

# Alverthorpe St Paul's CofE (VA) School

St Paul's Drive, Alverthorpe, Wakefield, West Yorkshire, WF2 0BT

**Inspection dates** 12–13 September 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils at St Paul's are very happy and feel safe and well cared for at school. As a result, they work hard and achieve well.
- Achievement is good in all subjects, particularly reading, because teaching is consistently good. In some classes, it is outstanding.
- All groups of pupils, including the most and the least able, make good progress in all year groups.
- Behaviour is good in all classes. Pupils are enthusiastic, engaged and want to learn. Around school, pupils display high standards of behaviour, including on the playground where they play well together.
- The headteacher and other school leaders, including governors, accurately measure the school's strengths and identify where it could do better. They have used this information to secure improvements in the quality of teaching. As a result, pupils' achievement has risen.
- Pupils' spiritual, moral, social and cultural development is a key strength of the school's work.
- Parents hold positive views about the work of the school. One parent commented that since joining the school her child has 'truly come on in leaps and bounds'.

### It is not yet an outstanding school because

- Teaching is not yet outstanding.
- The proportion of pupils who make more than the progress expected in writing and mathematics is lower than that seen in reading.
- Leaders do not always ensure that the outdoor environment in the Early Years Foundation Stage is used effectively, so the progress made by the youngest children is not as fast as it could be.

## Information about this inspection

- Inspectors observed 18 lessons, or part-lessons, delivered by 10 teachers. Four lessons were joint observations; two with the headteacher and two with the deputy headteacher. In addition, the inspectors listened to pupils in Year 2 and Year 6 read.
- Discussions were held with groups of pupils, teachers, and three representatives from the governing body. An interview was also conducted with a representative from the local authority.
- Inspectors considered 36 responses to the on-line questionnaire (Parent View) and three letters from parents. Information from 24 staff questionnaires was also considered as part of the inspection.
- Inspectors scrutinised the school's plans for improvement and also examined documents relating to safeguarding, behaviour and attendance.
- A range of other evidence was also scrutinised by inspectors including pupils' current work in books and the school's own data and monitoring records of how well pupils progress in their learning.

## Inspection team

Paul Plumridge, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Anthony Kingston

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who are supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below average.
- A below-average proportion of pupils are eligible for the pupil premium (the pupil premium is additional government funding for children in local authority care, those from armed service families and those known to be eligible for free school meals).
- The school provides nursery provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching from good to outstanding so that a greater proportion of pupils make better than expected progress by:
  - ensuring that the work pupils complete in mathematics builds carefully on their previous learning so that they are adequately challenged in all lessons
  - ensuring that teachers expect and encourage pupils to raise their standards in writing in all subjects to the level seen in their extended writing books
  - ensuring that teachers provide high quality written feedback to pupils in all subjects, particularly mathematics.
- Improve achievement in the Early Years Foundation Stage from good to outstanding by ensuring that the outdoor environment is always used effectively to promote high quality learning.

## Inspection judgements

### The achievement of pupils

is good

- Attainment at the end of Year 6 rose in all subjects in 2013 and remains typically above average. This represents good progress from pupils' starting points. Consequently, children are well-prepared for the next stage of their education because they leave the school with well-developed skills in reading, writing and mathematics.
- Most children enter school with skills that are typical for their age. They settle quickly and establish clear routines and, by the end of the Early Years Foundation Stage, all groups of children have made good progress and are ready for Year 1. However, some activities provided in the outdoor environment are not as stimulating as those provided indoors. This means that the outdoor sessions are not as productive as they could be.
- Pupils continue to make good progress throughout Key Stage 1. Standards by the end of Year 2 have risen in recent years and are now above average. Progress throughout Key Stage 2 is also consistently good.
- Pupils' achievement in reading is a particular strength. This is because they get off to a good start. In 2012 and 2013, an above average proportion of pupils reached above age-related expectations in the Year 1 phonics screening check.
- This is because pupils' knowledge of letters and the sounds they represent (phonics) is well-developed and helps them to read unfamiliar words and enjoy reading. There is also a systematic approach to the teaching of reading throughout the school, with teaching assistants contributing well to the good progress made by all groups of pupils.
- Progress in mathematics and writing is good. The work in pupils' extended writing books is of a consistently high standard, and some is outstanding. However, these very high standards and strong progress are not consistently maintained in all writing and mathematical activities. This is because some teachers' expectations of what all pupils can achieve in a lesson are not always high enough. Sometimes, teachers do not do enough to push all pupils to do their very best.
- Pupils who are known to be eligible for free school meals and supported through the use of pupil premium make good progress in all subjects, particularly reading and mathematics. This is because additional government funding is allocated effectively to provide additional support. As a result, attainment gaps have narrowed because the progress made by these pupils matches and sometimes exceeds that of other pupils in the school.
- Pupils who are disabled and those who have special educational needs make good progress in all subjects. Their specific needs are met well; both inside the classroom and through small-group or one-to-one additional support.

### The quality of teaching

is good

- Teaching is consistently good and some is outstanding. This ensures that all groups of pupils, including those who are more able, achieve well and make good progress over time.
- In the Early Years Foundation Stage, adults ensure that children develop good language skills as they encourage them to respond to questions in full sentences. This has a positive impact on the progress they make in writing.
- Teachers use their strong subject knowledge to plan interesting lessons. They use information about pupils' progress to set work that is mostly well-matched to the needs of all individuals. In mathematics, the work that pupils complete ensures that they are made to think hard. However, occasionally they repeat skills that they have already securely acquired and this prevents a greater proportion of them making even faster progress.
- In the best lessons, pupils work exceptionally hard because they complete challenging, engaging tasks, which are always closely linked to their next steps in learning. An example is a Year 6 lesson in which pupils had to use their computing skills to produce an information booklet to raise awareness of e-safety. All were immersed in their learning and could critically evaluate

their own work, and that of others. As a result, a large proportion made better than expected progress.

- Whole-school systems and strategies, such as quality extended writing and guided reading activities, are consistently implemented by all teachers. As a result, pupils' learning has clear focus and routine, which helps them to do well.
- Teachers ensure that pupils work hard and display pride in their efforts. This is evident in the good standard of presentation and the quantity of work seen in most pupils' books.
- Teachers' written feedback in extended writing books clearly shows pupils how they can improve their work. Opportunities for pupils to address these marking comments are extensive and, in the best examples, lead to rapid improvements. However, in some other subjects, particularly mathematics, the quality of marking is not as high and this means pupils are not always sure what they need to do to improve their work.
- Other adults make a significant contribution to the achievement of all groups of pupils, particularly those who are eligible for the pupil premium additional funding, are disabled or have special educational needs. They skilfully support individuals and small groups, both in lessons and through additional support at other times of the school day.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour in lessons is typically good. Relationships are strong and expectations are clear. When the quality of teaching is outstanding, pupils work exceptionally hard and display highly positive attitudes to learning.
- Around school, pupils display exemplary manners and behaviour. They treat staff, visitors and each other with courtesy and respect. On the playground, pupils interact well and report that they enjoy the outdoor equipment that the school provides.
- Pupils are aware of the different forms of bullying. Pupil discussions and school records show that bullying is rare, with one pupil commenting 'we are all friends in the same school and we care for everyone'.
- Pupils attend regularly, are punctual and enjoy coming to school. Attendance is slightly above average.
- Parents and pupils hold positive views about the standard of behaviour at the school. One child commented 'it's great!'
- All parents who responded to the on-line parent questionnaire agree that their children feel safe in school. Pupils display a good awareness of how to avoid risk, including when using the Internet, safely.

### **The leadership and management are good**

- The headteacher and other senior leaders, including governors, monitor all aspects of the school's performance and are able to use this information accurately in order to drive forward continued improvement. Consequently, teaching has improved and standards have risen.
- There is a commitment to ensure that the quality of teaching continues to improve. Accurate monitoring, effective performance management and training, which is linked closely to the needs of the school as well as individual staff, means that all are challenged and supported to do their best.
- In the Early Years Foundation Stage, leaders have accurately identified that improving outdoor provision children is a priority. However, they have still not put these plans into action and currently the children's outdoor learning experiences are not as productive as they could be.
- Leaders track the progress of individual pupils using efficient systems. As a result, those who require additional support, including those who are disabled or have special educational needs, are identified swiftly and extra help is provided. For example, the 'Reading Recovery' programme has successfully helped some of the younger pupils to catch up with their reading.

- The school's curriculum is broad and balanced and provides equality of opportunity for all. Leaders ensure that a wide range of extracurricular activities are accessible for pupils, particularly sport where participation rates in clubs and physical education lessons are high. This contributes to the development of pupils' physical well-being effectively.
- Pupils' spiritual, moral, social and cultural development underpins all aspects of the school's work. Pupils have a clear understanding of rights and responsibilities, not only of themselves but also of others. One child captured this by stating 'I think I have a responsibility to my school and the other children – they are my friends.'
- All parents who completed the on-line parent questionnaire would recommend this school to others. A number of comments and letters given to the inspection team during the inspection were also wholly positive about the work of school.
- Safeguarding arrangements meet statutory requirements and give no cause for concern.
- The local authority has an accurate view of this good school and provides helpful light-touch support.
- **The governance of the school:**
  - Governors bring a wealth of professional expertise to the school and utilise these skills to ensure that leaders are supported well, yet also challenged accordingly. Governors' insight into how the pupil premium funding is allocated is well-informed and they measure its impact closely. They know about the quality of teaching and the progress that pupils make. They ensure that the performance of teachers, including that of the headteacher, is closely linked to pay progression. As a result, the quality of teaching and achievement, in all year groups, is good.

## 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>	108253
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	425926

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>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pamela Denton
<b>Headteacher</b>	Christine Chell
<b>Date of previous school inspection</b>	6 November 2008
<b>Telephone number</b>	01924 303725
<b>Fax number</b>	Not applicable
<b>Email address</b>	head@st-pauls.wakefield.yhgfl.net

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