

St Paul's CofE Primary School

Address: Nevile Road, Salford, Greater Manchester, M7 3PT

Unique reference number (URN): 105928

Inspection report: 9 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders understand that some pupils enter school with potential barriers to learning. Leaders prioritise support for these pupils. Staff work with parents and carers to help swiftly identify any additional needs. They seek advice from specialist services when needed. Leaders have high ambitions for these pupils. Staff consistently enhance opportunities for these pupils to ensure that they make progress and attain well.

Leaders use additional funding, such as the pupil premium grant, effectively to support disadvantaged pupils. They ensure that staff receive ongoing, high-quality training to support these pupils. Teachers adapt their lessons to help pupils learn independently. Leaders make sure that pupils who need extra help receive the support they need. As a result, pupils close gaps in their understanding quickly and keep up with their learning.

Leaders ensure that staff have the expertise required to support pupils with special educational needs and/or disabilities. For example, staff effectively support pupils to develop their communication skills. They skilfully adapt the learning environment so that pupils can join in with lessons alongside their peers. Some pupils have individual programmes that are designed just for them. This helps these pupils to make progress and to be well prepared for the next stage of their learning.

Expected standard ●

Achievement

Expected standard ●

Pupils typically attain well in national tests at the end of Year 6. This includes disadvantaged pupils who often outperform their peers nationally. Pupils' attainment in the Year 4 multiplication tables check is below the national average. However, this does not reflect the mathematical knowledge of current pupils. Pupils show secure recall and understanding of number.

Pupils' published attainment in the Year 1 phonics screening check is also below the national average. However, the school has high mobility and many pupils join in Year 1. Pupils typically learn phonics skills quickly and use this knowledge to read with increasing confidence and accuracy. Pupils write with fluency across the curriculum. They use their key skills in number to solve more complex problems as they get older.

Pupils, including those with special educational needs and/or disabilities, are typically well prepared for the next stage in their education.

Curriculum and teaching

Expected standard ●

Leaders understand the quality of the curriculum and teaching across the school. They use this knowledge to share effective practice and address areas for improvement. For example,

leaders' actions have strengthened how teachers promote a love of reading. They have also improved how teachers adapt mathematics lessons to meet the needs of their pupils.

Leaders design the curriculum to provide pupils with the important building blocks they need for future learning. Staff teach phonics consistently well. Leaders ensure that the teaching of handwriting is embedded across the school. Staff check these skills closely. They make sure that pupils receive extra help when needed.

Leaders provide a broad curriculum that develops pupils' knowledge and understanding over time. They ensure that it reflects the pupils' local area and use opportunities such as trips and visitors to bring classroom learning to life. Leaders ensure that there is a consistent approach to teaching. Staff present information clearly. They provide regular opportunities for pupils to revisit their learning. Support staff are used thoughtfully to ensure that pupils with special educational needs and/or disabilities develop the skills they need to learn with increasing independence.

Early years

Expected standard 

Leaders understand the quality of the curriculum and teaching in the early years. They have designed a broad curriculum that provides children with the experiences they need at this stage of their education. Leaders ensure that care practices are appropriate for the age of the children. Children are happy and safe.

Staff make full use of both the indoor and outdoor environment. Staff balance adult-led teaching with time for children to explore and learn independently. Staff emphasise the teaching of vocabulary and communication skills. Leaders have begun work to develop this further to ensure that it is more consistent.

The teaching of phonics and the formation of letters is well established and staff provide enough time for children to practise their new skills during the school day. This means that children typically read with increasing accuracy and develop a comfortable grip when holding their pencil. They develop mathematical knowledge and vocabulary. Staff follow each child's progress closely and identify any gaps in understanding. Leaders make sure that action is taken to close those gaps quickly. Children are generally well prepared for the move to Year 1. This includes pupils with special educational needs and/or disabilities who make progress through the curriculum.

Leadership and governance

Expected standard 

Leaders understand the school's strengths and accurately prioritise actions for improvement. This includes work to improve attendance and to develop the teaching of communication and language skills for younger pupils.

Leaders have established a culture of kindness and respect across the school. They have high aspirations for pupils regardless of their background. Leaders know each pupil well. They understand that some pupils face multiple challenges. However, leaders do not excuse poor behaviour. They expect each pupil to follow school rules and take pride in their work. In return, staff make sure that pupils receive regular recognition for both their effort and their positive behaviour.

Those responsible for governance use their expertise to fulfil their statutory duties. They offer appropriate levels of challenge and support. They ensure that additional funding such as the pupil premium grant is used effectively to support the education and welfare of disadvantaged pupils.

Leaders are considerate when making changes. They are supportive of the wellbeing and workload of staff. Leaders provide protected time in the school week for staff to work together on a programme of professional learning. They share best practice and discuss how this can be applied to their work. Staff work with colleagues from other schools to share their learning. Leaders ensure that staff have access to expert advice when developing the way they work.

Leaders develop long-standing, positive relationships with parents and carers. These are built on honesty and trust and the understanding that leaders consistently act in the best interests of pupils.

Personal development and wellbeing

Expected standard 

Leaders have developed a coherent programme for pupils' personal development. They provide a well-considered curriculum supported by an extensive range of experiences beyond the classroom. These enrichment activities are a well-established part of school life. Pupils learn to work cooperatively with pupils of different ages. They learn about health and nutrition and how to respond in an emergency. They develop practical life skills and gain experiences that prepare them well for life beyond school.

Pupils learn about responsibility. They support a food charity and care for the community through activities such as litter-picking. They sing for the residents of a local care home. Leaders make full use of the school's location to support pupils' cultural development. Pupils visit art galleries, such as at the Lowry. Visitors from local media groups talk to older pupils about careers in television and media.

Pupils learn about healthy relationships and how their bodies change as they get older. They learn how to keep themselves safe. Pupils know about the dangers of peer pressure and sharing information online. They learn how to keep themselves safe in the local area. For example, they learn about road safety and about the dangers associated with railways and open water. Pupils learn about diversity and British values, including respect for those with different cultural and religious beliefs. They understand and talk thoughtfully about issues such as discrimination. This prepares them well for life in modern Britain.

Leaders ensure that the personal development programme is open to every pupil. They build enrichment activities into the school day. This means every child takes part and tries activities they may not usually choose.

Leaders know pupils and families well. They anticipate when a change in circumstances may mean a pupil needs extra support. Leaders ensure that pupils receive the pastoral care they need. Pupils have trusting relationships with staff and know how to find help when they need it.

Needs attention

Attendance and behaviour

Needs attention 

Some pupils do not attend as often as they should. This includes some pupils who are disadvantaged and some who have special educational needs and/or disabilities. This is despite leaders' understanding of the importance of regular attendance and clear communication with parents and carers.

Leaders check attendance information closely and identify when absence is becoming a concern for individuals or groups of pupils. Leaders offer support to overcome any barriers to regular attendance. They work with local services to support families when needed. This has led to improved attendance for some pupils.

Leaders have established a culture of positive behaviour based on relationships and respect. Staff make adaptations for some pupils but do not lower their expectations. Staff continually recognise and reward positive behaviour. This means that pupils have a deep understanding of the school rules and follow routines consistently. They enjoy learning and engage well with lessons.

Staff deal with any incidents of bullying quickly and effectively. They deal quickly with any low-level behaviour so that it does not disturb lessons. Staff speak kindly to pupils and maintain pupils' dignity throughout any issues. As a result, pupils' behaviour is positive throughout the school.

What it's like to be a pupil at this school

Pupils arrive in school happily and settle quickly into the routines of the day. They enjoy discussing their learning and work well together in class. Pupils practise important skills, such as handwriting, and enjoy learning new things. During their time in school, they learn to read, write and communicate well. They use their mathematical skills to solve problems. They perform well in national tests and are well prepared for the move to secondary school at the end of Year 6. This includes pupils who experience barriers to learning. These pupils are supported well.

Pupils enjoy being involved in all aspects of school life. They respect the school's Christian values and show tolerance of others. Pupils have positive relationships with staff. These are based on kindness and respect. They make friends and play well together. Pupils experience a residential trip where they develop their resilience and try new things. They talk enthusiastically about enrichment activities and experiences beyond the curriculum. For example, pupils learn to cook, garden and write code for computers. They learn first-aid skills and try activities such as yoga. These activities are built into the school day and every pupil takes part. Pupils enjoy learning to sing and get the opportunity to perform in the school choir. They represent the school in sporting events such as cross-country and handball. Pupils take part in the daily mile and learn the benefits of exercise. These experiences help pupils to develop their talents and build confidence.

Pupils enjoy school. However, attendance is currently a concern for some pupils. Pupils behave well. They enjoy receiving praise slips and talk about the importance of being ready, respectful and safe. They engage well with lessons and listen well. Staff deal with any incidents, such as bullying, quickly.

Next steps

- Leaders should continue to work with families to raise attendance, particularly for those taking holidays in term time.
 - Leaders should continue to ensure that staff consistently maximise opportunities for high-quality interactions with children, so that children develop and deepen their language and vocabulary as securely as possible.
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About this inspection

The chair of the board of governors in this school is Anthea Darlington.

Inspectors carried out this full inspection under section 5 of the Education Act 2005. Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

This school is registered as having a Church of England religious character. It is in the Diocese of Manchester. Its last section 48 inspection was in July 2024.

The school currently uses no alternative provision.

Executive headteacher: Paul Puckey

Lead inspector:

Chris Fielding, His Majesty's Inspector

Team inspectors:

Dawn Cranshaw, Ofsted Inspector

Chris Wilkins, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

200

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

235

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.91%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.00%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.50%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	70%	62%	Above
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	68%	74%	Below
2022/23 (final)	75%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	64%	73%	Below
2022/23 (final)	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (final)	64%	47%	Above
2023/24 (final)	64%	46%	Above
2022/23 (final)	46%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	85%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	59%	Close to average
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	54%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-10 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	64%	67%	-4 pp
2022/23 (final)	46%	66%	-20 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	85%	78%	6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-17 pp
2024/25 (final)	64%	78%	-14 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	54%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	64%	79%	-16 pp
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.3%	13.0%	Close to average
2023/24 (3 term)	17.3%	14.6%	Close to average
2022/23 (3 term)	23.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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