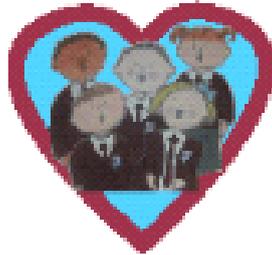


The context of the school

St. Paul's CE Junior School



A Small School with a Big Heart

St. Paul's is 'A small school with a big heart'. We are a VA Church of England school with good links with St. Paul's Church. The school demonstrates a strong Christian ethos. St. Paul's school serves the parish of St. Paul's Church. Our pupils come from a variety of socio-economic backgrounds that in turn reflects the wider economic landscape of the town of Barrow-in-Furness. Our school regularly receives pupils from other junior and primary schools mid-key stage, who wish to make a fresh start. We have a reputation for nurturing and challenging our pupils; currently 16% of our pupils on role have joined us part way through Key Stage 2 from other schools in the area. We also attract pupils with a variety of special needs for whom our small, family ethos facilitates social and academic success. Currently 22% of pupils are on our SEN register, 22% of pupils receive free school meals or Ever 6 funding. Approximately 50% of our pupils are mapped on to the Cumbria wedge, because they need additional intervention in order for them to reach their potential.

The learning culture of the school is characterised by high expectations of achievement, behaviour and positive relationships. Our curriculum is engaging and inspiring, responding to all our pupils' needs including those recognised to have a special educational need. Our curriculum gives all pupils the opportunity to "bump into talents" that they didn't know that they had; such talents maybe sporting, entrepreneurial, artistic, musical, leadership as well as academic.

The staff at St. Paul's seek to raise pupil's aspirations and in collaboration with all of our stakeholders, engender a "can do" attitude to life and learning. We value the qualities of resilience and self-reliance. We always put the pupil first.

The school's size, (102 June 2017), engenders a spirit of care and cooperation. The affirming atmosphere enables pupils to develop high levels of respect for themselves and others. The school has strong links with our local community and overseas. ([See appendix to this section overleaf](#)). We are very proud of our status as an International School, Expert Centre for Global Learning, Cardiac Smart School, Kidsafe School and Sainsbury's Sports Gold Award school.

Response from parent and pupil questionnaires testify to the fact that St. Paul's pupils benefit significantly from their time at this school.

Overall effectiveness

***including the promotion of the pupils' spiritual, moral, social and cultural development**

***provision for SEN pupils**

Areas for improvement from the last Ofsted inspection report have been addressed.

Key findings from 2014 inspection	Actions taken following inspection
1) Occasionally activities do not always provide enough challenge, especially for the most able pupils.	The effective delivery of the 2014 National curriculum, greater differentiation in lessons and use of Dowdales School master classes for Year 5 & 6 have increased level of challenge for most able.
2) Teachers do not always refocus or adjust their teaching activities well enough to ensure learning moves on at a consistently good rate.	The impact of the 2014 curriculum, focus on increasing the pace of lessons, especially maths and the strategic use of teaching assistants ensures learning moves on at a consistently good rate.
3) Marking does not always give pupils sufficient guidance on what they need to do to improve their work.	A revised marking policy, increased book scrutiny and introduction of 'improvement time" has ensured that pupils have sufficient guidance on how to improve their work.
4) The school improvement plan is not sufficiently well structured to ensure that the school's effectiveness rapidly becomes outstanding	The revised format of the SIP, it's evaluation, on-going development and use of SMART targets means it is now more effective.

The overall effectiveness of the school is **good**. This judgement is based on the following: -

The quality of teaching, learning and assessment is **good**.

The effectiveness of leadership and management is **good**.

The standards of personal development, behaviour and welfare are **outstanding**.
The outcomes for pupils are **good**.

[See the relevant sections of this self-evaluation where recent good practice and developments are identified which support these judgments.](#)

S.M.S.C

This is judged to be **outstanding**. The breadth of the Whole School curriculum enables our pupils to thrive in a supportive and highly cohesive learning environment.

"The curriculum and huge range of school clubs promote excellent spiritual, moral, social and cultural development" Ofsted June 2014.

[\(See the appendix to the S.M.S.C section of the School Self Evaluation document for evidence to support this judgement; overleaf\).](#)

In addition we have audited our provision and have ensured that British values are embedded in our whole school curriculum, [\(see British Values statement & planning\)](#).

Provision for SEN

This is judged to be **good**.

The proportion of pupils supported with a statement for SEN / EHCP or with special needs is well-above average.

"The school promotes and checks that all pupils have equal opportunities. As a result all groups of pupils, including disabled pupils and those with special educational needs make the same good progress." Ofsted June 2014

[\(See the assessment data for SEN pupils on whole school tracking which supports this judgement.\)](#)

Our SENCo's practice is outstanding. He is approached by other schools for guidance and ensures all St. Paul's staff are fully equipped to provide for the SEN pupils in their classes. The SEND policy and Local Offer was fully implemented following changes at national level in 2014.

St Paul's, as a CE school, is also inspected regularly by the diocese. At our last inspection Oct 2014, we were judged **Good** overall and with **outstanding** for Christian Character.

The school cannot yet be judged outstanding overall because the outcomes for pupils are not yet outstanding. The quality of teaching, learning and assessment are not yet consistently outstanding, neither is the leadership and management of the school. These issues are key objectives in our school development plan. [\(On staffroom wall\)](#).

Effectiveness of Leadership and Management
(inc. Safeguarding & use of Pupil Premium)

The standard of leadership and management is **good**. This judgment has been reached because key leaders and managers including the Governing body consistently communicate high expectations and aspirations for our pupils academic' and social success and communicate these to the wider school community.

Developments since our last Ofsted mean that the work of our SENCo and Literacy lead teachers is now highly regarded by the LA. Our Science, Maths, RE and Music leads regularly share good practice with local schools.

Governors persistantly focus on their core strategic functions. The functions are:-

1) Ensuring clarity of vision, ethos and strategic direction.

2.) *Holding the head teacher to account for the educational performance of the school and it's pupils and the performance management of the staff.*

3) *Overseeing the financial performance of the school and making sure it's money is well spent.*

The school is an Expert Centre for Global Learning. The head is engaged with 3 other schools through peer-peer working within the Barrow Primary Collobarative, BPC. Pupil numbers have continued to grow and so has the need of our pupils for SERIS work and family Support. All subject leaders have audited their subjects each year with an on-going focus on improving pupils' outcomes.

"The Head teacher provides inspirational leadership, with a clear and uncompromising focus on developing the whole child through excellent provision." Governors give a strong level of challenge and support to the school. "Ofsted June 2014.

The School Improvement Plan clearly identifies the school's priorities for the pupils at St. Paul's. The plan is evidence based and strives to continually raise the standards of teaching and learning. It is regularly monitored, evaluated and developed by teachers and governors as part of our robust cycle of School Improvement. ([See SIP on staffroom noticeboard](#)).

Staff CPD is planned in accordance with the new standard for teachers' professional development. Each area of self-evaluation is discussed at either Full Governors or at subcommittee meetings. ([See minutes of Governors meetings.](#))

Our whole school curriculum is well organised and imaginative. We provide our pupils with opportunities to succeed on a daily basis. They have many memorable experiences and the opportunity to "bump into" talents they didn't know that they had. Our whole school curriculum, which includes the 2014 National Curriculum, prepares our pupils for life in modern Britain. British values are embedded; the are taught alongside our Christian values.

The curriculum and huge range of school clubs promote excellent spiritual, moral, social and cultural development. Ofsted 2014.

Leadership of Learning is good. All of the adults involved in the teaching of our pupils are motivated and dedicated to ensuring our pupils make good progress. Teaching is responsive to the pupils' needs. Interventions are implemented in response to individuals' needs. Currently initiatives in Phonics, Grammar, Maths and Reading, spelling, PE, SERIS and SULP are in place. These interventions are reviewed half-termly. ([See interventions map](#)).

Continuing professional development is tailored to the needs of staff and pupils as identified in the School Improvement Plan.

Pupil Premium Funding is used effectively to provide additional support for teaching, learning and assessment; ([see whole school tracking data and pupil premium plan](#)).

Our procedures for keeping pupils safe and secure are **outstanding**.

In order for the effectiveness of leadership and management to be outstanding, the School Improvement Plan needs to ensure even stronger outcomes for pupils through even more effective provision.

Quality of Teaching, Learning and Assessment

Quality of teaching is **good** because lessons are well planned, imaginative and exciting. Time in lessons is used well and pupils are able to focus on their work because of our high expectations for behaviour and conduct. Teachers review pupils' progress daily through assessment, marking and feedback.

Lesson observations by the Head teacher and subject leaders support this judgment. (See [Lesson Observation file](#) and [subject coordinators files](#).)

Since our last inspection we have planned for and deliver the new National Curriculum. We have developed a new assessment and evaluation regime. We have improved pupil tracking and refined the monitoring of different groups and their progress. We have further adapted our facilities to enable the inclusion of pupils with significant physical disabilities.

The teachers continue to participate in further professional development and to restructure their teaching groups to rapidly improve progress and thus demonstrate good teaching. There is a robust cycle of monitoring and assessment of pupil progress in place. This cycle of summative and formative assessment measures pupils' progress in the National Curriculum and life skills. We seek support from outside agencies if needed. (See [staff meeting timetable and minutes](#) and [School Improvement Plan](#).) We identify pupils who are at risk of failing to make adequate progress and respond incisively.

Teachers use their well-developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.

(See [planning folders and curriculum map and pupils' books](#)).

"Teaching is typically good with teachers consistently providing interesting activities that excite pupils' imaginations and capture their interest." (Ofsted 2014)

Teachers and other adults enthuse and motivate all pupils to participate. Teaching generally promotes the childrens' resilience, confidence and independence when tackling challenging activities. Teachers are quick to challenge stereotypes and teaching strategies reflect and value the diversity of our pupils' experiences and of those beyond our immediate school community. (See [pupil responses to questionnaires](#)).

"Skilled and committed teaching assistants play a very effective role in supporting the learning of small groups and individuals." Ofsted 2014

AfL is embedded across the curriculum so pupils know how well they have done and what they need to do to improve. Pupils are given time to respond to feedback. Every opportunity is taken to develop the crucial skills of literacy and numeracy across the curriculum. ([See curriculum map and subject action plans.](#)) Appropriate and regular homework consolidates our pupils learning.

In order for teaching to be judged as **outstanding**, planning needs to be fine tuned to meet the needs of all learners in all activities. Teachers need to respond quickly if learning isn't progressing rapidly.

Personal Development, Behaviour and Welfare

The personal development, behaviour and welfare of our pupils is **outstanding**. All stakeholders are highly positive about the behaviour and welfare of our pupils. ([See Parent View questionnaires](#)).

"Leaders have created a school where respect and care for everyone are at the heart of everything it does." Ofsted 2014.

Attendance is well above average because pupils are happy to come to school.

Every effort is made to ensure that lessons proceed without interruption. Pupils demonstrate very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. Pupils demonstrate a variety of behaviours for learning; coaching, collaborative, cooperative and compliant.

Pupils are good at managing their own behaviour in the classroom and social situations. They are supported in this by our systematic and consistently applied behaviour policy. Instances of bullying in any form are rare. Feedback from pupils and parents support this judgment. Any allegations of bullying and/or poor behaviour are investigated swiftly. All incidents are recorded in the behaviour book.

In Spring 2017 we became a Kidsafe School. All pupils have been trained in the core principles of this programme. In addition all pupils in upper KS2 are Heartstart trained.

Pupils are confident in assessing and managing risk. A good example of this is their conduct when using gardening tools, cooking or sports equipment. The accident book shows that there are very few incidents in the course of a term. The school scores highly in the annual health and safety audit conducted by an independent organisation.

Our pupils understand how their education equips them with the behaviours and attitudes needed for the next stage in their education. *"By the end of Year 6 pupils are well prepared to make the move to secondary education, confident that they will be successful."* Ofsted 2014

To maintain an **outstanding** judgment we will continue to provide pupils with the opportunity to discuss issues in a considered way and ensure our pupils understand their rights and responsibilities as British citizens. We will further develop the School Council's role as a formal vehicle for the pupils' voice, e.g when redeveloping the Playdale. Continue to provide high quality guidance on On-line safety and other forms of personal safety e.g abuse and exploitation. Maintain outstanding safeguarding procedures.

"The school's procedures for keeping pupils safe and secure are outstanding."

"Pupils' behaviour is outstanding. They are extremely proud of their school and impeccably well-mannered. "Ofsted 2014

Outcomes for Pupils

Outcomes for pupils at St. Paul's is judged to be **good** because most pupils make at least expected progress in a wide range of subjects including English and Maths. Pupils are developing secure knowledge and understanding considering their different starting points. Pupils are also making at least expected progress in "soft skills", e.g leadership, teamwork, creative arts and outdoor learning.([See tracking file](#)).

Pupil Attainment Results: End of Key Stage 2 SATs 2017

Subject	St. Paul's	Cumbria	National
Reading, Writing & Maths	62%	61%	60.8%

Reading	62%	73.5%	71.1%
Writing	72%	75.9%	76.3%
Maths	76%	73.6%	74.6%
Grammar, Punctuation & Spelling	72%	75.9%	76.7%

Each child is worth approx. 3.5%

Further information will be added in the Autumn when progress scores have been calculated at a national level.

Below is the most recent data, (Summer 2017), for all cohorts. [More detailed information for all groups is in the Tracking file.](#)

Year 3 Attainment and Progress overview.

Attainment *Each pupil is approx. 3.5%*

Year	Maths	Reading	Writing	SPaG
2016	69%	66%	59%	
2017	72%	69%	86%	52%

Year 3 Expected Progress from KS1

Year	Maths	Reading	Writing	SPaG
2017	100%	79%	97%	79%

Year 4 Attainment and Progress overview

Attainment *Each pupil is approx. 4.5%*

Year	Maths	Reading	Writing	SPaG
2015	70%	83%	74%	
2016	75%	75%	74%	83%
2017	78%	78%	83%	87%

Year 4 Expected Progress from KS1

Year	Maths	Reading	Writing	SPaG
2017	91%	96%	100%	96%

Year 5 Attainment and progress overview

Attainment *Each pupil is approx. 5%*

Year	Maths	Reading	Writing	SPaG
2014	60%	80%	38%	
2015	58%	80%	55%	
2016	66%	67%	73%	76%
2017	67%	71%	66%	67%

Year 5 Expected Progress from KS1

Year	Maths	Reading	Writing	SPaG
2017	86%	81%	95%	90%

Year 6 Attainment and Progress overview

Attainment *Each pupil is approx. 3.5%*

Year	Maths	Reading	Writing	SPaG
2013 KS1 SAT	80%	71%	58%	
2014	43%	61%	62%	
2015	52%	78%	59%	
2016	61%	64%	21%	82%
2017	76%	62%	62%	72%

Year 6 Expected Progress from KS1

Year	Maths	Reading	Writing	SPaG
2017	93%	76%	97%	100%

Assessment using levels and old curriculum	Assessment without levels and with new curriculum	No data available
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Year 3,4,& 5 are assessed using NFER tests.

In order for pupil outcomes to be judged **outstanding**, progress in all subjects needs to be higher than national expectations. Improved rates of progress in all subjects continues to be a key area for development in our School Improvement Plan.

September 2017

