

Inspection of St Paul's Catholic Primary School

Sundridge Park, Yate, Bristol BS37 4EP

Inspection dates: 22–23 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils know, understand and demonstrate the values that underpin the 'St Paul's Way'. They know right from wrong and show compassion for others. For example, pupils in key stage 1 look at discrimination and the feelings of those who came to Britain aboard the 'Windrush'.

Pupils attend well and are keen to share their experiences. They told us that bullying is not an issue. If they do have concerns, pupils can share these with an adult or with the 'worry monster'. They trust adults to support them.

Pupils typically behave well, both in class and at breaktime. They take pride in their work. When pupils lose focus, this is either because teachers have not given clear enough instructions or that tasks are not matched well enough to pupils' needs.

Pupils are keen to take part in the many activities that are on offer at their school. For example, during the inspection, pupils were proud to represent the school at the local tag rugby tournament and enjoyed the after-school clubs on offer.

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

In subjects such as art, music, computing and science, subject leaders have thought carefully about what pupils learn and when. However, there is variation in how well subject leaders make sure that teachers follow these plans and that pupils are clear on their next steps.

Art is an area of strength. Pupils learn about the work of artists, designers and architects. They produce high-quality work of their own. This also enriches the pupils' understanding of different faiths and beliefs.

This approach is less secure in history and geography. Pupils say that they enjoy knowing what happened in the 'olden days'. They remember the 'fun' activities, such as building a Viking ship, but cannot recall the historical content and facts connected to these well enough. Pupils are not clear in their understanding of how to interpret different historical sources and their reliability.

Staff look after the social and emotional needs of pupils with special educational needs and/or disabilities (SEND) well. These pupils receive support when they fall behind. For example, in Year 1, some pupils have additional help to strengthen their fingers so that they are better able to write. However, this is not always the case. On occasion, teachers do not set work matching pupils' needs closely enough. This sometimes holds a few pupils back.

Leaders are developing greater ambition and structure to develop pupils' reading. Children in the early years get off to a good start in identifying letters and the sounds that they make. However, this is not built on well enough for some pupils when they move into Year 1 and beyond. This leads to inaccuracies in pupils'

spelling. Older pupils learn how writers create character and setting. They begin to infer the author's meaning.

Pupils know why reading is important. Pupils say that their reading has improved as a result. However, teaching is sometimes not ambitious enough in getting pupils to read challenging texts. Also, some weaker readers are not choosing appropriate books matched to their ability when they read for pleasure.

Leaders have identified the areas of mathematics that pupils find most difficult and have adapted plans for what they want pupils to know. This means that the level of challenge is appropriate. Teachers and teaching assistants encourage pupils who have not understood a topic to revisit previous learning to build on 'little steps'.

Leaders provide time for pupils to be reflective and alone with their thoughts. The pupil 'chaplains team' support other pupils in the school. Pupils learn about a broad range of world religions and other cultures. Pupils engage in their local community and support charities or projects from across the globe.

Governors work well with the local authority and the diocese. Governors ask the right questions and are reviewing their programme of visits. They recognise that the improvement plan lacks the precision needed to know which actions are working and whether leaders remain on track. This includes the use of additional funding. Staff feel that leaders consult and support them. Parents and carers comment that staff are approachable and welcoming.

Leaders in the early years foundation stage understand the needs of children before they begin in Reception. The environment provides children with a variety of activities. For example, children enjoy recognising the sounds of musical instruments, while others compose their own sequences of sounds. As pupils move through the school they build on these early musical foundations. Many go on to play instruments.

Parents are involved in their children's learning and take part in craft, yoga and forest school activities.

Safeguarding

The arrangements for safeguarding are effective.

Governors and leaders have addressed the issues raised at the previous inspection. Staff now follow clearly understood procedures if they have a concern. Leaders take advice and make timely referrals to outside agencies where necessary.

Pupils say that they are well looked after and most parents who responded to Parent View agree. Pupils know how to keep themselves safe in their everyday lives and understand the importance of a healthy lifestyle.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Governors need to ensure that improvement plans are robust so that they can evaluate the impact of actions more precisely. This includes the use of the additional funding provided for disadvantaged pupils and the development of sport.
- In many areas of the curriculum, subject leaders have thought about what they want pupils to learn and by when. Subject leaders now need to ensure that teachers implement these plans effectively so that pupils learn more and remember more as a result, including pupils with SEND.
- In areas where curriculum sequencing is developing, such as in humanities, subject leaders need to enhance their subject knowledge and understanding of subject-specific pedagogy so that they can support teachers who are non-specialists.

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're 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	109269
Local authority	South Gloucestershire
Inspection number	10111461
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	197
Appropriate authority	The governing body
Chair of governing body	Carol Lawler
Headteacher	Maxine Sewell
Website	www.stpaulscatholicprimary.co.uk/
Date of previous inspection	16–17 May 2017

Information about this school

- St Paul's Primary School is a Roman Catholic voluntary aided school in the Diocese of Clifton. As such, in September 2017, it was subject to an inspection of Denominational Education under section 48 of the Education Act 2005. At that time, the school's distinctiveness and effectiveness as a Catholic school were judged to be good.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with representatives from the governing body, the local authority and the Catholic Diocese of Clifton. Inspectors also met with senior leaders, the special educational needs coordinator, the early years leader and a group of staff, including support staff.
- We considered the quality of education by looking in detail at the teaching of reading, mathematics, art and history. Inspectors discussed the curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.
- We evaluated the effectiveness of safeguarding, checked the school's single

central record and scrutinised policies relating to safeguarding and pupils' behaviour. An inspector met with the designated safeguarding lead and reviewed a sample of case files.

- We observed pupils' behaviour in lessons and around the school site. Inspectors spoke with pupils, both formally and informally, to discuss their views about their school.
- We considered the 51 responses to Ofsted's online survey, Parent View, along with 33 additional free-text responses and took into account the 19 responses from staff to the questionnaire issued at the beginning of the inspection.

Inspection team

Sarah McGinnis, lead inspector

Her Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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