

# Inspection of a school judged good for overall effectiveness before September 2024: St Paul's C of E Primary School

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

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Inspection dates:

11 and 12 March 2025

## Outcome

St Paul's C of E Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

St Paul's is a school at the very heart of its local community. Leaders are determined that pupils will flourish academically and personally. Pupils, parents and staff are rightly proud of the high-quality, rounded education that pupils receive.

Pupils consistently achieve well in national assessments in mathematics and reading. Their learning in other subjects is more variable. In some subjects, there are opportunities for pupils to be challenged and achieve more highly. This is something the school is already focusing on.

This is a school where people get along. Pupils are happy and safe. They enjoy attending school. At social times, and on 'Rainbow Days', they enjoy mixing with their classmates and pupils from other year groups. On the rare occasions when unkind behaviour happens, staff deal with it very well. Behaviour throughout the school is calm and purposeful.

The seven values of the school – love, respect, courage, forgiveness, community, determination and honesty – permeate the entire school. From a very early age, pupils can explain how these values shape their view of themselves, their school and the world around them. Pupils can talk about this in ways that are thoughtful and well considered.

Pupils are exceptionally well prepared to face the challenges, and embrace the opportunities, that lie ahead in their lives.

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

Leaders, including governors, have an accurate view of the many strengths of the school

and the areas they wish to enhance further. Staff appreciate the way leaders are prioritising the changes they want to make. They ensure that changes are introduced sustainably and do not overwhelm staff in terms of workload.

School places a high priority on reading as the gateway to learning across the curriculum. All staff are trained in the school's phonics programme. The school continues to build staff expertise using training from the local English hub. Where routines for phonics sessions are established, pupils learn very effectively. Occasionally, the aims of small-group sessions are not clear, and, as a result, learning is not as strong. Where pupils need additional one-to-one support, including for developing fluency and reading with expression, pupils benefit from highly effective intervention that is matched precisely to their needs. Pupils learn to read very effectively.

In a few subjects, the school has very recently introduced new curriculums. These curriculums set out what pupils need to learn and provide support for teachers to develop their expertise in these subjects. However, teachers are not consistently clear about what pupils are to learn in lessons. As a result, they sometimes select lesson activities that do not fully support pupils to learn the intended curriculum.

Staff work closely with parents, local childminders and nurseries to ensure that children joining reception get off to the very best start. The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) quickly so they can provide the precise support pupils need in lessons and outside. This support is more effective in subjects where staff have greater levels of subject expertise.

Attendance is high. Pupils enjoy coming to school to see their friends and to learn new things. The school works very effectively with families to overcome any barriers to attendance. Classes compete keenly for the knitted 'attendance chicken' awarded to the class with the highest attendance of the week.

Pupils develop a strong understanding of the world around them through a carefully planned curriculum for personal, social and health education (PSHE). Teachers carefully adapt this curriculum to ensure that lessons meet the needs of their pupils. For example, a lesson on email safety focusing on people claiming to be someone they are not was adjusted to consider people using fake profiles in online gaming because many pupils in the class engage in online gaming while very few have their own email accounts.

Pupils have a strong understanding of democracy through teaching in PHSE lessons, visits from a local councillor and school elections for posts in the school junior leadership team, eco-warriors team and 'happiness heroes' group. These groups are highly active in school and the local community. For example, pupils in the 'happiness heroes' group are actively involved in setting up a weekly 'food market'. They work with a local charity to provide opportunities for members of the local community to buy food and fresh produce at discounted rates. Pupils across the school talk about the importance of getting involved in activities to help members of the community who may need support.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- The school's curriculum in some subjects is relatively new. In these subjects, staff do not always select appropriate activities to enable pupils to learn the key knowledge and skills. This means pupils can struggle to secure the right foundations they need to be successful in later learning. The school should ensure key learning is identified clearly and that teaching supports pupils to learn the intended curriculum effectively.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in 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 information from Ofsted Parent View 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107319
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10379327
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tracy Isherwood
<b>Headteacher</b>	Sean Helliwell-Kenny
<b>Website</b>	<a href="http://www.stpaulscephprimary.com">www.stpaulscephprimary.com</a>
<b>Dates of previous inspection</b>	11 and 12 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The headteacher took up his post at the start of the spring term 2025. An interim headteacher was in place for the autumn term 2024.
- The school is a voluntary-aided Church of England primary school. The most recent Statutory Inspection of Anglican and Methodist Schools took place in January 2023.
- The school does not use any unregistered provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors met with a range of leaders, including the headteacher, the head of school and the designated safeguarding lead.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and

looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with groups of pupils and staff formally and informally and considered responses to the pupil and staff surveys.
- Inspectors considered views from the Ofsted Parent View survey, including written comments from parents.
- Inspectors reviewed a wide range of documentation available on the school's website or provided by the school.

### **Inspection team**

Steve Wren, lead inspector

His Majesty's Inspector

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