

St Paul's Peel CofE Primary School

Inspection report

Unique Reference Number	105941
Local Authority	Salford
Inspection number	354353
Inspection dates	12–13 May 2010
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 controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Mrs E Moore
Headteacher	Mrs Rose O'Gara
Date of previous school inspection	30 November 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by 12 different teachers. The inspectors held meetings with staff, governors, the school improvement officer, two groups of pupils, and spoke with seven parents and carers. They observed the school's work, scrutinised the work in pupils' books and looked at a range of documentation relating to pupils' progress, leadership and management, and safeguarding. The inspectors also took into account the responses to the inspection questionnaire of 176 pupils, 15 members of staff and 66 parents and carers.

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

- the standards and achievement of all pupils, with a particular focus on those who are quicker learners
- the progress made by pupils in both key stages to determine whether teaching is sufficiently challenging
- children's progress in the Early Years Foundation Stage to help determine the quality of provision
- the success of leadership and management at all levels in using assessment data to drive forward improvement.

Information about the school

The school, which is situated on the edge of the city, is larger than average. Well-above-average numbers are known to be eligible to receive a free school meal. Most pupils are White British but the proportion that belongs to a range of minority ethnic groups has grown significantly over recent years. Very few pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above average overall but the percentage varies greatly between year groups. Below average numbers have a statement of special educational needs. Some year groups share classrooms with others for most lessons. The school runs a daily breakfast club. Since the last inspection it has achieved many awards including national Healthy Schools, Bronze Eco, Artsmark gold and the ActiveMark.

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?

1

The school's capacity for sustained improvement

1

Main findings

An exuberant spirit of optimism runs throughout this outstanding school, where pupils are helped to grow in self-esteem and to develop high level skills that equip them extremely well for the future. The majority of children join the Nursery or Reception classes with skills that are well below those expected for their age. By the end of Year 6, attainment levels are well above those reached nationally. This represents outstanding achievement from the Nursery upwards. In particular, pupils with special educational needs and/or disabilities make exceptional progress and are working at a much higher level than similar pupils nationally.

Pupils are intensely proud of their school, describing it as a place where they find 'fun, kindness and people who are friendly'. They fully subscribe to the ethos of hard work, achievement and service to others, and at all times act as polite, exceptionally well behaved ambassadors for the school. The portfolios compiled by each year group provide a vivid account of pupils' involvement in an unusually wide range of activities that impact on their enjoyment and achievement. From tree-planting to music workshops at the Bridgewater Hall this school's pupils are eager participants. They have the confidence to be so because all staff provide them with exceptional care and support that nurture their self-belief. Excellent partnerships with parents and carers, as well as with outside agencies, greatly add to the comprehensive way in which the school develops pupils' learning.

Teaching of outstanding quality overall captures pupils' interest and underpins their rapid progress. Whilst pupils who learn more quickly achieve the higher levels expected, their progress is not quite as impressive as that of others. This is because teachers do not always provide them with sufficient challenge in lessons. Marking of work varies in quality and teachers do not consistently ensure that pupils act upon the advice provided in it. Leadership at all levels, including that provided by the governing body, is first class. The highly skilful headteacher tackles any challenges with vigour and determination, and empowers staff to take on further responsibility. Stringent monitoring of pupils' progress and the impact of actions taken, combined with an emphasis on accountability, leaves no room for complacency. It also ensures that self-evaluation is accurate and highly effective. Such rigour, allied to sensitivity about individuals' personal circumstances, provides the school with excellent capacity to improve further. This is well demonstrated by the many improvements made since it was judged to be outstanding at its last inspection.

What does the school need to do to improve further?

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- Ensure that quicker learners consistently make the best possible progress by:
 - identifying in lesson planning opportunities to extend their learning and skills
 - giving them work that challenges them to think hard.
- Ensure that pupils get the most benefit from teachers' marking by:
 - consistently providing them with clear points for improvement and ensuring that they follow them through.

Outcomes for individuals and groups of pupils**1**

Pupils greatly appreciate and make excellent use of the many opportunities provided by the school. They settle very well in lessons, listen attentively and apply their current knowledge well to new learning. The mature manner in which they move around the rooms which some classes have to share with others is quite exceptional. The pupils are very receptive learners who are eager to volunteer suggestions. Classrooms hum with great enthusiasm and purposeful activity. This is helped by pupils' very positive response to adults' questioning that guides them to understand how they have come to make errors in mathematics or how they might better word a sentence. Pupils' writing radiates their outstanding spiritual development. For example: 'In a ripe, green sunny rainforest there lived a lovely jaguar,' from a Year 2 pupil; or a Year 5 pupil's emotive writing as a survivor of the Titanic disaster: 'Tears streamed down my face as I held onto my children.' Writing of such quality demonstrates the excellent progress that pupils make in both key stages. Pupils take care with their work. They are adept at using their information and communication technology skills for research or to enhance their writing. Their singing is of high quality as is their art work that enriches the whole school environment.

Pupils speak of their school as a happy family in which everyone works together as a team and helps one another. Break and lunch periods are joyful times with healthy food and energetic activity. Pupils feel very safe both because they understand how to steer away from possible harm and because they are confident that staff will help them sort out any problems. Warm relationships form the bedrock of the school community. Older pupils support younger ones; those of different ethnicity and abilities form firm friendships; praise for others' efforts is a daily occurrence. School councillors, members of the eco group, 'happy helpers' and many others play an important role in the jigsaw of school life. Pupils enjoy their time at school and most attend regularly. In response to staff's determined efforts, attendance levels are rising and are broadly average. They are above those for similar schools nationally.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The teaching provides pupils with interesting activities and sets high expectations of their behaviour, attention and effort. Crisp, clear information and instructions ensure pupils understand what they have to do. A strong emphasis on establishing subject-specific requirements and techniques, for example the devices used in effective advertising, leads to pupils developing firm foundations on which to build their further learning. Lessons are very well organised and progress at a good pace. The use of video clips, drama, games and the links made between different subjects motivate pupils to want to learn more. Adults provide high quality input during pupils' independent work, with teaching assistants often proving invaluable in supporting those with special educational needs and/or disabilities. There is less consistency in the planning and provision of challenge for more able pupils who sometimes complete their tasks more quickly than anticipated. There are also variations in the quality of marking in pupils' books and, even when the advice given is exemplary, there is little evidence that teachers ensure that pupils act upon it.

The stimulating curriculum provides pupils with excellent opportunities to develop their basic skills whilst also broadening their horizons and instilling in them a thirst for learning. Good quality resources, together with a wealth of visits and visitors, enhance the quality of learning and inspire pupils to make outstanding progress. Cookery lessons and the very popular gardening club enhance pupils' understanding of healthy and sustainable living. Business partnerships support older pupils' burgeoning enterprise skills. Extra-curricular activities, ranging from Irish dancing to story-telling to chess, further enrich the already very strong provision.

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

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Excellent identification and monitoring of pupils' special educational needs and/or disabilities leads to high quality support for individuals and their families that enables such pupils to make outstanding progress both academically and personally. Close liaison with a large number of outside agencies further extends the school's own support mechanisms. Breakfast club gets the day off to a very positive start. The learning mentors are exceptionally effective in providing a helping hand to all pupils but especially those whose complicated home lives might otherwise prove a barrier to their learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

The exceptional leadership provided by senior staff and governors underpins the school's dynamic, supportive environment that is highly effective in reducing inequalities and raising aspirations. A crystal clear vision that places pupils' well-being at the heart of all the school's work drives improvement. Outstanding management, firmly based on assessment of individuals' progress, creatively adapts resources, including staffing, in the pupils' best interests. It also ensures the cramped accommodation is clean and well maintained. Excellent opportunities for further training and to develop innovative practice, such as changes to the curriculum, foster staff's skills and add further strength to school development. Governors' outstanding knowledge of educational requirements and the school's strengths and areas needing improvement enable them to fulfil their role of critical friend to a high level. They play a strong part in the school's strategic development. Rigorous recruitment procedures, regular staff training and vigilant supervision ensure that pupils are well safeguarded from harm. The school is aware of some inconsistency in the recording of accidents and is already taking actions to improve this. High quality, accessible information for parents and carers, including excellent guidance about e-safety, keeps them abreast of activities and their children's progress. The school promotes community cohesion very successfully in the local area, particularly through its work with other schools. Unusual links with Japan and Belarus increase pupils' global awareness, as does their support for a school in Kenya. Through its auditing, evaluation and action planning the school has a clear awareness that its wider national links are less well developed and it is taking action to address this.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children join the school with particular weaknesses in their ability to communicate. Within the stimulating environment, and sensitively supported by well trained staff, the children quickly become used to routines and develop excellent attitudes to learning. They grow in confidence, build warm relationships and develop a strong sense of community. They make outstanding progress so that by the end of Reception the great majority of children demonstrate the expected skill levels for their age, with particular strengths in their creative development and knowledge and understanding of the world, including their use of computers. They will readily engage others in conversation and, for example, explain clearly that they have covered a box with a towel and a lid with a plastic X 'to mark the buried treasure!'

Outstanding leadership and management have established a strong, newly-organised team with a keen determination to improve, for example through ongoing developments to the outdoor provision. Staff use their careful notes about individuals' achievements to ensure that the planning of future activities is adapted according to their different needs. Adults lead children's learning on through skilful questioning that builds on their interests but, occasionally, they do not allow individuals enough time to think or expand on their ideas. Excellent relationships with parents and carers are established before the children start at school. They receive plenty of guidance about how to support their child's learning at home and willingly add their contributions to the learning journeys that record their children's progress.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers hold the school in high esteem and greatly appreciate staff's work on their children's behalf. 'I am overwhelmed over just how much progress my son has made this year. The teachers are doing a wonderful job,' is typical of their positive comments. Many praised the high levels of care provided by staff, particularly for their children who have specific medical or learning needs. These far outweigh the small number who voiced concerns about the care provided. Inspectors fully agree with those who said or wrote that the school's provision for care as for other aspects of its work is outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Paul's Peel 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	68	21	32	0	0	0	0
The school keeps my child safe	41	62	25	38	0	0	0	0
The school informs me about my child's progress	28	42	37	56	1	2	0	0
My child is making enough progress at this school	31	47	34	52	1	2	0	0
The teaching is good at this school	35	53	31	47	0	0	0	0
The school helps me to support my child's learning	25	38	39	59	1	2	0	0
The school helps my child to have a healthy lifestyle	30	45	32	48	3	5	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)	20	30	39	59	2	3	0	0
The school meets my child's particular needs	27	41	38	58	1	2	0	0
The school deals effectively with unacceptable behaviour	22	33	41	62	0	0	0	0
The school takes account of my suggestions and concerns	23	35	37	56	3	5	0	0
The school is led and managed effectively	36	55	29	44	1	2	0	0
Overall, I am happy with my child's experience at this school	38	58	27	41	1	2	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). 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"> ■ 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.



14 May 2010

Dear Pupils

Inspection of St Paul's Peel CofE Primary School, Manchester, M38 9RB

I am writing on behalf of the inspection team to tell you that we thoroughly enjoyed our recent visit to your school and would like to thank you all for your very warm welcome. It was a great pleasure for us to see how you take full advantage of all the exciting opportunities that the school offers you. We were also delighted to see how well you all get on together and want to help each other. You told us in your assembly that the school is outstanding. After two days looking at lessons and your work, reading lots of information and speaking with many of you, members of staff, governors and your parents and carers, we agree with you: it is outstanding. Congratulations!

From the Nursery upwards, you make excellent progress because your teachers explain things clearly and make learning interesting. It also helps that you pay good attention in lessons and work hard! We were very impressed by your singing and your artwork as well as the high standards of your writing and mathematics. We actually think that those of you who find learning easy could make even better progress, so we have asked the teachers to make sure that they help you do so. We have also asked your teachers to make sure you always take notice of the advice they give you when they mark your work.

We are very pleased that you know so much about keeping yourselves safe and healthy, and that you are so keen to take on responsibilities. It was easy for us to see why you say that yours is a happy, friendly school. All the staff look after you extremely well so that you grow in confidence and are very well prepared for the next stage of your education.

We offer you our very best wishes for the future and hope that you continue to enjoy learning as much as you do now.

Yours sincerely

Mrs Sarah Drake

Lead Inspector

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