



DIOCESE OF  
SHREWSBURY

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## SECTION 48 INSPECTION REPORT:

### **THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION**

School:	St Paul's Catholic Primary School
Address:	Farm Fields Drive Beechwood Prenton CH43 7TE
Tel No:	0151 652 7828
URN:	105070
Headteacher:	Mrs C Fenna
Chair of Governors:	Mr B O'Connell
Date of Inspection:	14 October 2013
Inspectors:	Mr K Toms Mrs P Blake

## **‘Together in Faith, Working As One’**

The overall aim of the school in partnership with the parents is to create a caring, well-disciplined environment where children can learn academic skills, social graces and Christian values to enable them to cope successfully in the world in which they live. We also aim to work with the Parents and clergy to develop the spiritual life of the child and to encourage the children to live and work in a Christian manner in the community.

In the religious and social development of the children, the school seeks:

- To enable the children to acquire an understanding and involvement of prayer, worship and liturgy in the practices and beliefs of their Catholic faith.
- To help the children become aware of God’s presence in their lives.
- To respond to God’s invitation to enter into a personal relationship with him.
- To foster and deepen the children’s faith.
- To enable the children to reflect on their own experience and for them to explore the beliefs, values and way of life of the Catholic tradition.

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	11	11	14	12	17	19	8	7	99
Catholics on roll	7	8	10	8	11	16	5	6	71
Other Christian denomination	1	3	4	3	5	3	2	1	22
Other faith background	0	0	0	0	0	0	0	0	0
No stated religious affiliation	3	0	0	1	1	0	1	0	6
Number of learners from ethnic groups	0	0	0	0	0	1	0	0	1
Total on SEN Register	0	0	4	0	2	4	2	2	14
Total with Statements of SEN	0	0	0	0	0	0	1	0	1
FSM	0	4	7	7	8	5	5	4	40

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	Ranked 26th most deprived ward in England out of 32,482. Bidston also ranked 126 IDACI			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Paul's	99

### With reference to Year 6 – the Catholic schools to which your pupils transferred

PUPILS TRANSFER	
Name of School	No of Pupils
St Mary's Catholic College	8
Upton hall School FCJ	1
St Anselm's College	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours)	0.75	2	2	2	2.5	2.5	2.5	2.5	16.75

STAFFING	
Full-time teachers	8
Part-time teachers	2
Total full-time equivalent	9
Support assistants	6
Percentage of Catholic teachers f.t.e.	50
How many teachers teach RE (P) f.t.e.	6
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	1

NAME OF SCHOOL	
Published admission number	23
Number of classes	6
Average class size KS1	13
Average class size KS2	13

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13	Next financial year 2013/14
RE	783.36	1485.88	895
English	140.07	3158.36	74.91
Mathematics	1819.92	792.40	559.88
Science	31.13	330	40

<b>Key to judgements : Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 is inadequate</b>	<b>Judgement</b>
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<b>OUTCOMES FOR PUPILS</b>	<b>2</b>
<p>Overall, outcomes for pupils at St Paul's are good and the school is making considerable progress in ensuring that some aspects are moving towards being outstanding. From very low attainment on entry, children make considerable progress in Religious Education so that by the end of Key Stage Two, the majority of children achieve expected levels for their age with some achieving above this.</p> <p>The children fully appreciate belonging to this Catholic community and are increasingly taking on more responsibility for leading and participating in their own Acts of Worship. Their behaviour is excellent and they show a great capacity to be reflective both in their Acts of Worship and in the topics they discuss in their lessons. The respect they show for each other and the staff who support them is outstanding. The work in their books is particularly impressive and reflects the pride the children take in their work.</p> <p>Pupils have a good understanding of the main celebrations of the Church's year and are enjoying the work of the recently-introduced scheme, <i>The Way, The Truth and The Life</i>. The children showed a good understanding of how our faith influences the way we live our lives.</p> <p>In Foundation Stage, the children were extremely well focused and confident to the good and excellent support they received from the staff. They were well motivated and keen to answer and respond to the questions asked of them. The children in Years 5 and 6 discussed with confidence the need to share the earth's resources (following a Harvest celebration) and made excellent links to passages from scripture. Children in Year 2 discussed with confidence the story of Noah and the importance of making a promise and putting our trust in God. Similarly, the children in Year 3 made excellent responses to their work on baptism and the importance of promises made here.</p> <p>The children clearly enjoy their Religious Education and are well placed to make further progress towards achieving the higher levels of attainment.</p>	

<b>LEADERS AND MANAGERS</b>	<b>1</b>
<p>Leadership and management of Religious Education is outstanding. The Head Teacher, together with a very able Governing Body and a dedicated and enthusiastic Religious Education coordinator, are making a considerable impact on driving up the standards in Religious Education. They are all deeply committed to the Catholic mission of the school. This is exemplified in excellent strategies they employ in evaluating the strengths and areas for improvement in the Catholic life of the school and the delivery of the curriculum content of Religious Education. The leaders and managers are fully involved at all levels and have very clearly identified areas for improvement. The Head Teacher's own vision for the school is shared with all staff and governors. This allows them to work together as a very effective team to achieve the improvements they seek for the school community. The rigorous system of monitoring and evaluation helps all staff to accurately match pupil ability and ultimately secure continuous improvement pupil attainment in Religious Education.</p> <p>The senior leadership team meet regularly with the Governors to review and evaluate all aspects of Religious Education and all are actively involved in raising standards through the school. They share lesson observations and are aware of how the data they received is being used to target further improvements.</p>	

<b>PROVISION</b>	<b>1</b>
<p>Overall provision for the Catholic Life of the school is outstanding. The very dedicated and hardworking staff, including all Teaching Assistants, are totally focused on helping children to live out their mission statement. The assessment, monitoring and assessment procedures are very effectively used to secure improvements in children's attainment levels. Teaching throughout the school is good with much that is outstanding. Children are well stimulated and keen to learn and the teachers employ excellent questioning techniques to challenge further pupils' understanding of Religious Education. The Religious Education coordinator works hard with all staff, helping them to develop their own skills in this subject and raise expectations and achievement.</p>	

Every thought is given to providing children with a variety of activities in their lessons including art, music and drama. All work was found to be appropriately differentiated. As a result, pupils enjoy their lessons, take a pride in their work and in the way it is presented.

Marking is excellent and encourages further dialogue with the pupils helping them to seek further improvements. Very good resources, including the use of interactive whiteboards further engage the pupils and stimulate their learning.

Teaching Assistants are all involved in helping the children to achieve their best; they know the vision of the leadership team and are able to play a significant part in the Catholic Life of the school.

The pupils were keen to share how much they feel supported and how they would change nothing about their school. They have begun to develop a very effective *MiniVinnies* programme and have a well-developed sense of mission to the wider community, making links through local care homes and to the global community through Cafod. There are excellent links to the parish community and all work together to engage parents and pupils in the worship life of the community. Parents are very supportive of their community. Provision for pastoral care, guidance and support is outstanding.

The school's provision for Collective Acts of Worship is outstanding: it carefully incorporates the Church's liturgical year and allows for pupils' own spiritual reflection on The Word of God whilst extending their thinking on how this impacts on the way we live our lives today. This was excellently demonstrated by an assembly based on the Sunday Gospel reading led by the Head Teacher.

Staff provide good role models and pupils are respectful and confident in their responses and contribution to the prayer life of the school. This will form an important platform to develop the children's own skills in leading Acts of Worship, already identified by the leadership team.

## OVERALL EFFECTIVENESS

1

St Paul's has made tremendous strides to improve its provision for Religious Education and leadership of the Catholic Life of this school community. As a result, this is now an outstanding school.

The vision and leadership of the Head Teacher, ably supported by an enthusiastic, supportive and effective team, which includes the Deputy Head Teacher, Religious Education coordinator and a strong Governing Body, is ensuring that standards are continuing to rise in the attainment of all the children.

There is an outstanding capacity for sustained improvement.

What the school could do to improve further:

- Continue to raise standards of attainment in Religious Education through the programme of staff development, monitoring and assessment strategies already in place.
- Further develop children's own skills and independence in planning and leading their own Acts of Worship.

## **PARENTS QUESTIONNAIRE**

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1	My child enjoys school	5	6	1		
2	I am happy with the values and attitudes that the school teaches	4	7			1
3	I am made to feel welcome in school	4	8			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	4	6	2		
5	The school gives me a clear understanding of what is taught in Religious Education	1	9	1	1	
6	The school enables my child/ren to achieve a good standard of work in Religious Education	3	7		2	
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	2	8		2	

## **QUESTIONNAIRE FOR YEAR 2 PUPILS**

		<b>Yes</b>	<b>Sometimes</b>	<b>No</b>
1	I like being at this school.	12		
2	I learn new things in R E lessons.	8	3	1
3	I enjoy learning about Jesus and how to live as His friend.	11	1	
4	I have to work hard.	10	2	
5	My teacher helps me when I get stuck so I can make my work better.	12		
6	My teacher listens to me.	11	1	
7	When I am unhappy there is always an adult I can talk to.	7	4	1
8	I get praise when I do my best.	12		
9	Other children are kind and behave well	8	4	
10	I am happy on the playground.	8	4	
11	I am allowed to help in class and around school.	8	4	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	12		

## **QUESTIONNAIRE FOR YEAR 6 PUPILS**

		<b>Yes</b>	<b>Mostly</b>	<b>Sometimes</b>	<b>No</b>
1	Do you like being at this school?	9	5	1	
2	Do you find out new things in Religious Education lessons?	12	2	1	
3	Are your Religious Education lessons interesting ?	9	5	1	
4	Do you get help when you are stuck?	12	3		
5	Do you have to work hard?	7	6	2	
6	Do teachers show you how to make your work better?	13	2		
7	Do other children behave well?	1	12	2	
8	Are teachers fair to you?	13	2		
9	Do teachers listen to your ideas?	11	4		
10	Are you given responsibility?	12	3		