

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION
St Paul's Catholic Primary School
Buckstone Crescent Leeds LS17 5ESSt

School URN

108032

Date of S48 inspection and
OE grade

11th & 12th July 2018
Outstanding

E-mail address

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Chair of Governors

Mr S Vickers

Headteacher

Mr P Bowker

RE Subject Leader

Miss D McNamara

Date and grade of last S48
Inspection

22nd & 23rd May 2013
Outstanding

Section 48 Inspector/s

Diane Todd

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an Outstanding Catholic School

- The inspirational headteacher and the senior leadership team, including the deputy head and Religious Education (RE) subject leader, lead by example. They are supported by a very committed governing body and extremely dedicated teaching and support staff.
- Morale is high at St. Paul's. Staff, pupils, parents and governors are all delighted with the encouraging start the new headteacher has made. He has maintained the previous high standards and has enhanced provision further with new ideas and rigour.
- Leaders ensure that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God. The vast majority of staff are Catholic and many are active participants within the parish.
- Staff, pupils, the parish priest and governors are rightly proud of their school.
- The parish priest who is also the RE governor provides outstanding support to the committed staff team and school community.
- The parish priest and curate are regular visitors in school, often taking an active part in lessons, and saying a weekly Mass for Key Stage 2 classes.
- Parents speak highly of the school and appreciate the 'sense of family' where 'each child is known and individual'.
- The newly designed 'statement to live by', based on the teachings of St Paul, Faith, Hope and Love, is alive in the relationships of all and very visible on classroom walls throughout school and in the entrance of the school.
- Detailed data analysis and target setting ensure that attainment and progress are high in RE.
- All areas from the last Section 48 inspection have been addressed.

- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Increase the expertise of all staff so that they have a deeper understanding of what high quality Collective Worship (CW) involves. For example, when developing child led CW ensure that it is not formulaic and that there is worshipful response to the word.
- Leaders be more self-critical in the appraisal of CW and the depth of prayerful participation. Promote worship that is imaginative, varied and uplifting.

Information about this inspection

The Inspection of St Paul's 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 the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days. Prior to the inspection the inspector examined the school website. The inspector examined a comprehensive range of documentation provided by the school including self-evaluation, tracking of pupil progress and planning for Collective Worship and the Catholic Life of the school. Samples of pupils' work and examples of marking from each year group were scrutinised. Displays in classrooms and around the school were also taken into account. Six lesson observations were carried out, one being a joint observation with the deputy headteacher. The inspector met with the head and assistant head who is also the lead for RE, groups of pupils, governors and the parish priest. The inspector attended a Key Stage 2 class worship and a whole school CW.

Information about this school

St Paul's Catholic Primary School is one of two primary schools serving the parish of St John Vianney in North East Leeds. The school is one form entry and is oversubscribed in most year groups. There are currently 211 pupils on roll. The children join the school from a wide range of pre-school settings. On-entry assessments indicate a range of previous experiences and attainment, with the majority of children entering at age-related expectations and a small minority below. The school deprivation indicator is 0.13; this is increasing year on year due to the changing catchment area of the school. The percentage of children eligible for Free School Meals (FSM) is currently 15.6%. The percentage of children with English as an additional language (EAL) is 11.1%. This social mix leads to a happy, co-operative, secure learning environment with pupils who are keen to learn and eager to take an active part in the full Catholic life of the school. The school is a recognised Partnership School for Initial Teacher Training (St Mary's Teaching School). It works very closely with the local Catholic partnership of schools (LCCOS). There have been significant changes in staffing since the last inspection. The previous longstanding headteacher retired and there was a period of 'temporary' arrangements. The substantive head has been in post since September 2017, he is supported by the longstanding deputy headteacher and a more recently appointed assistant headteacher who is also the RE co-ordinator.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Opportunities to contribute and benefit from the Catholic Life of the school are many and varied. The pupils engage in regular parish Masses, St Vincent de Paul (SVP) events, cathedral Masses and diocesan fundraising initiatives. There is a very active school council which has looked at the behaviour policy ensuing it is child friendly and readily understandable. A very active group of Mini -Vinnies talk about helping with the Community Café for the elderly. There are also a number of trained altar servers who are active in the parish.
- Pupils talk very eloquently about St Paul's, 'This is a very friendly school, we do lots of fun things for fundraising like hampers of hope and cake sales'. The school has raised in excess of £3,000 in one year for different charities, including Catholic Care's Good Shepherd Fund, CAFOD, Peru Missions, sponsoring two children at Sylvia Wright's school for the deaf, St Gemma's and Martin House Hospices.
- Pupils benefit from Catholic social teaching. This was evidenced on several occasions when pupils talked about the need to help people worse off than themselves and to respect everyone despite differences. 'It's not just enough to have the name Catholic, we have to show people about God through our actions'.
- Pupils enjoy taking a leading role in school and realise the importance of this: 'Mini-Vinnies helps me to understand about people who are less fortunate and how I should pray for them and how much a simple donation can mean'.
- Parents and pupils talk about St Paul's as a very caring school: 'If you have a problem, people look out for you. If you're hurt people will run to you, if you have an argument or do the wrong thing people forgive you'.
- Many pupils take up the invitation to receive the Sacraments. School works very closely with the parish. For example, a parish catechist regularly volunteers in school and is a valuable link between home, school and parish. The current Year 6 were preparing to receive the Sacrament of Confirmation in the coming week. They led a whole school worship about this and had a very good understanding of what they were about to undertake and how they would benefit from the Sacrament. 'I think of how, when I receive the gifts of the Holy Spirit, I will use them to spread God's word to others and how I will use them in my day to day life'.
- Pupils and their parents talk enthusiastically about the links with the parish and how this close bond strengthens the Catholic Life of the school. They talk enthusiastically about going to Mass in church and services in school. 'St Paul's is a real community, it feels safe and welcoming, the family atmosphere is very supportive'.
- There is a real sense of pride in the pupils when they talk about their 'very special school', which teaches them 'God will always be with you and you should love everyone'.
- The school's mission statement has not been revisited this year - 'I have come that you may have life and have it to the full', John 10:10. However, the deeply committed chair of governors led a project on vision. He spoke with governors, staff and pupils. From this the school's statement to live by was formulated from the teachings of St Paul, the school's patron saint. Subsequently the words Faith, Hope and Love are present in every teaching space and in corridor displays.
- Relationships and Sex Education (RSE) is planned for and taught within school. Parents are consulted on an annual basis about the material used, particularly for the older pupils. The school is currently revising provision in light of the latest diocesan policy.

- The shadow RE leader, who will take over the role fully next year, has recently attended a course on RSE and homophobic bullying and the school plans to implement 'Made in God's Image' next academic year.
- The commitment of all staff to the Catholic Life of the school is very evident. Every staff gathering or meeting starts with a prayer. Prayers are led by different members of staff on a voluntary basis. The inspector was very privileged to witness staff prayers led by a very experienced member of the support staff.
- The commitment to the Catholic Life of the school is evident in the high quality displays and areas for worship in corridors and classrooms and a wonderful outdoor area equipped with an altar for whole school Mass, liturgies and class worship.
- The new headteacher and newly established senior leadership team have a very clear understanding and vision of Catholic education and of the role of the Catholic school in the mission of the church.
- Governors have the highest expectation for the promotion and continuing development of the Catholic life of the school. Governors carry out learning walks as part of their role. They act as 'critical friend' and bring a fresh perspective which challenges staff to improve further.
- Governors are extremely successful in employing Catholic staff throughout school and planning for succession, for example, a senior teacher has attended recent diocesan training in preparation for taking on the role of RE coordinator next year.

RELIGIOUS EDUCATION

Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- A majority of the teaching is outstanding but is never less than consistently good. Pupils say they enjoy RE. 'Teachers make RE fun, we do drama and art, this helps us have a deeper understanding of stories from the Bible.' Another pupil added 'We do things for a long time so we fully understand it.'
- In some of the lessons observed, outstanding and imaginative use was made of a wide range of resources including iPads, secular songs and their lyrics and classical paintings.
- Active teaching strategies are commonly used such as walking around the classroom gathering information and filling in grids, group recording sheets and role play. This ensures that pupils are not passive in their learning but actively involved throughout the lesson. Partner dialogue was a consistent and successful strategy employed by all staff to enable pupils to respond effectively and confidently.

- The outdoor area in Reception was used to role-play the 'Feeding of the five thousand'. Pupils were able to show a wealth of knowledge about this and other miracles performed by Jesus. This carefully constructed lesson with other pupils playing a game to 'fill their church', others drawing a church and one group writing prayers to say in church was very appropriate.
- As they move through the school, pupils are encouraged to develop independence. The very youngest children used displays around the classroom to help them with their work when they became stuck. Older pupils are accustomed to using Bibles or YOUCAT (Youth Catechism of the Catholic Church) for research.
- Questioning techniques employed by all staff initiate profound answers and lively animated class discussions. For example, in a Year 5 lesson pupils showed great passion when talking about refuse: 'What people do to God's wonderful creation, it makes me angry', said one pupil.
- The quality and presentation of work in the RE books is of a high standard and marking is in line with the school's policy. Feedback often challenges pupils further and pupils respond to any question posed with a written commentary. Able pupils seem to make the most rapid progress in Key Stage 2, whereas pupils of all ability levels progress well in Reception and Key Stage 1.
- Pupils across the school are familiar with 'Driver Words'. These are displayed and verbalised regularly and pupils advised on how to achieve them. They are often the focus of learning intentions. Learning Objectives (LO) are a consistent feature of all lessons observed.
- The quality of relationships is a strength. All adults praise and constantly affirm the pupils motivating them to discuss openly and think deeply. 'If you have a problem teachers always help, some children have a better understanding so they may do different work or not get as much help'.
- The provision for teaching other faiths is very good. Throughout their primary years the pupils learn about a number of world faiths. Pupils talked fondly of visiting Leeds Grand Mosque. They realise the importance of understanding people with a different faith. 'We learn about how other faiths relate to our faith'. Year 2 and 5 visit the local synagogue each year and Year 4 visit the Hindu Temple in Headingley. The school also uses its own community, parents and staff members (Sikh and Muslim) who prepare excellent presentations sharing the traditions and practices of their faiths.
- The school monitors teaching and learning through triangulation of evidence. Class data is referred to during pupil progress meetings with teachers. Teachers are challenged for an explanation for a child or group's differing rates of progress. Leaders particularly focus on gender differences and staff are very aware of the need to ensure RE is accessible to all.
- Attainment in RE is high with around a third of pupils achieving at the higher level by the end of Key Stage 1, improving to half of pupils achieving at Level 5 by the end of Key Stage 2.
- Assessments are moderated through the Catholic Partnership of schools to ensure accuracy of levels given and ensure validity of assessment tasks given.
- The school uses a Diocese of Leeds approved scheme, "The Way, the Truth and the Life" (WTL), and supplements it with additional materials. New teachers have attended the Creative RE training provided by the diocese. Regular visits from the parish priests further enhance the curriculum as do visits to the parish church which is on the same grounds as the school.

- Learning Support Assistants deployed across the school during RE lessons are very effective taking a leading role with group activities.
- The same academic rigour to the assessment of RE as to other core curriculum areas is evident. The school has purchased an online tracking system to ensure that data is accessible and easily analysed in terms of progress and groups.
- Assessment books follow the children through the school, pupils are assessed each half-term and they are aware of the level descriptors. However, some school policies are not embedded, for example the labelling of assessments with grades.
- The RE curriculum meets the requirements of the Bishops' Conference, with 10% or more of the timetable dedicated to the subject across all year groups. There is a comprehensive programme for teaching other faiths.

COLLECTIVE WORSHIP

Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Pupil engagement in Collective Worship is good. The pupils act with reverence and join in community prayers appropriately and with confidence. However, child-led collective worship is formulaic and is over reliant on adults. For example, in one class-led worship children relied heavily on a power point but did not have responses to the psalm so only the teacher responded confidently.
- Although older pupils regularly prepare and lead worship they lack creativity, they do not allow for the worshipful response to the Word of God and rely too much on questions and answers.
- Pupils talk about their prayer life. A Year 6 child said, 'At St Pauls we can turn to God and ask for forgiveness', and even the very youngest pupils are encouraged to make up prayers of their own. In the Reception class the pupils were writing sorry prayers, asking prayers and thanking prayers to say in church.
- Pupils join in singing joyfully, staff are good role models, with all joining in actions and prayers to ensure whole school worship is of the highest quality.
- The provision for CW is outstanding. The parish priest and SLT (senior leadership team) plan a comprehensive list of services which reflect the liturgical year and give pupils and parents many opportunities to receive and be prepared for the Sacraments. One parent said, 'We are always welcome, we are given a termly list of dates for class Masses and when different classes lead assemblies. Lots of parishioners come, it is wonderful to see young and old praying together.'
- The quality of adult led CW in the school is highly appreciated by parents. 'There is excellent spiritual direction from the staff, pupils are proud to read in services and the teachers have confidence in them.'

- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year, easily knowing the different colour cloth used during the liturgical seasons. Informative high quality displays and age-appropriate religious resources on the prayer tables throughout the school support experiences of CW.
- Staff also pray together on a regular and frequent basis and have opportunities for their own spiritual development through retreats and reflective time together. Leaders are very aware of the need for on-going formation of all staff. The school's documentation details a desire to facilitate the Catholic Certificate of Religious Studies as currently two members of staff holds this qualification.
- Leaders place a high importance on the self-evaluation of Collective Worship, including monitoring the quality, however there is a need for further training so staff can be more accurate in their evaluation.