

St Paul's CofE Primary School

Inspection report

Unique Reference Number	105945
Local Authority	Salford
Inspection number	336591
Inspection dates	24–25 September 2009
Reporting inspector	Sarah Drake

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Mr Ken Hickman
Headteacher	Miss Deborah Sandercock
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff and pupils, as well as talking informally with staff and pupils. They observed the school's work, and looked at a wide range of documentation and pupils' work. They also took into account the responses to questionnaires completed by older pupils, staff and 149 parents.

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

- pupils' achievement, particularly that of higher attaining pupils, to determine whether the teaching is sufficiently challenging
- pupils' personal development, to determine whether it is outstanding, as the school judges it to be
- how effectively the school uses assessment information and self-evaluation to drive improvement forward
- the quality of provision and outcomes for children in the Early Years Foundation Stage.

Information about the school

St Paul's is an average size school which serves a broadly average socio-economic area. The great majority of pupils are White British, with few who belong to minority ethnic groups or who speak English as an additional language. Small numbers of pupils are eligible to receive a free school meal. The proportion of pupils who have special educational needs and/or disabilities is below average overall although in some year groups it is higher than average. The school provides for children in the Early Years Foundation Stage in full-time Nursery and Reception classes. The Early Years Foundation Stage leader joined the school in April 2009. The school has achieved many awards including: Healthy Schools, Activemark, Green Flag Eco- Award and the BECTA Information and Communication Technology (ICT) Mark. Its Investors in People status was renewed in January 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Paul's is a satisfactory school which has some areas of notable strength. It is highly successful at guiding its pupils so that they develop into mature, personable young people who have a genuine interest in and respect for others. Their outstanding spiritual, moral, social and cultural development ensures that the school operates as a happy, highly cohesive community with a warm, friendly atmosphere. The care and support offered to pupils and their families are of high quality. Pupils' behaviour and attitudes towards learning are excellent but their academic achievement is only satisfactory, largely because too few attain the higher levels for their age in English, particularly writing, or mathematics. Pupils' outstanding personal development has been sustained since the previous inspection but the standards they reach and the amount of progress that they make have both declined since 2007 so that they are now broadly average. Teachers' planning takes account of pupils' different abilities and in lessons they ensure that everyone grasps the concepts being taught. Teachers do not always have sufficiently high expectations of the capabilities of those pupils who find learning easy and relish a challenge. The marking of pupils' work provides too few pointers as to how they can improve.

Pupils explain that they thoroughly enjoy school because there are so many interesting things to do and they have great fun. Their understanding of how to keep fit, safe and healthy is exceptionally strong. The curriculum is innovative and greatly enriched by many partnerships with other schools, the church and a range of institutions, with particularly positive benefits for pupils' personal development. For example, an assembly led by pupils with a connection with the church, which highlighted the Year of the Child, was extremely impressive and thought-provoking. Teachers and pupils use information and communication technology well in many subjects, an improvement since the previous inspection. Much work has been undertaken on adapting provision in the Early Years Foundation Stage so that it reflects current practice. Not all early years' staff are suitably adept at making the most of their observations of children's skills and interests, when engaging them in conversation or planning future activities. The provision for these young children remains satisfactory so that throughout their time in the Early Years Foundation Stage they make adequate progress and their skills are broadly as expected for their age.

Senior leaders, governors and staff are united in their vision that the school will provide pupils with a well rounded education based on shared values. The leadership is diligent in reflecting on all aspects of its work and in tracking pupils' progress. It has accurately identified writing and mathematics as areas for improvement. Leaders are less skilled at rigorously analysing the information that they gather in order to highlight precisely those

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areas of a subject requiring the most input and how this can differ between year groups. For this reason, there is satisfactory capacity for the school to improve.

What does the school need to do to improve further?

- the standards achieved, particularly in writing and mathematics, by:
 - increasing the proportion of pupils who attain the higher levels for their age
 - ensuring that teachers make better use of assessment information to adapt activities to pupils' individual abilities, particularly the more able pupils
 - improving the quality of teachers' marking so that pupils are clear about what they need to do next to improve their work
- increase the rigour with which leaders at all levels analyse data, pinpoint the areas of relative weakness and use the information to take effective action
- improve the quality of provision for children in the Early Years Foundation Stage by:
 - sharing good practice between the different year groups
 - making better use of observations and assessments when planning activities
 - ensuring that all staff capitalise fully on children's interests and abilities when engaging them in discussion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In 2006 and 2007 pupils achieved well academically and reached above average standards overall at the end of both Year 2 and Year 6. In 2008, standards dropped and in 2009, although there have been improvements in reading and mathematics at Key Stage 1, standards in English and mathematics have fallen again in Key Stage 2. Over the past two years not enough pupils, particularly those capable of higher attainment, have made more than satisfactory progress. During the last school year, the percentage of pupils working at the standards expected for their age fell. In 2009, while around half the pupils reached or exceeded their targets in English and mathematics, the other half did not. Throughout this period, standards in science have remained above average because the school's emphasis on practical activities and experimentation helps pupils to develop good skills in these areas.

In lessons, pupils listen well to instructions, collaborate well and take care with their work. However, because the tasks do not always provide enough challenge for more able pupils, they do not always make the progress of which they are capable. For example, in a mathematics lesson, all pupils carried out the same exercise to confirm their understanding of equivalent fractions, the only difference being that higher attaining pupils had to count out more items. Rather than stretching such pupils' thinking and understanding to a higher level, this practical activity reduced the amount

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of time they spent on developing their skills. The support provided for pupils with special educational needs and/or disabilities enables them to work purposefully and make satisfactory progress alongside their peers.

In response to the school's strong provision, pupils grow into polite, self-confident, thoughtful young people who have a zest for trying out new things and take delight in all that their school has to offer. They are particularly proud of its eco-friendly status and are generous in their fundraising activities. Pupils appreciate diversity, maturely tolerate difference and are adamant that bullying and racism occur only rarely and fleetingly. Many take on responsibilities and they are keen to, for example, design a local playground or the school's cottage garden alongside adult professionals. The oldest pupils conduct their own risk assessments of activities and many pupils learn to cook food as they develop an understanding of healthy living. Their impressive social and personal skills set them up well for their future lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

Excellent relationships between the vast majority of pupils and teachers create a good

¹ 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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working atmosphere. Teachers explain activities clearly and take care to ensure that pupils' understanding of key concepts is secure, often making good use of interactive whiteboards to help with this. Teaching assistants are suitably deployed to support those who find learning more difficult but teachers' expectations of what individuals are capable of are not always high enough. Lessons generally include a range of different activities, with good encouragement of pupils to discuss their thoughts in pairs and small groups. Sometimes, however, the pace flags or, as in a literacy lesson for younger pupils, not enough time is left for pupils actually to put pencil to paper. Pupils' books include many work sheets and evidence of copying of information, for instance about historical figures, both of which restrict opportunities for them to develop their writing skills. Teachers provide pupils with targets in English and mathematics but these are not related to the next attainment level and some are not renewed during the year. Marking mainly consists of ticks and a supportive phrase. It is seldom made clear why the work is 'good' or what pupils should do next in order to improve.

The curriculum provides a broad range of activities for pupils that enable them to develop skills in areas as diverse as woodwork and financial management. Wake and shake up sessions at the start of the day, together with 'fitbod' break time activities, ensure pupils have fun while remaining fit and healthy. The school grounds, which have been much enhanced through the school's partnerships with, for instance members of the local and business communities and the Japanese society, provide a wealth of opportunities for investigative work. Well-focussed individual sessions for pupils with special educational needs and/or disabilities enable them to make steady and, occasionally, very good progress. All staff offer pupils the high levels of care that help them to grow in self-belief and enable them to concentrate on their learning. There are good arrangements to ease the transition from one phase of education to the next. Pupils are encouraged to reflect on their efforts and they are unstinting in their praise for the staff. As one wrote, 'They look after us, they help us, they listen.'

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher engenders great loyalty from her staff and pupils, all of whom appreciate her hard work and determination to provide all pupils, whatever their needs, with a good start to their education. The school successfully promotes equality of opportunity and tackles discrimination. Secure systems identify broad areas of strength

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and those in need of improvement but the analysis of information is not sufficiently rigorous. Subject leaders implement actions, such as those designed to raise standards in writing, but do not, for instance, analyse pupils' work in depth to identify the strengths and weaknesses of different groups. This means that actions taken are not always as effective as they could be. Observations of lessons focus more on the activities than what the pupils are learning. Governors are very committed to the school and knowledgeable about its provision but they are not sufficiently searching in their questioning when holding it to account for standards.

The school is highly successful in developing partnerships with a wide range of other institutions and professionals to enhance its provision. Its excellent promotion of pupils' social, emotional and life skills is recognised locally and further afield. Good quality safeguarding procedures ensure that pupils are correct to feel so secure in their surroundings. Excellent promotion of community cohesion means that pupils mix readily with those of different ethnicity or culture. They have a good understanding that, for instance, some people in Africa live in wealthy cities as well as in poorer communities. . The impact of these activities is closely documented and reviewed. The leadership is highly successful in its promotion of pupils' personal development but satisfactory overall because it only adequately promotes their academic skills development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Nursery with skills that are broadly as expected for their age and by the end of Reception their attainment is also as expected in all areas of learning,

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although few achieve above this. After a long period of unsettled staffing, all staff in the Early Years Foundation Stage are working together increasingly well, with a strong determination to improve the quality of provision for children. A good start has been made on ensuring that the accommodation is suitably organised and well equipped and that all areas of learning are catered for indoors and outside. A new system for tracking children's progress is being introduced and a sharper focus being placed on using observations and assessment of what children can do, to guide future planning. This is at an early stage of development and the activities are not always suitably adapted according to children's different needs and abilities. All adults form good relationships with the children and staff also work closely with parents to ensure that important information is shared and built on to enhance the quality of children's learning. This means that children settle well, enjoy themselves and are confident to share concerns with adults. The staff's expertise in teaching young children is stronger in the Nursery than the Reception class. Here staff sometimes fail to capitalise fully on the opportunities provided by the many interesting activities that they organise or by the enthusiasms that the children themselves bring to the classroom. Overall, children make satisfactory progress in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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 vast majority of parents and carers are very positive about all aspects of the school's provision. In particular, they praise their children's happiness and the interesting activities provided both in and out of lessons that give pupils 'a varied and busy school day'. Inspectors followed up the few negative comments made and, taking into account their own observations, pupils' responses to the questionnaire and the school's documentation, found no evidence that caused concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's CE 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 inspector received 149 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	147	68	68	31	1	0	0	0
The school keeps my child safe	150	70	63	29	1	0	1	0
The school informs me about my child's progress	113	53	92	43	7	3	1	0
My child is making enough progress at this school	113	53	93	43	4	2	3	1
The teaching is good at this school	130	60	72	33	4	2	3	1
The school helps me to support my child's learning	119	55	84	39	6	3	2	1
The school helps my child to have a healthy lifestyle	127	59	85	39	2	1	2	1
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)	101	48	93	44	3	1	2	1
The school meets my child's particular needs	106	50	97	45	1	0	2	1
The school deals effectively with unacceptable behaviour	108	50	96	45	5	2	2	1
The school takes account of my suggestions and concerns	83	39	116	54	9	4	1	0
The school is led and managed effectively	122	57	82	38	5	2	2	1
Overall, I am happy with my child's experience at this school	134	62	74	34	3	1	3	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Inspection of St Paul's CE Primary School, Worsley, M28 3HP

The other inspectors and I thoroughly enjoyed our recent visit to St Paul's and would like to thank you very much for your warm welcome and unfailing politeness. It is your excellent social skills and behaviour that help to make the school such a happy place. We are delighted, and not at all surprised, that so many of you told us that you enjoy your days at school. We agree with you that the adults look after you really well and that you have a very exciting range of activities to take part in. We were also very impressed by all your different gardens in the grounds.

St Paul's is a satisfactory school. It is extremely successful at helping you to develop into thoughtful, engaging and confident young people. It also gives you good opportunities to develop more tangible skills for life, such as cookery and financial management. Currently, you achieve broadly average standards in English and mathematics and above average standards in science. What the staff now need to do is to make sure that you all make good progress in your development of skills in writing and mathematics, particularly those of you who find learning easier than others. To do this we have asked your teachers to make better use of their assessment of your work so that they adjust it to suit your individual needs, and to give you clearer advice, when they mark it, about how to improve. We have also asked the senior leaders to look more carefully at the progress you make to help them decide exactly what they need to change in order to help you improve this. Finally we have asked the staff to continue with the improvements being made in the Nursery and Reception classes so that children there get off to a really good start to their education.

I know that many of you love your school. This is why your attendance is so good and why you work so well in lessons. I hope that you keep these positive attitudes to learning and really rise to the challenges that your teachers set you in the future.

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