

Inspection of a good school: St Paul's CofE Primary School

St Paul's Avenue, Buttershaw, Bradford, West Yorkshire BD6 1ST

Inspection dates:

11–12 February 2020

Outcome

St Paul's CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and are safe in the school. Parents and carers have a very positive view of the school. They rightly believe their children are happy, safe and taught well. Bullying is rare. When it does occur, it is dealt with effectively.

There is an effective curriculum to support pupils' understanding of the wider world. This means they learn about different faiths and cultures. Tolerance, respect and kindness are values fostered well in the school. This supports pupils' positive attitudes to the diverse world around them. It also ensures pupils behave in school, as expectations are high. Adults in the school are effective role models and enjoy positive relationships with pupils. Pupils' attitudes to learning help them to make strong progress in their learning.

Pupils learn about different careers, and the pathways which lead to different career choices. There is strong support for pupils' emotional well-being. Pupils undertake activities, such as group discussions, which help them to look after themselves. Where pupils have particular needs in this area, the school has bespoke and specialist support in place. This helps these pupils to see school as a safe place where they can make friends and learn.

What does the school do well and what does it need to do better?

Reading at St Paul's is taught well. It is prioritised from the start of the early years. The teaching of phonics is systematic. Adults in the school are skilled in teaching the phonics programme. They assess the children's needs accurately and quickly. This helps to identify the extra phonics support needed when there are gaps in the children's knowledge. When children struggle, the support provided is effective as it is very bespoke to the individual child's needs. This results in a high proportion of pupils passing the phonics screening check.

Pupils at St Paul's enjoy reading. Reading is fostered well in various ways to generate a passion for and a love of reading. As such, pupils read a wide range of books from

different authors. They are enthusiastic about their study of particular books. They also get useful guidance on which books to choose from the library. Parents are encouraged to hear their children read regularly. Parents are also invited to come into school to see reading and the books on offer. They are welcome to take books home to develop good reading habits with their children.

In the early years, phonics and reading are reinforced well within the provision. The classrooms indoors and outdoors also support children in their work to develop a strong understanding of mathematics. The activities planned support children in their development across all learning areas. This includes their ability to listen, share, take turns and offer their thoughts with confidence.

The mathematics curriculum is well sequenced. Pupils largely make good progress in mathematics because skills are taught coherently. Pupils regularly practise their skills before applying and then using them. Teachers use a variety of strategies in lessons to check what pupils have and have not understood. Teachers use this information well, mostly, to support pupils in making their next steps. Activities are planned well to meet their needs closely. Teachers' subject knowledge in mathematics is generally strong. Leaders also have an accurate view of what teachers' strengths are in mathematics. However, at times, the most able pupils are not challenged well enough. This means that the learning activities for these pupils do not always match their needs.

History is an area that is improving in the school. Leaders have worked well to make sure that a clear, coherent and sequenced curriculum is in place. There is a strong and effective emphasis in the history curriculum around promoting key language and pupils' recall of key facts. However, at times, the planning of learning in history does not closely meet the needs of the most able pupils. Also, sometimes teachers provide too much support for those pupils who do not need it. This means they do not develop their thinking independently. This can slow their progress. The teachers' expectations in history are not high enough. In reading and mathematics, pupils are very productive and present work well. This is not always the case in history.

Lower attaining pupils, as well as pupils with special educational needs and/or disabilities (SEND), are well served in mathematics and in history.

The wider curriculum supports pupils beyond their classroom learning. There are regular activities linked to developing pupils' understanding of the world around them. These are effective activities which engage pupils well.

Staff feel valued. They report that their views are sought and listened to. This means leaders can check how well systems are working and how they can be improved. As a result, staff who made their views known report that leaders have reduced workload by making systems more efficient. They also say that the training they receive is useful and relevant.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that checks are made on all adults who work in the school, whether staff or volunteers. All staff and governors receive appropriate training. Those who have specific responsibility for safeguarding in school attend extra training. The school works with external agencies to gather specialist advice and support when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In history, the school has worked effectively to sequence learning so that knowledge and key language are both developed and used well by pupils. However, some teachers give some pupils too much support meaning pupils do not develop their understanding as well, which slows their progress. Leaders must ensure that the teachers provide pupils with more opportunities to learn independently. In the same way, leaders must ensure that the most able pupils are stretched and challenged in their history learning. This also needs to happen in mathematics where teachers do not always provide the most able pupils with the appropriate learning activities.
- In reading and mathematics, there are high expectations of pupils' productivity and presentation of their work. This is not consistently the case in history and leaders should ensure that teachers communicate these high expectations about productivity and presentation.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 18–19 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107319
Local authority	Bradford
Inspection number	10121791
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Paul Bland
Headteacher	Catherine Palmer
Website	http://www.stpaulscephprimary.com
Date of previous inspection	18–19 May 2016, under section 5 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils with SEND is below the national average. The proportion of pupils with an education, health and care plan is below average.
- The proportion of pupils known to be disadvantaged is above average.
- The school is a Church of England school.

Information about this inspection

- I met with the headteacher and several senior and middle leaders throughout the inspection. I met with several teaching staff, office staff and kitchen staff. I also met with the chair of the governing body and a representative from the local authority.
- A meeting was held with leaders who have responsibility for safeguarding. Documents around processes and policies relating to pupils' safety were also checked. I also checked records of staff recruitment and training.
- I agreed with the headteacher to carry out a review of mathematics, reading and history as part of the inspection. Together with curriculum leaders, we completed

connected inspection activities that included lesson visits, work scrutiny and discussion with leaders, pupils and teachers.

- I spoke to eight parents at the start of the school day. I considered the views of 43 parents who responded to Ofsted’s online questionnaire, Parent View, including the additional 43 free-text responses they made. I also reviewed responses from staff and pupil surveys.

Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

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