



### **Area of Excellence**

St Paul's C.E. Primary School,  
Newnham Street  
Astley Bridge, Bolton  
BL1 8QA  
Headteacher: Mrs Anna Lister  
Part of the Forward As One Multi Academy Trust

### **A Pupil-Centred Vision for Education**

**Quality Assurance Review Date:** 24<sup>th</sup> June 2024

**Why has this area been identified as a strength? What actions has school taken to establish expertise in this area?**

Over several years, leaders have developed a conceptual framework to enable all stakeholders to understand their aim to put pupils at the heart of all aspects of the school. The overarching aim is to prepare pupils for life in society, now and in the future through the four central pillars. During the review, there was a wealth of evidence to indicate how this aim had been established as the golden thread that runs through every aspect of school life.

Curriculum planning is pupil-centred. Learning is carefully sequenced from 2-11 years old, to help pupils acquire the building blocks to secure a strong foundation for lifelong learning. Planning includes key skills pupils should gain before they leave St. Paul's, such as being able to ride a pedal cycle and to perform CPR in first aid. Pupils with an EHCP are encouraged to embrace the challenge of learning new skills, such as trampolining.

The mathematics action plan refers to pupils' future aspirations linked to careers in mathematics and to the needs of the local community. Text choices for reading and topic work are linked particularly to community and living well together. In the Reading Café, key texts are allied to a particular pillar and provide useful discussion points for pupils. Pupils are also encouraged to reflect on their experiences within school through the lens of the four pillars.

Subject enrichment is carefully planned and sequenced. Leaders explained how they link with prior and future knowledge and their impact on the pupils' wisdom, knowledge and skills.

### **What evidence is there of the impact on pupils' outcomes?**

1. The impact of the school's determination to put pupils at the centre of intentions and implementation is evident at every turn. All stakeholders share a common language linked to the vision. Pupil leaders, without prompting, discussed maturely how their activities were linked to the central tenets. They talked about the importance of making fair decisions, having clear rules, listening to everyone, and agreeing on decisions. One pupil leader remarked, 'If we don't agree, we don't do it.'
2. The impact of the curriculum is evident from pupils' impressive academic achievements. When discussing their current work and behaviour, pupils referred to the wisdom, knowledge and skills they acquired. In addition to their academic learning, they included life skills such as swimming and keeping safe online.
3. When discussing their hopes for the future, pupils' aspirations were ambitious. One said, 'I'm good at maths and I want to be a maths teacher as it's vital everyone is good at it.' Year 6 pupils described how their work experience at a law firm had helped them to think about their future selves in the workplace.
4. Pupils are respectful of each other, themselves and the wider school community. Annual reviews of the effect of the provision for pupils with SEND, document the positive impact of the pupil passports that are linked to the four pillars, including their value as discussion points for parents and carers.