

# St Paul's CofE Primary School

Cross Lane, Salford, Greater Manchester, M5 4AL

**Inspection dates** 18–19 September 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |
| Early years provision          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Parents are exceptionally positive about the school. They say that their children are safe, and that they are happy that the school takes good care of their health and well-being.
- Pupils from a wide range of cultural backgrounds learn harmoniously together, and respect and celebrate each other's differences.
- Good leadership and management ensure that no pupil is disadvantaged because of their social or family circumstances, and that every child is able to participate fully in all aspects of school life.
- Governors are long standing in their roles. They know the school well and are fully involved in ensuring pupils' good achievement.
- Teaching has improved since the last inspection. Teachers and teaching assistants plan exciting activities that pupils find interesting and engaging.
- Pupils enjoy coming to school. Attendance is above average and has improved each year for the last three years.
- The vast majority of pupils, including disabled pupils, those with special educational needs and disadvantaged pupils, make consistently good progress across Key Stages 1 and 2 in reading, writing and mathematics.
- Pupils' attainment in grammar, punctuation, spelling and reading has greatly improved. By the time they left school at the end of Year 6 in 2014, pupils' attainment in these subjects was close to the national average.
- Pupils' attainment in mathematics has improved, with a higher-than-average proportion attaining Level 6 in this subject by the end of Year 6.
- The attainment of pupils with English as an additional language is good. Their progress is better than that of similar groups of pupils nationally.
- The leadership and management of the early years provision are good. Teachers' accurate assessment of how well children are doing, and their effective care and support, ensure that they make good progress. Most enter Year 1 with the skills and abilities expected for their age.

### It is not yet an outstanding school because

- Teachers are not given enough opportunities to learn from outstanding practice in other schools.
- Activities provided for pupils in class do not always match the skills and abilities of all pupils, especially the most able.
- Marking is not consistently good and does not always help pupils to improve their work.
- Not enough opportunities are provided for pupils to apply their writing skills across the curriculum.
- Not all governors are fully up to date with their training, and their knowledge of how well the school's performance compares with that of others is still developing.

### Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, as well as the teaching for small groups of pupils, and sessions aimed at helping pupils to learn to read.
- Inspectors listened to pupils read in Years 2, 3, 5 and 6, and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with the deputy headteacher.
- There were too few responses to the online questionnaire (Parent View) for inspectors to consider. Discussions took place with parents at the start of the school day. Inspectors looked at 11 questionnaires completed by members of staff.
- Two meetings were held with six governors, including the vice-chair of the governing body. A meeting took place with the school's consultant.
- Various school documents were examined. These included external evaluations of the school's work, data on pupils' progress, records of pupils' attendance, the school's review of its own performance, records of the school's checks on the quality of teaching, reports to the governing body by the school's independent consultants, development plans, behaviour records and safeguarding documentation.

### Inspection team

|                               |                      |
|-------------------------------|----------------------|
| Lenford White, Lead inspector | Additional Inspector |
| Mark Williams                 | Additional Inspector |

## Full report

### Information about this school

- St Paul's is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium funding is more than double the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is just below average. The proportion of pupils who speak English as an additional language is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school offers a breakfast club and after-school services, both of which are managed by the governing body.
- Since the previous inspection, the school has appointed two teachers and five teaching assistants, and appointed two parent governors to the governing body. Various refurbishment works have taken place.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - providing more opportunities for teachers to observe outstanding teaching practice in other schools
  - ensuring that activities in class match the skills and abilities of all pupils, including those of the most able
  - making sure that marking is consistently good across Key Stages 1 and 2, and that pupils always know how to improve their work.
- Raise achievement, especially in writing, by ensuring that pupils have as many opportunities as possible to practise their writing skills across all the curriculum subjects.
- Improve the quality of leadership and management by ensuring that all governors are fully up to date with their training and know precisely how well the school's work to improve standards for pupils compares with that of other schools nationally.

## Inspection judgements

### The leadership and management are good

- The school is well led and managed by the headteacher and deputy headteacher, who are determined to make a difference to the lives of pupils, and to ensure that none are disadvantaged because of their social or family circumstances. Together with middle leaders and governors, and with the full support of all staff, they have ensured that the quality of teaching and pupils' achievement have improved since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is good, as is their understanding of life in modern Britain. They are very respectful towards each other and regularly celebrate festivals from different religions. Pupils especially enjoy meeting people from various countries, including Spain, Brazil and Ghana, who come to the school to talk to them about their traditions and cultures.
- Many opportunities are provided to broaden pupils' experiences. The school does this successfully through providing a curriculum that includes visits to museums, theatres and art galleries, at either the start or end of each new topic. Mathematics and reading are promoted well across the curriculum. However, pupils are not always given enough opportunities to practise their writing skills across all subjects.
- Up to half of all pupils attend the school's after-school service, which they say gives them 'more chances to learn'. In addition to this, pupils from all groups enjoy a variety of after-school clubs including chess, guitar, choir, brass band and French.
- Most middle leaders are new to post. However, they have a good understanding of what the school needs to do to improve further. Their responsibility for ensuring that all pupils make good progress and their ongoing work to improve marking are helping to raise standards. Middle leaders' work in improving teachers' practice through observing their performance in classes is developing.
- The school's systems for monitoring the quality of teaching are good. Senior leaders provide clear guidance, training and support to teachers on how they can get better, and hold them to account by setting targets linked to improving the performance of pupils. Teachers' effectiveness is regularly assessed through checks on their performance. While teachers are very complimentary about the training and support that they benefit from, too few opportunities are provided for them to learn from outstanding teaching practice in other schools.
- Senior leaders work very effectively with an educational consultant who knows the school well and has helped it to improve. Most recently, the school has benefited from a review of teaching and learning and has diligently taken on board its recommendations.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
  - Most governors know the school well. They spend time with pupils and staff in order to have an accurate picture of the quality of teaching and learning, and ensure that pupils' experience of school is both happy and productive.
  - Governors know exactly how well teachers and pupils individually are doing because of their role in pupils' progress meetings. This enables them to know where to target resources for, for example, pupils with special educational needs, and which teachers to reward for their good work. Governors know that activities made possible through funds available to support disadvantaged pupils are making a real difference, and that free instrumental lessons, clubs, visits and support teaching activities have all contributed to ensuring that disadvantaged pupils achieve at least as well as their schoolmates.
  - Governors ensure that the primary school sport funding helps to develop teachers' skills in a number of areas, including coaching cricket and rugby, and that the wide variety of sporting activities equipment, available to pupils throughout the school day, is helping to improve their health and well-being.
  - While there is no question about governors' commitment, and the success of their efforts to improve their school, not all are fully up to date with their training and their knowledge of exactly how well the school's performance compares with that of others is still developing.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils say that they love school, and that they especially enjoy learning new things in mathematics. Their positive attitude to school and understanding of its importance are demonstrated in their greatly improved attendance, and their exceptionally high take-up of breakfast club and after-school activities.

- Pupils are friendly, polite, courteous, and welcoming to visitors. They like to talk about their work and learn well together in a warm and welcoming environment.
- Pupils come to school smartly dressed and say that they are proud to wear their uniforms. They behave well when moving around the school and during playtimes and act sensibly during lunchtimes.
- Staff and governors are also of the opinion that behaviour is good, as are inspectors. On the rare occasions when pupils, who find it difficult to handle their feelings and emotions break the rules, teachers work consistently well to ensure that behaviour is quickly back on track. In-school counselling helps adults to ensure that the school meets pupils' educational, emotional and social needs. A close scrutiny of the school's behaviour logs shows that over time, behaviour is typically good.
- The school's work to keep pupils safe and secure is good.
- Pupils have a well-developed understanding of right and wrong. They say that bullying is rare and that on the very few occasions when it does occur, it is always dealt with appropriately, and everyone soon gets on well with each other afterwards.
- Pupils have a very good understanding of bullying based on prejudice. They say that racism does not happen because 'People are welcome to the school if they are any colour or from any country.' Older pupils know what homophobic bullying is, and why it is wrong.
- All pupils know what cyber-bullying is, and how to avoid dangers while using the internet. They know not to give personal details to anyone over the internet, say that they only play age-appropriate games and that they do not go onto social networking sites for which they are too young.
- Many visitors, including police officers and fire fighters, are regularly invited into the school. Their information and advice help pupils to have a good understanding of the dangers and risks that they could face, both within the school and the community.

### The quality of teaching

is good

- The quality of teaching has improved further since the previous inspection and is helping to ensure that pupils achieve consistently well across the school.
- Teachers work very well with teaching assistants to plan and teach activities in class that the majority of pupils find interesting and engaging. Careful thought is given to ensuring that pupils use a broad range of skills to bring learning to life. This was the case in a topic class where Year 6 pupils were learning about the Second World War. They demonstrated their excellent communication skills as they competently used their tablet computers to record pictures they painted in art to make a video and write moving accounts of Manchester during the Blitz.
- Good teaching ensures that pupils know what they will be learning. They are encouraged to talk to their partners and discuss what they have previously learned before focusing on the purpose of the tasks and activities they are given in reading, writing and mathematics.
- Most of the pupils who spoke with inspectors about their learning said that they liked mathematics, and enjoyed being challenged. This was shown in a number of classes across Key Stages 1 and 2 as pupils actively demonstrated their skills in problem solving and reciting their number tables as part of their daily 'magic maths'.
- Often pupils are provided with a range of activities which engage and challenge them to learn as much as they possibly can. This was exemplified in a Year 1 class where pupils made good progress while involved in different activities to help them with their formulation of letters, and in a Year 5 class where pupils worked in small groups to create interesting adverbs to put into their sentences. However, on occasion, activities in class do not always match the skills and abilities of all pupils, especially those of the most able.
- The majority of pupils know where they can find their learning targets, however, not all can say precisely what they need to do to improve their learning further. This is because marking is not consistently good across Key Stages 1 and 2. In addition, when marking pupils' work, teachers do not always indicate clearly enough to them how they can take the next steps in their learning.
- While teaching in the school is good, too few opportunities are provided for teachers to observe and learn from outstanding practice in other schools.

**The achievement of pupils is good**

- Pupils' overall achievement has improved since the previous inspection. It is good in reading, writing and mathematics. The proportion of pupils attaining highly in all subjects at the end of Key Stage 1 has improved, and is closer to the national average than it has been for several years.
- While pupils' writing in 2014 was not as good as in 2013 at the end of Key Stage 2, reading and mathematics have improved. The current Year 6 are making good progress and are on target to attain at least expected standards in all subjects by the time they leave the school.
- Pupils make good progress in most year groups in mathematics. This is because senior leaders have focused closely on this subject, providing 15 minutes of daily 'magic maths' for all year groups. This is in addition to all other mathematics that is taught.
- The school's focus on reading this year has fired the imagination of many pupils. They enjoy taking 'the reading challenge', to see who can read the most books, and regularly read books by a wide range of authors. Those who read for inspectors used their phonics skills well to confidently sound out and read unfamiliar words.
- While pupils' progress in writing is good across all year groups, their attainment is not as good as in previous years. Inspectors scrutinised pupils' work and found good examples of writing inspired by the many places that pupils visit. However, more needs to be done to ensure that pupils take every opportunity to practise their writing skills across all subjects of the curriculum.
- The quality of the support provided by teachers and teaching assistants is good, and is very effective in ensuring that any gaps between the performance of disadvantaged pupils and that of their classmates are narrow. In 2014, disadvantaged pupils performed at least as well as their classmates in reading, writing, and mathematics and their overall performance was close to that of non-disadvantaged pupils nationally.
- The dedication, skill and support offered by the special educational needs coordinator and deputy headteacher help to ensure that pupils with disabilities or special educational needs make at least good progress across different year groups, from very low starting points.
- Regular pupils' progress meetings enable teachers to track the progress of all groups of pupils closely. This includes pupils from minority ethnic groups and those who speak English as an additional language. Inspection evidence and the school's data indicate that pupils in these groups achieve well, with many attaining higher standards than similar groups of pupils nationally.
- The school's work with the most able pupils has improved, as evidenced by the high proportion of pupils attaining the highest levels in mathematics in 2014 national tests. In addition to this, pupils are offered 'advanced English' taught by teachers who have received specialist training.

**The early years provision is good**

- The leadership and management of the early years provision has improved since the previous inspection. All staff are well trained and have a good understanding of how children learn; they are skilled at assessing their progress in different areas of learning.
- Children enter the Nursery class with skills in language and communication and personal and social development which are much lower than those that are typical for their age. They learn in a stimulating and safe environment and are well taught by well-trained adults who have very high expectations of them.
- As a result of this and the good care and support, the vast majority of children, including those with disabilities and special educational needs and those for whom the school receives additional funding, make good progress through the early years. Just over half enter year 1 with the skills and abilities that are typical for their age.
- Children benefit from, and take part in, a wide variety of activities in both the indoor and outdoor learning areas. Teachers and teaching assistants are careful to focus on the development of children's language, speaking and listening skills. This was exemplified in a circle-time activity where the Reception class teacher encouraged children to think about the things that they would like to learn the following week. She was careful to involve all children, skilfully tested out their ideas and encouraged them to share them with the rest of the class.
- The early years staff have very good relationships with parents. Those who spoke with inspectors were happy that their children were well looked after, and said that they appreciated being kept informed about their progress.

## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 105943  |
| <b>Local authority</b>         | Salford |
| <b>Inspection number</b>       | 448286  |

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

|  |   |
|--|---|
| <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> | 235   |
| <b>Appropriate authority</b>               | The governing body                              |
| <b>Chair</b>                               | David Wyatt                                     |
| <b>Headteacher</b>                         | Carolyn Whiteway                                |
| <b>Date of previous school inspection</b>  | 19 July 2010                                    |
| <b>Telephone number</b>                    | 0161 736 6871                                   |
| <b>Fax number</b>                          | 0161 743 1523                                   |
| <b>Email address</b>                       | stpaulscrosslane.ceprimaryschool@salford.gov.uk |



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