

# Inspection of a good school: Rawtenstall St Paul's Church of England Primary School

Calder Road, Rawtenstall, Lancashire BB4 8HW

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Inspection dates:

25 and 26 January 2023

## **Outcome**

Rawtenstall St Paul's Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud to attend this school. They are happy, polite, welcoming and respectful. Pupils live up to the school's motto. They do their best to encourage one another and build each other up.

Pupils, including those with special educational needs and/or disabilities (SEND), know leaders and staff have high expectations of their work and their behaviour. Pupils work hard in lessons and take pride in their work. They achieve well. Pupils also behave well in lessons and around school. They know that adults will listen to them if they have any concerns. They feel safe in school. Any bullying or misbehaviour is dealt with quickly and effectively by leaders.

There are a wide range of extra-curricular activities on offer to pupils. There are opportunities to perform, in the choir for example, or to join an activity like chess club. There are many sports available, such as fencing, gymnastics or football. Older pupils are proud of their many leadership roles. These include helping younger pupils with their reading or being members of the school council.

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

Leaders have established a calm, purposeful atmosphere in the school. This begins in the Reception Year, where children learn the importance of behaving well and doing their best. Children, and pupils in Years 1 to 6, are rarely disturbed by any low-level disruption to learning.

Leaders and staff have designed an ambitious curriculum. It incorporates the school's values and the national curriculum. It also considers the needs and interests of the pupils. The curriculum provides a rich range of experiences that go well beyond the academic. Leaders have ensured that teachers are knowledgeable about the subjects that they

teach. Teachers support each other. They work with teachers in other schools to develop their knowledge and skills. Teachers check what pupils are learning regularly. This ensures that pupils learn all that leaders intend. This helps them to achieve well.

In most subjects, it is clear what pupils should learn and when this should be taught. This helps teachers design learning that builds up pupils' knowledge and skills over time. However, in a few subjects, it is less clear what subject content should be taught. This hinders teachers from making sure that pupils' learning is secure.

Children in the Reception Year have a great start to early reading. Across different classes, well-trained staff use the same approach to deliver the phonics curriculum. This means that children in early years, and pupils in key stage 1, develop their phonics knowledge systematically. Pupils who fall behind in reading catch up quickly because they get extra help and support. Pupils, including those with SEND, become fluent readers. This is because the books that they read closely match the sounds that they have learned. Pupils enjoy talking about the books that they have read and their favourite authors. They know how important reading is and that staff expect them to read in and out of school.

Staff identify the needs of pupils with SEND quickly. These pupils learn the full curriculum. Leaders ensure that pupils get the help that they need to be successful and achieve well.

Staff appreciate the work that leaders do to help them manage their workload and to support their well-being. They know that leaders would support them if they had any problems. Staff said that they are free from harassment and should any incident occur leaders would deal with it straight away.

Governors know the school well. They know their duties as governors and carry them out well. They challenge and support leaders in equal measure.

Pupils develop tolerance and understanding for others to prepare them for life in modern Britain. They know about many different faiths and cultures. They know about the importance of respectful and loving relationships.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have made sure there is a strong culture of safeguarding at the school. They make sure that vulnerable pupils and their families get the support that they need as soon as possible. Leaders work well with a wide variety of external agencies to secure the necessary support.

Effective processes are in place to ensure that any concerns about a pupil are identified, recorded and reviewed. Governors have a clear understanding of their safeguarding responsibilities. Staff and governors complete regular safeguarding training.

Pupils are taught how to keep themselves safe throughout the curriculum. They know how to keep themselves safe in a range of situations, including when they are online.

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

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

- In some subjects, it is unclear what pupils should learn and when this knowledge should be taught. This means teachers are not able to design learning that helps pupils to build on what they already know. Leaders should ensure that teachers have the guidance that they need to help pupils know and remember more over time.

## 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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in November 2012.

## 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](#)' 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

<b>Unique reference number</b>	119367
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10241749
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Whittaker
<b>Headteacher</b>	Sharon Charlesworth
<b>Website</b>	<a href="http://www.stpaulsrawtenstall.co.uk">www.stpaulsrawtenstall.co.uk</a>
<b>Date of previous inspection</b>	19 July 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Manchester. The last section 48 inspection took place in June 2022.
- A new chair of governors has been appointed since the last inspection.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector completed deep dives in these subjects: early reading, mathematics and history. He met with subject leaders, visited lessons, reviewed pupils' work and spoke with staff and pupils.
- The inspector heard pupils read and observed pupils reading to staff.
- The inspector met with the headteacher and other leaders throughout the inspection.
- The inspector also met with members of the governing body, including the chair of governors.

- The inspector met with a representative of the local authority.
- The inspector also discussed the curriculum in some other subjects with leaders.
- To inspect safeguarding, the inspector met with leaders, staff and pupils. The inspector checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.
- The inspector met with leaders to discuss SEND, behaviour and the provision for pupils' personal development.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. He took account of responses from staff and pupils to Ofsted's online surveys and gathered the views of staff and pupils throughout the inspection.
- The inspector spoke with staff to discuss leaders' support for their workload and well-being.

### **Inspection team**

Mike Tonge, lead inspector

Ofsted Inspector

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