

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

St. Paulinus Catholic Primary School
Temple Road, Dewsbury, West Yorkshire WF13 3QE

School URN	107753
School DfE Number	382-3408
E-mail address	office.stpaulinus@edukirklees.net
Chair of Governors	David Roberts
Headteacher	Mrs Roxanna Drake
RE Subject Leader	Miss Helen Regan
Date of Inspection	28 th - 29 th June 2012
Section 48 Inspector	Mrs Marie McClelland

INTRODUCTION

The Inspection of St Paulinus Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows criteria set by the National Board of Advisers and Inspectors (2010).

The inspector attended six sessions of Collective Worship (CW), including Mass in Church with Key Stage 2 pupils, observed seven Religious Education (RE) lessons, visited various classrooms to discuss/view samples and displays of RE work in every year group. Discussions with staff, parents, pupils, Parish Priest and Governors were held over two days. A range of evidence was seen including the RE subject leader's file, assessment and moderation files, monitoring and evaluation records, several written communications to and from parents, pupil and parent questionnaires, a large album of annotated photographic evidence of special projects and themed work since the last inspection and a variety of information on the school's website.

INFORMATION ABOUT THE SCHOOL

St. Paulinus Catholic School, Dewsbury, is a larger than average primary school with 442 pupils, two classes per year group and a 24 place Nursery. It serves the Dewsbury parishes of St Paulinus and St Thomas More as well as St Aidan's, Mirfield. 68.6% of the current pupil population are baptised Catholics. Almost 79% of pupils are from White British backgrounds and the proportion from ethnic minority groups and those with English as an additional language is broadly average. Numbers eligible for free school meals are just above the Local Authority (LA) average. The proportion of pupils with special educational needs has risen sharply in the past two years and is now at the LA average of 18%. Attendance data for that same period indicates a declining trend in persistent absence.

Staff mobility is low. The Headteacher and RE subject leader were both in post at the last inspection in March 2009. Some changes in the governing body have occurred in the last two years. The Parish Priest, who is also the RE Link Governor, has been in the parish for seven months. Extensive building/renovation work has resulted in spacious connecting corridors and safer and better access for pupils to outdoor play areas. Further alterations to improve the main reception area are scheduled to begin immediately after this inspection.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

1

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

CAPACITY FOR SUSTAINED IMPROVEMENT

1

Main findings

St Paulinus is an outstanding Catholic school guided by its mission statement '*We live in God. We Walk with God. We are in God*'. It is a busy and welcoming place where children are loved and respected, where they radiate a strong sense of belonging and obviously enjoy coming to school. The website rightly boasts of a talented team of teachers and support staff working well together and being committed to continuous school improvement. During inspection, the annual '*Early Years Unit Open Day*' (EYU) highlighted strong links between home, school, parish and other local providers as well as the 'hands-on' involvement of key governors and staff in appraising the day-to-day culture of the school. The efficacy of the *Welcome Pack* and *Induction Schedule* for new parents and pupils was appreciable.

The quality of teaching and learning in RE is good and almost 50% of lessons observed were outstanding or with some outstanding features. As a consequence, pupil progress and attainment in RE are good. With the introduction of *The Way, the Truth & the Life* (TWTL), and its related assessment tools, pupil attainment in RE is recorded and targeted much more effectively than at the last inspection, with very positive outcomes. Collective Worship (CW) throughout the school is outstanding and this contributes to pupils' confident and spontaneous use of religious vocabulary, gesture and movement. An EYU child mused at the end of *Prayer Time*, "*I really love reflection time 'cos I it gives me time to think.*"

The capacity for sustained improvement is secure because of the commitment of a dedicated Headteacher and senior leadership team to the Catholicity of the school and also because of the rigour with which recommendations made at the last inspection have been tackled, improved and extended. A new *RE Team*, established to have overview of planning and enriching provision for *RE & Catholic Life*, has staff, pupil and governor membership and evinces enthusiasm for its activities to date. This distributed leadership of the Christian culture of the school enables the Subject Leader to focus on RE as the academic core subject that underpins that culture. Recent changes to governing body personnel ensure there is a range of professional, financial and commercial expertise to guide the school towards strategic decisions for best outcomes for all pupils.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- (1) **Continue to build on the very good impact of the introduction of *The Way, the Truth & the Life* and, more specifically, to:**
 - Refine school data further to identify and target progress in RE of specific pupil groups;
 - Share good classroom practice in RE more effectively across the school.
- (2) **Explore ways of sharing, more deliberately and creatively, the school's strong Christian culture with partners and with other providers.**

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

1

Significant changes have been made since the last inspection in the way that RE has been planned, resourced and taught. The learning needs of pupils are identified now by systematic tracking records and are supported and provided for by an excellent team of teachers and teaching assistants. The school can articulate good attainment trends for the last two years and the quality of pupil response observed in RE lessons and workbooks is convincing and augurs well for continual success. Further refinement of data for gender or specific SEN groups would help to confirm this trend. Pupils' knowledge of scriptural stories, and related key discussions in past lessons, contribute to a growing and mature understanding of what it means to be a witness to Christ. In a Yr2 lesson where pupils were empathising with the mindset of Peter before his rescue from the dungeon by an angel, one boy confidently countered all the others' claims to fear, "*I knew Jesus would help me,*" he said, "*I knew it ... ever since the Last Supper!*"

In addition to the more predictable reasons given in Yr4 as to why parents might think it necessary to have their baby baptized, it was suggested that with the gift of the Holy Spirit '*...the baby had a chance to become the light of the world.*' In Yr5, amid a peer group discussion where it was agreed that '*sometimes it is hard to behave like God wants us to...*' there was a consensus that '*we can see Jesus working through everyone, even if they're not religious... it takes courage and strength, but it's worth it.*'

Enthusiasm to engage in RE was evident in every year group. Outcomes for pupils of other world faiths are especially good. They speak openly and spontaneously about *their* beliefs in an embedded ethos of respect from peers and staff. Classroom displays and written work were good and generally consistent with standards in other core subjects. Pupils are enabled from an early age to take responsibility for their learning, their personal well being and their school environment. The aptly named '*buddies and befrienders*' system mirrors a wider *adult* school culture of '*welcome and induction*' for new parents, new pupils and new staff. School Council members are pro-active on many fronts: e.g. an annual Anti-Bullying Week, a poster campaign for respecting the playgrounds, and fund-raising for several local, national and international charities. In this respect, too, staff are good role models as they communicate their participation in sponsored charity events. Pupils contribute in a variety of ways to Collective Worship and as a consequence can articulate different levels of spiritual and ethical thinking. They have a wide repertoire of hymns, chants, prayers and gestures enabling them to engage reverently and confidently

in liturgical events and to identify some constituents of *sacred space* or *focal points* for silent prayer. They pray with ease and love to compose their own prayers too. A booklet of whole-school collected pupils' prayers was being compiled as an end-of term 'take-away' for parents and pupils.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• the quality of pupils' learning and their progress	1
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils' attainment in Religious Education	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	1

PROVISION

How effective the provision is for Catholic education.

1

A range of firmly embedded teaching styles and activities is used to motivate interest, to sustain concentration and to help pupils assimilate their new learning. Many techniques promoted by *Investors in Pupils* are in evidence in the best lessons, thus ensuring that core skills of active listening, looking, thinking and evaluating are the norm. At the end of their writing task on *Jesus and the Storm*, for instance, Yr1 pupils showed ease and familiarity with reviewing each other's work. In another outstanding lesson on love as defined by St Paul, excellent classroom management skills choreographed vibrant bouts of talking, listening, moving, dramatising and interpreting so that all pupils increased their learning and enjoyed the experience. Similarly, in an exploration of how the gifts of the Holy Spirit can transform everyday life, the teacher's higher order questioning skills and personal faith-sharing engaged Yr6 pupils in deep discussion about examples of awe and wonder and reverence in their own daily lives. The quality of teaching throughout the school could benefit further from sharing excellent exemplars of in-house practice with *all staff*. The RE leadership team acknowledges the potential faith-sharing outreach of written feedback in pupils RE workbooks and is keen to address it.

Current systems for assessment and monitoring of standards in RE are good and the school is confident about its priorities for continuous improvement. RE is materially very well supported especially with the new TWTL scheme and with a variety of artefacts, seasonal prayer-bags, and on-line resources. Skilful and discerning use of ICT is a particular strength. Support staff are a special strength of the school. The RE curriculum fulfills diocesan requirements. Sacramental preparation involves school staff, parents and parish Catechists on an annual basis. School, home and parish links are strong and these contribute to a sense of belonging. The SRE programme '*In the Beginning*' is used with parental approval. The recently compiled *Spiritual Education Policy* summarises the school's mission 'to support and enable pupils to move forward on their journey of faith.' Cross-curricular links are identified and encouraged to provide a seamless awareness of the presence of God. A prayer corner in each classroom (and likewise in the Staff Room) is a much-loved space for quiet reflection and a depository for prayer requests or special artifacts. A liturgical dance rehearsal in Yr2 showed pupils' capacity for a rapt and deepened response to the words of a psalm.

Collective Worship at St Paulinus is outstanding because it enriches pupils' understanding and observation of liturgical seasons and feasts and is a key factor in age-appropriate spiritual formation. Mass is central to the life of the school and each class in turn attends the Friday parish Mass in Church with pro-active participation. The Parish Priest also celebrates Mass in school on special occasions. On the feast of SS. Peter & Paul, Key Stage 2 pupils prepared the readings and bidding prayers for the parish Mass and acted as altar servers. In class-based and small group CW sessions, individual pupils take turns in leading prayers and scriptural readings or sharing their reflections. They sit and move with reverence; they pass a smile or a blessing around the room; and they pray in silence or collectively without distraction. Pupils from Yr5 & Yr6 play an active and increasingly confident role in leading the 'Wednesday Word' message with all classes; in organising Lenten CW sessions with younger classes, and in leading the weekly Key Stage CW sessions in the hall.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	1
The quality of Collective Worship provided by the school.	1

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

St Paulinus' is a happy and confident school where all adults display an awareness of being a necessary part of the school's overall success. Governors play an active role in determining and supporting the Catholic life of the school. Their considerable professional expertise and long-term involvement of many of them with the school and parish enable them to fulfil statutory and canonical responsibilities. They confirm that discussion at point of interview ensures that all new staff are made fully aware of responsibilities and expectations enjoined on them in relation to the mission of the school. Pupil Voice and Parent Voice, accessed through annual questionnaires, are analysed by governors and headteacher together. Feedback to parents on the current survey promised that the school website would be updated and that a curriculum long-term plan for each year group would be issued. Discussion with leaders and managers during the inspection agrees that the new website should aspire to reflect the Catholic culture of the school as part of its evangelising outreach to those who may consult it.

Partnerships with other schools and providers is good particularly in relation to transition of pupils *into* St Paulinus from other EYUs in the locality and *onto* senior schools from Yr6. Formal links towards a Kirklees & Calderdale RC Schools Pyramid (K&CP) for mutual future strategic support are welcomed but are still in their infancy. Professional links, in the past year, with the diocesan RE team and with St Joseph's School in Batley Carr have augmented assessment procedures to accompany the new RE resource *TWTL*. Quality assurance procedures for the planning and delivery of RE and CW have developed considerably in the last three years. The school knows its own strengths and is fully aware of and committed to priorities for further development and enrichment. The *RE Team* meets half-termly to share ideas and plan for improvements including appropriate inset for

spiritual renewal and professional support for staff. The staff training day in January each year has become the annual *Catholic Life* focus day with appropriate incentives to ensure that all staff can attend. A voluntary 'Doing Extra on Friday' adult prayer session before school starts is led by an HLTA staff member. HLTA staff also promote and co-ordinate a strong programme of community cohesion and fund-raising support for a variety of charities. Networking with other professionals and agencies in the area brings many benefits to staff and pupils of St Paulinus. The school is well equipped, especially in its K&CP networking, to share more deliberately and creatively its strong Christian culture as part of its evangelising mission.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	1
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	2
How effectively leaders and managers promote Community Cohesion.	1