



# St Paul's CofE Primary School

## Inspection Report

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**Unique Reference Number** 107319  
**LEA** Bradford  
**Inspection number** 277742  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Mr Philip Cole CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	St Paul's Avenue
<b>School category</b>	Voluntary aided		Buttershaw
<b>Age range of pupils</b>	4 to 11		Bradford, West Yorkshire BD6 15T
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01274 679 183
<b>Number on roll</b>	211	<b>Fax number</b>	01274 420 516
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	A McMahon
<b>Date of previous inspection</b>	13 November 2000	<b>Headteacher</b>	Mrs Catherine Haigh

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

The school serves a socially diverse community and though the proportion of pupils claiming free school meals is average, there are other indications of social disadvantage. The proportion of pupils with learning difficulties and disabilities is below average. The buildings and grounds suffer from vandalism because of the public right of way through the school grounds. The school lacks sufficient outdoor play area for Reception class children.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school considers itself to be a good school and the inspectors agree with this judgement. It provides good value for money. Most pupils make good progress from the time they enter the Reception class to when they leave at the end of Year 6. Overall results in the national tests are impressive. This is because pupils are mostly taught well by skilful teachers who understand their needs. The quality of provision made for children in the Foundation Stage is currently satisfactory and they make steady progress. Pupils' personal development is strong although their understanding of what it is to live in a multicultural society could be further improved. They are well cared for by all staff who put their interests at the heart of what they do. The leadership and management team is new and inexperienced. As a result, their skills in looking closely at the work of the school and evaluating how well it is doing are not as effective as they could be. The issues raised in the last report have been tackled and the school's effectiveness has been maintained. It is in a satisfactory position to move forward.

### **What the school should do to improve further**

- Ensure that teaching is consistently good in all classes.
- Develop further the skills of the leadership team so that they are more effective in identifying what needs to be done to continue to raise standards and quality
- Provide more opportunities for pupils to improve their understanding of cultural diversity in Bradford and the country as a whole so they are well prepared to take up their place in a multicultural society.

## **Achievement and standards**

### **Grade: 2**

Children join the Reception class with knowledge, understanding and skills similar to those in most schools. By the end of Year 6, most have achieved well in the national tests in English, mathematics and science. Results in 2005 were clearly above the national average, particularly in English and science. There had been a significant dip in the English results in 2004. This has been very successfully tackled. Boys' results are much better than boys nationally and they achieve well to do better than girls in the school. Results in the Year 2 tests had shown a gentle decline over recent years but in 2005, this was reversed. Results rose from being in line with those found in most other schools to being considerably higher, with more pupils achieving the higher level in the tests. Girls have achieved better than boys in the Year 2 tests, which is the case in most schools. Children in the Reception class make steady progress. Pupils with learning difficulties and/or disabilities are well supported; they make good progress towards their targets. The very few pupils who do not come from white British backgrounds achieve as well as other pupils in school.

## Personal development and well-being

### Grade: 2

The school successfully promotes pupils' personal development and well-being. Pupils work hard and take pride in what they do. They are polite and enjoy very good relationships with each other and the adults in school. Bullying is rare. Pupils agree that it is quickly dealt with. Pupils enjoy their learning and are very appreciative of their teachers' endeavours to make learning meaningful and fun. This is reflected in their very good attendance and timekeeping.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils are given opportunities for sensitive reflection and the celebration of others' achievements. They have a good understanding of different ways of life around the world but relate this to going abroad and not to their place in the diversity of British society.

Pupils play happily and purposefully at break times. They enjoy using the 'Huff and Puff' playtime equipment, sharing well and taking turns. Pupils thoroughly enjoyed the 'Skipping Day'. They understood the contribution that vigorous exercise makes to their health and fitness. They make sensible choices at breakfast club where fruit is always available.

Pupils understand that they are part of the whole school community and value having a voice through the school council. They initiate fundraising and enthusiastically raise money to support various charities. They are successfully developing skills and attitudes that should help to ensure their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Overall, teaching and learning are good. In the Foundation Stage, teaching is satisfactory. The teacher and nursery nurse work well together and their enthusiasm and good relationships engage the children's interest. However, more could be done to challenge the more able children and to ensure that boys are always positively involved. Teaching is good for pupils at Key Stages 1 and 2 with the most effective teaching being found between Years 3 and 6.

Particular strengths include: teachers sharing with pupils what they are expected to learn in the lesson, which helps them to work purposefully; teaching assistants successfully supporting pupils who need help, including those with learning difficulties and disabilities; teachers making effective daily use of assessment to adjust the following day's teaching so that pupils succeed in learning what has been planned; regular and often helpful marking, using targets and encouraging pupils to assess their own learning so that they are more able to improve what they do; and careful questioning to check on learning and to challenge pupils.

These strengths are not found consistently in all lessons and there is scope to improve the challenge provided for some of the more able pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum effectively meets the needs and interests of pupils although more could be done to reflect better the diverse nature of modern British society. Children in the Reception class are now provided with appropriate opportunities for outdoor play, which was a weakness in the last report. The Foundation Stage curriculum provides sound coverage of the areas of learning but role-play activities could provide more opportunities for children to write and explore mathematical ideas. There is strong emphasis on enrichment activities and regular 'theme days' that motivate and engage pupils. Pupils spoke enthusiastically about recent events, such as the whole school 'Wedding Day'. There is a satisfactory range of interesting after school clubs including a popular 'Christian Club' and a movie animation club. The school is making good additional provision for gifted and talented pupils. This includes visits to linked secondary schools to extend pupils in science and mathematics, and the use of specialist visitors.

## **Care, guidance and support**

### **Grade: 2**

Central to the effective care and support are the high quality of relationships that ensure pupils feel secure and safe. They know who to go to when they have concerns and the learning mentor is seen as someone who provides real help when they need it. Pupils talk very positively about her 'problems' box' where they can leave messages for her. Child protection arrangements are good and adults are familiar with them. Risk assessments are carried out as required and are shared with pupils when this is appropriate, for example when they are going on a visit. Great care is taken to make them fully aware of the dangers of the public footpath and additional supervision is provided to reduce any potential risks. The daily use of assessment ensures that pupils' learning needs are constantly being monitored and leads to action being taken to tackle any emerging problems. Healthy living is promoted well.

## **Leadership and management**

### **Grade: 3**

A very strong, caring ethos permeates the school and ensures that the welfare of pupils is central to its work. As a result, the quality of provision and the promotion of equality for all is effective. The headteacher and acting deputy headteacher have recently been appointed and both are inexperienced. They are still developing their skills in analysing data and evaluating the quality of teaching and learning. They have a sound general understanding of what the school's strengths and weaknesses are but they do not yet look deeply enough to find out what needs to be done to make the school even better. Subject leaders' roles are similarly being developed and they currently make satisfactory contributions. The views of parents, who are very positive about the school, and pupils are taken into account and are used to inform development planning. The plans to make the school better are sound but would benefit from being securely based on

more perceptive self-evaluation. Governors are very supportive of the school but do not effectively fulfil their roles as 'critical friends'. They have tended to accept information and suggestions from the headteacher without questioning them sufficiently. Recently, they have made the acting deputy headteacher non class-based but have not yet had time to define her role in any detail or identify any ways of measuring the success of this initiative. The school's capacity to improve is satisfactory.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

N/A

Thank you for welcoming us to your school and for being so friendly and polite.

What we most liked about your school:

- We are delighted that you enjoy school so much and are so well behaved;
- You have lots of interesting things to do and we were particularly impressed with the 'theme days' you have;
- We think that the teachers and other staff look after you very well;
- We think you work hard, do well in your lessons and very well in your tests;
- The school has good teachers and teaching assistants who work very hard so that they can do their best for you;
- We also think that the headteacher, governors and all the other staff work hard to make this the best school they can;
- Your parents are right to think that you go to a good school and are very glad that you come here.

What we have asked your school to do now:

- Make teaching even better;
- Look more carefully at how well the school is working so that everyone has a good idea of what needs to be done to make things better still;
- Give you more opportunities to find out about the many people who live in our country whose families originally came from different parts of the world.

We really enjoyed talking to you and looking at what you were doing and wish you well in the future.