

# St Paul's CofE Primary School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 105937          |
| <b>Local Authority</b>         | Salford         |
| <b>Inspection number</b>       | 355864          |
| <b>Inspection dates</b>        | 12–13 July 2011 |
| <b>Reporting inspector</b>     | Shirley Herring |

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 controlled   |
| <b>Age range of pupils</b>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 181  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Mr Mark Gaunt  |
| <b>Headteacher</b>                         | Mr Richard Chipchase   |
| <b>Date of previous school inspection</b>  | 7 July 2009  |
| <b>School address</b>                      | Heathside Grove<br>Walkden, Manchester<br>Greater Manchester M28 3NZ |
| <b>Telephone number</b>                    | 0161 790 8915  |
| <b>Fax number</b>                          | 0161 921 1102  |
| <b>Email address</b>                       | stpaulsheathside.ceprimaryschool@salford.gov.uk                      |

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|--------------------------|-----------------|
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## Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers in 17 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's policies, assessments of pupils' progress, teachers' plans, reports from the School Improvement Partner and examples of pupils' work. They looked at 25 completed questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which boys in Key Stage 1 are making sufficient progress in reading and writing.
- The extent to which consistency in teaching supports learning across the school.
- The extent to which the school's actions are improving attendance.
- The extent to which provision in the Early Years Foundation Stage is securing good progress.

## Information about the school

The school is smaller-than-average and most pupils are from a White British background. All the classes apart from one contain just one age group. More than half of the pupils are known to be eligible for free school meals, which is well above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number of pupils speaking English as an additional language is below average. A new deputy headteacher joined the school almost three years ago, filling a vacancy that had existed for some time. The adjacent Children's Centre is inspected separately and the report will be available on the Ofsted website.

**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

This is a good school. It takes good care of its pupils, including those who need most help, and they gain confidence and self-esteem and achieve well. Pupils respond well to high expectations of behaviour and most aspects of pupils' personal development are good.

Staff say they feel valued members of the team. They pay tribute to the role of the headteacher in galvanising the enthusiasm of staff to carry out the changes which have resulted in considerable improvements in the school's work since the last inspection.

Children make satisfactory progress overall in the Early Years Foundation Stage from a low starting point. However, attainment is below what is typical for their age when they leave the Reception class, particularly in boys' early reading and writing skills. Staff plan an increasing variety of activities outdoors to enhance provision and to engage boys' interest, but they are not always clearly focused on what children need to learn. When children are learning through play adults do not always have the confidence to guide them sufficiently towards developing their skills.

The school has many strategies in place to improve boys' performance from a low base at the start of Year 1. Whilst most pupils make good progress in Key Stage 1 the progress of boys has not accelerated sufficiently to close the gap with girls' attainment in reading and writing by the end of Year 2.

Standards are improving, particularly in English. Attainment has been broadly average in mathematics by the end of Year 6 for several years, though attainment in English was significantly lower. Improvements in teaching, in marking, and in the opportunities for writing have resulted in a good improvement in English over the past three years. Attainment was broadly average in 2010 and the results of the most recent assessments indicate that this improvement has been maintained and pupils are achieving well.

The attendance of the very large majority of pupils is satisfactory. However, despite many efforts by the school and other professionals, a small number of families fail to send their children to school regularly and this affects their progress.

The school's self-evaluation is based on rigorous monitoring of its work and is accurate in most respects. Whole-school initiatives have resulted in good improvements in leadership and management, attainment, teaching and the curriculum since the last inspection. This indicates the school has a good capacity to improve.

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

- Raise boys' attainment in reading and writing in the Early Years Foundation Stage and Key Stage 1 by developing further ways to engage their interest.

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- Improve progress in the Early Years Foundation Stage by ensuring that all activities, indoors and outside, have a clear focus on learning.
- Improve attendance by working closely with the very small minority of families who do not send their children to school regularly.

## Outcomes for individuals and groups of pupils

**2**

Pupils say they enjoy coming to school because the teachers are happy and help them to learn, and so they achieve well. Learning is best when pupils are actively engaged. This was seen in a Year 2 literacy lesson where pupils went for an imaginary visit to a Victorian seaside resort to fire their imagination to write a postcard home. Learning is less effective when pupils do not have enough time to develop their own ideas, for example, when investigating a problem in mathematics. Pupils behave well and this makes a good contribution to their learning.

Children enter the school with a range of skills that overall are below what is typical for their age, particularly in language and social skills. They make good progress and attainment is broadly average by the time they leave. Standards have improved steadily since the last inspection, particularly in English, and recent results indicate that this improvement has been sustained. Pupils with special educational needs and/or disabilities achieve well because of the good level of support they receive. The small number of pupils who speak English as an additional language achieve well because they gain confidence while working with others and feel proud as their contributions are praised.

Pupils feel safe and are confident that teachers will sort out any concerns. They have a good understanding of how to use the internet safely and are very alert to issues such as road safety. They have a good awareness of the importance of a balanced diet and regular exercise for a healthy lifestyle. They make a good contribution to the school community, as when the school council were involved with the development of playground activities to engage pupils in exercise during playtimes. Pupils are very proud of their school and are keen to represent the school in the community when taking part in raising money for charities. Pupils can apply their basic skills securely and attend school regularly and so they are suitably prepared for the future. Pupils have a good understanding of right and wrong and work well with each other. Their awareness of other cultures is developing.

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*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <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>2</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> |

<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

## How effective is the provision?

Lessons are generally interesting and well-planned to gain pupils' attention so they learn well. Teachers make good use of practical resources to help pupils to understand, for example, pupils used cubes to work out how many different ways they could arrange a tower with three different colours. They target questions skilfully to focus pupils' attention and to extend the learning of different groups. Teachers have high expectations of how pupils present their work and this gives them pride in their books and raises their self-esteem. The skills of teaching assistants are well deployed and make a good contribution to pupils' learning. Occasionally the teacher intervenes too quickly to suggest a solution rather than allowing pupils to follow their own ideas. Teachers mark pupils' work systematically and give clear guidance on how they can improve.

The curriculum covers an appropriately wide range of subjects; it is well balanced and meets pupils' needs well. There is a good focus on developing literacy and numeracy skills and so standards have risen over the last three years. Subjects are linked together well to enhance pupils' learning; for example, pupils have the opportunity to write about aspects of science and history and this has contributed to a good improvement in writing skills. The school has introduced topics, such as space and dragons, to motivate younger boys to improve their reading and writing skills, though this has been slow to have a significant impact. There is a good range of additional activities to foster pupils' enjoyment and these

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are well attended. Visits to places of interest and visitors to school, such as the Royal Shakespeare Company, enrich pupils' learning and personal development.

The school is a warm and welcoming place where pupils say they feel safe and secure and enjoy learning. Pupils with special educational needs and/or disabilities are identified at a very early stage, sometimes before starting school. They receive good support in class and in small groups so they achieve well. The school has good links with other professionals to access specialist support where needed. Leaders can point to detailed examples of effective support for the pupils who need most help. There are good systems to introduce pupils to the next class in the summer term so that they settle quickly in their new class in September. The Breakfast Club extends care beyond the school day. The school has a wealth of systems to promote good attendance and these have been effective with the vast majority of pupils. However, despite many efforts, the school has not yet reached the very small minority of families who do not send their children to school regularly.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Senior leaders have a shared vision and work closely together to take the school forward. They monitor the work of the school rigorously and use the information effectively to plan improvements. Effective systems for planning lessons to match the needs of different groups and for marking pupils' work are used consistently through the school and have contributed to a good improvement in teaching and learning. There are efficient systems for assessing and tracking pupils' progress and for identifying and addressing any underachievement at an early stage. The introduction of a more creative curriculum has extended opportunities for writing and so attainment has risen steadily. The role of middle leaders is developing.

Governors are aware of their responsibilities for safeguarding pupils and staff. The governing body is looking to reorganise roles and responsibilities to take full account of the skills of new governors. Safeguarding is given high priority and all the recommended procedures and policies for safeguarding pupils are in place. Staff are suitably trained and there are good links with key agencies to complement the work of the school.

The school provides a lot of information to parents and carers, for example, through newsletters. However, further initiatives to encourage their closer involvement in school are at an early stage. Links with the adjacent Children's Centre are well developed so staff have a good awareness of children's strengths and needs before they start school. Good links with the high school have enhanced aspects of the curriculum, for example, art and design technology.

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The school monitors the progress of different groups rigorously to identify any differences in achievement. The school has introduced a range of initiatives to improve boys' reading and writing in the Early Years Foundation Stage and in Key Stage 1, but these have been slow to have a measurable impact. However, the gender gap has diminished substantially by the end of Year 6. Very occasional instances of racist remarks are dealt with swiftly and effectively.

The school itself is a harmonious community where pupils work together well and diversity is celebrated. The school has had some success in raising pupils' awareness of people outside the school community, for example, by sponsoring a well in Zimbabwe through Aqua-aid. However, in the school's own audit it has identified a need to strengthen links beyond its own community.

*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:<br>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>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>3</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 enter the Nursery with a range of skills that overall are below what is typical for their age, particularly in language and social skills. They make satisfactory progress, but nevertheless attainment is generally below what can be expected for their age by the time they enter Year 1. The most recent assessments indicate some improvement. The proportion of girls working at the appropriate level for their age is significantly higher than for boys, particularly in aspects of reading and writing. Letter sounds and counting skills are being taught systematically, and initiatives such as providing boys with belts for pads and pens have been introduced to encourage boys to write, though it is too soon to judge the impact. Resources have recently been reorganised to make them more accessible to children and so encourage independence. The outdoor area is being developed, though planned activities do not always have a clear focus on enhancing children's learning. Some good examples were seen of adults engaging with children, for example, in the role play

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area, to extend their speaking and listening skills. However, adults are not always confident about how to support and extend children's learning during play.

The Early Years Foundation Stage leader has been in post for a term and has identified appropriate areas for development. She has a clear action plan for improvements, including staff training. Assessments of children's progress are being used effectively to plan the next stage of learning. There are good procedures for introducing children to school so they settle quickly. Similarly, there is a good programme for children visiting Year 1 in the summer term to prepare them well for the next stage. Policies and procedures for safeguarding children are in place and staff are suitably trained.

*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

Approximately 10% of parents and carers returned a completed questionnaire, which is lower than average. Inspection evidence supports their positive views of 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 181 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 16             | 64 | 7     | 28 | 2        | 8 | 0                 | 0 |
| The school keeps my child safe  | 13             | 52 | 12    | 48 | 0        | 0 | 0                 | 0 |
| My school informs me about my child's progress  | 11             | 44 | 11    | 44 | 0        | 0 | 1                 | 4 |
| My child is making enough progress at this school   | 15             | 60 | 8     | 32 | 1        | 4 | 1                 | 4 |
| The teaching is good at this school   | 14             | 56 | 9     | 36 | 0        | 0 | 1                 | 4 |
| The school helps me to support my child's learning  | 12             | 48 | 11    | 44 | 1        | 4 | 1                 | 4 |
| The school helps my child to have a healthy lifestyle   | 14             | 56 | 10    | 40 | 1        | 4 | 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) | 13             | 52 | 9     | 36 | 2        | 8 | 0                 | 0 |
| The school meets my child's particular needs  | 12             | 48 | 9     | 36 | 2        | 8 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 13             | 52 | 10    | 40 | 0        | 0 | 1                 | 4 |
| The school takes account of my suggestions and concerns   | 12             | 48 | 11    | 44 | 1        | 4 | 0                 | 0 |
| The school is led and managed effectively   | 8              | 32 | 15    | 60 | 0        | 0 | 1                 | 4 |
| Overall, I am happy with my child's experience at this school   | 13             | 52 | 11    | 44 | 0        | 0 | 1                 | 4 |

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 all 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

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 48   | 6            | 0          |
| Primary schools      | 6   | 47   | 40           | 7          |
| Secondary schools    | 12  | 39   | 38           | 11         |
| Sixth forms          | 13  | 42   | 41           | 3          |
| Special schools      | 28  | 49   | 19           | 4          |
| Pupil referral units | 14  | 45   | 31           | 10         |
| All schools          | 10  | 46   | 37           | 7          |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



Approximately 10% of parents and carers returned a completed questionnaire, which is lower than average. Inspection evidence supports their positive views of the school.

Thank you for making us so welcome when we visited your school. We enjoyed talking to you in lessons and in groups. You are polite, friendly and well behaved. Well done!

Just like you and your parents and carers, we think that St Paul's is a good school. The adults take good care of you all and there is always somebody at hand to give you extra help if you need it. Lessons are interesting and so you learn well. I could tell that pupils in Year 2 really enjoyed their imaginary day at the seaside and they wrote some excellent postcards to send home. You make good progress in school and almost all of you are working at the level expected for your age by the time you leave Year 6. We were particularly impressed by how much your writing has improved because of the many opportunities you have to write in many subjects and because of the care teachers take to mark your work to help you to improve. You take a pride in your work and it was a pleasure for us to see such neat and tidy books.

It is part of my job to suggest ways in which even a good school could improve. I have suggested three ways for your school.

- Improve younger boys' reading and writing.
- Improve progress in the Early Years Foundation Stage by ensuring all activities help children to learn effectively.
- Improve attendance by working closely with the very small minority of families whose children do not attend school regularly.

I hope you continue to enjoy school and to take such a pride in your work.

Yours sincerely

Shirley Herring

Lead inspector

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