teachers ensure that the pace of learning is brisk and include a good variety of activities in lessons to maintain pupils' interest. In one lesson, the teacher's timely reminders of the intended outcomes for the lesson ensured that all pupils knew exactly what they needed to do in the available time. Teachers often modelled activities well, giving pupils an accurate understanding of what constitutes the best quality work. However, on a few occasions, teachers' subject knowledge was not developed enough to enable them to do this effectively. Good quality written feedback, with teachers adopting a consistent whole-school approach, ensures that pupils know exactly how well they are doing and what they need to do to improve. Pupils are encouraged to respond in writing to their teachers' comments, thus providing opportunities for them to practise their writing skills.

The curriculum is adequately matched to pupils' interests. Curriculum content is adapted to meet the needs of groups, such as the gifted and talented. This is a key factor in pupils' good achievement in mathematics. There are opportunities for pupils to practise key skills, including writing, across a range of subjects, and this has been a factor in the improved achievement in literacy. The curriculum is currently undergoing review, and staff are working to develop content that makes more meaningful links between subjects.

The school provides good quality pastoral care for all pupils. Those whose circumstances

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make them potentially vulnerable are treated with sensitivity and compassion. Support for pupils with special educational needs and/or disabilities is particularly good, and is a key factor in the good and sometimes outstanding progress made by these pupils. Teaching assistants work effectively, as individuals and as a team, to provide good quality support and guidance to those that need it. Support for families is also a strength of the school's provision in this area.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders at all levels show commitment and dedication to improving outcomes for pupils. All staff are fully aware of the school's priorities for development and morale is high. Middle managers, including those recently appointed, have responded with enthusiasm to opportunities to develop their monitoring roles, and teachers are keen to develop their own classroom practice. The impact of this work can be seen in the significant improvements in pupils' achievement over the past year. Recent initiatives put into place with the aim of raising attainment have been closely monitored by leaders, and information from this monitoring is used well to evaluate effectiveness and modify strategies if necessary. Governors are extremely devoted to the school and ensure that they are fully involved in providing challenge and support. They have recently established a sharp focus on monitoring pupils' progress and hold valuable discussions with staff. Policies and procedures for safeguarding are very effective and go beyond statutory requirements. All staff are suitably trained and are very knowledgeable on all issues related to child protection.

The school promotes equality of opportunity well and is successful in tackling discrimination. The progress of different groups is tracked carefully and regular scrutiny of this data ensures that any underachievement is quickly identified and tackled. Pupils from a wide range of ethnic backgrounds work happily together and willingly support each other. The school has carried out an audit of its context as part of its work on community cohesion and leaders recognise that potential for greater involvement in the local community is not being exploited.

Regular newsletters ensure that parents are kept well informed about events at school, and the school is working successfully to help parents to support their children's learning. The school works well with a range of external organisations to enhance learning; for example, project work with the local university is helping to raise pupils'

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aspirations.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's skills when they join Nursery are generally well below typical expectations, particularly in terms of language and social skills. They enjoy their time in the Early Years Foundation Stage and make satisfactory progress overall, so that their skills by the end of Reception are below average. Adults work effectively together to support children's learning and they carry out regular assessments of children's achievements. Children move happily between the indoor and outdoor spaces taking advantage of the available resources. However, opportunities are sometimes missed to develop children's social skills, for example during snack times when children are not always encouraged to say 'please' and 'thank you', or to practise their teamwork when tidying up. The Early Years Foundation Stage leader has been in post for less than a year and is working effectively to develop the quality of provision. There have been significant improvements to the learning environment over the past year and further developments are underway. Provision for children's welfare is a strength of the Early Years Foundation Stage and staff maintain close links with parents.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The rate of response to the questionnaire was low, although inspectors acknowledge that this may, in part, be due to the fact that the school has very recently carried out its own survey of parents' and carers' views. Overall, parents and carers are very positive about the school's work and appreciate the work of staff. A very small minority indicated that they did not agree that the school deals effectively with unacceptable behaviour. Inspectors found no evidence to support this view and observed good behaviour management across the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	83	4	17	0	0	0	0
The school keeps my child safe	21	88	3	13	0	0	0	0
The school informs me about my child's progress	16	67	8	33	0	0	0	0
My child is making enough progress at this school	21	88	3	13	0	0	0	0
The teaching is good at this school	17	71	7	29	0	0	0	0
The school helps me to support my child's learning	19	79	5	21	0	0	0	0
The school helps my child to have a healthy lifestyle	15	63	9	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	58	10	42	0	0	0	0
The school meets my child's particular needs	14	58	10	42	0	0	0	0
The school deals effectively with unacceptable behaviour	13	54	8	33	2	8	0	0
The school takes account of my suggestions and concerns	14	58	10	42	0	0	0	0
The school is led and managed effectively	18	75	6	25	0	0	0	0
Overall, I am happy with my child's experience at this school	19	79	5	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 July 2010

Dear Pupils

Inspection of St Paul's CofE Primary School, Salford, M5 4AL

As you know, I visited your school recently together with two other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that your school is good and we agree with you. You behave well in lessons and around the school and we could see that you are caring towards one another. We were impressed that you knew all about keeping safe when using the internet and also that you could tell us all about the importance of staying healthy. We are delighted that you seem to love reading books and it was fantastic to see so many of you reading your favourite books at lunchtime. Not only that, some of you are starting to think about writing your own books, which is brilliant! You have a good knowledge of how people live in different communities, both in the United Kingdom and worldwide. However, we feel that you could become more involved in your local community and be given more opportunities to take on responsibilities in school. We have asked the staff to look at ways of developing this.

You told us that your lessons were fun and we could see why; your teachers work very hard to help you learn and make good progress. We were thrilled to see that Year 6 did so well in their English and mathematics test this year – their results were the best for years! We think that the school can build on this and help you all to achieve well, so we have asked the staff to look at how they can make all lessons as good as the very best. The youngest children really enjoy their time in Nursery and Reception, but we have asked to staff to given them even more opportunities to learn to work together really well.

We are glad that you are proud to attend St Paul's and wish you well for the future.

Yours sincerely

Ms Julie Price Grimshaw

Lead inspector

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