



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PAUL'S CATHOLIC JUNIOR SCHOOL

LIVERPOOL

Inspection Date	Tuesday 28 June 2011
Inspectors	Mrs. P. Peel Mrs. M. Connolly Mrs. M. McGarry
Unique Reference Number	104661
Inspection carried out under Section 48 of the Education Act 2005	

Type of School	Catholic Junior
Age range of pupils	7 - 11
Number on roll	492
Chair of Governors	Mrs. J. Kavanagh
Head teacher	Mr. R. P. Ward
School address	Spring Grove, West Derby, Liverpool. L12 8SJ
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Date of last inspection	5 March 2008

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about the school

St. Paul's Junior School is a much larger than average sized Catholic Junior School situated in West Derby serving the parishes of St. Paul and St. Timothy. There are 492 children on roll of whom 478 are baptised Catholic, 12 come from other Christian denominations, and 2 from other faith or religious traditions. There are 25 teachers of whom 19 teach Religious Education. Twenty-one teachers are Catholic and nine have a suitable qualification in Religious Education. There have been no significant changes in personnel since the last inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

2

Main Findings:-

St. Paul's Junior School is good overall in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has maintained and built on previous performance. Self evaluation is rigorous and accurate. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The school is successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement. Staff are affirmed and supported. Teachers are provided with In-service to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes. Any underperformance is challenged.

Overall St. Paul's Junior School has good capacity for sustained improvement.

What the school needs to do to improve further

- Raise the standards of attainment in Religious Education further by:
 - using the language of the level descriptors when planning and differentiating for groups of children;
 - ensuring differentiation is by both task and outcome;
 - ensuring that there is sufficient progression and challenge especially for the more able pupils;
 - whole school use of driver words in 'next steps' when marking to inform pupils learning.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. Pupils' attainment in Religious Education is good. Most pupils make good progress but opportunities need to be provided to extend the more able through incorporation of a range of open ended tasks. Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and

theologically and are becoming more aware of the demands of religious commitment in everyday life. Pupils' enjoyment of their learning is very good as shown by their interest, enthusiasm and excellent behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school through sharing and living out the Mission Statement 'Love Learning, Love God, Love life'. Pupils at St. Paul's have an excellent sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as members of the school council, becoming prefects, altar servers and year group buddies. Pupils are considerate and caring of others both in school and the wider community. This is evident in their many charitable fundraising events in support of CAFOD, NSPCC, Nugent Care, Mission Together, Shoes for Africa, Bags 2 School and Operation Christmas Child. Pupils benefit from participation in away days and retreat activities to Ullswater. Pupils are considerate and caring of others both in school and the wider community. Pupils have a very good sense of right and wrong and apply this in their personal relationships. The school uses SEAL materials, hold circle time and offer a pastoral lunchtime club to good effect in support of this. Education for personal relationships has fostered positive attitudes in pupils. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are very good in responding to and participating in the schools Collective Worship. The newly developed Act of Worship club supported by the Subject Leader are becoming increasingly more confident preparing and leading worship around school. They enjoy this enormously with one pupil commenting "*It supports us on our own faith journey.*" This approach needs to be developed across every class to enable all pupils to engage more fully in the preparation and leadership of Collective Worship. Pupils act with reverence and are keen to participate in a variety of gatherings. They sing joyfully, reflect in silence and join in community prayers appropriately. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> the quality of pupils' learning and their progress 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	2

How effective the provision is for Catholic Education

The quality of teaching at St. Paul's is good with some outstanding features. In most lessons teachers are effective in ensuring that pupils are interested and engaged and make good progress. Teachers take into account pupils' prior learning but need to ensure a range of differentiated tasks when planning so that work consolidates builds and extends their knowledge and understanding

especially to stretch the more able pupils. Evidence shows that some pupils spend time copying out passages and questions and this needs to be addressed to ensure pupils entitlement to quality Religious Education 'teaching' is maximised. Regular book monitoring will aid this process. Teachers provide opportunities for pupils to work independently, in pairs and collaboratively in small groups. In most lessons, very good use is made of time and resources for example teaching assistants supporting children with Special Educational Needs, use of the interactive whiteboard, audio and visual media clips etc. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. praise and affirmation, merits, stickers, certificates etc. Pupils are informed of their progress orally and through marking although a consistent approach must be adopted to ensure quality is maintained. Marking needs to be more focused on the objectives set and children given 'next steps' in order to challenge thinking and improve standards further. Plenary sessions need to be improved. In the best lessons the plenary session is used to good effect in drawing together pupils' learning, challenging their thinking and moving them on.

The assessment of pupils work in Religious Education is good. The school has very good assessment strategies which provide information on the achievement of all the pupils. In some classes teachers enable pupils to evaluate their own work. Building in assessment for learning strategies throughout Religious Education lessons will engage pupils further in their learning. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Pupils are affirmed and know how well they are doing. Achievement and effort are celebrated at weekly assemblies. Pupils are rewarded for attendance and there is an annual Prize Night.

The curriculum at St. Paul's is good in meeting pupils' needs. The school using the Here I Am programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme but more opportunities need to be provided to challenge more able pupils. Imaginative and well planned strategies are deployed to enrich pupils learning especially the use of PowerPoint to aid teachers' personal reflections and photographs and topical Beatles music. The school implements new curriculum developments as appropriate. Enrichment activities such as the school choir, Act of Worship club, athletics club, homework club etc has a positive impact on the curriculum. The Religious Education curriculum provides opportunities for pupils' spiritual and moral development.

The Collective Worship provided is very good in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. Staff training is needed on developing a 'focus for worship' in classrooms to enrich pupils' prayer experience. The school provides

opportunities for Staff to develop the skills in planning and leading Collective Worship. However, further opportunities are needed to ensure all pupils develop the skills necessary to plan and lead Collective Worship. Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year e.g. Harvest, Easter and Christmas celebrations. The Parish Priest is fulsome in his praise of St. Paul's. He presides at regular class Masses held in church and provides opportunities for the children to engage in question and answer sessions following Mass. Parents are encouraged to attend however accommodation space is limited thus whole school events are difficult to stage. The school manages this very well by providing opportunities for year groups to lead a variety of celebratory liturgical events in church.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	2

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are very good in promoting and developing the Catholic life of the school and show a real understanding of and are deeply committed to the Mission of the Church. St. Paul's is a vibrant community which lives out its Mission Statement to 'Love Learning, Love God, Love Life'. All who form part of the school community including parents, Priests, governors and children were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and outlining areas for development. The school provides a range of in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils such as praying together during Collective Worship, participation in Before You Begin sessions and attendance at Archdiocesan Topic Days etc. These enable opportunities for reflection, growth and spiritual renewal.

Leaders and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. There is some evidence of assessment monitoring and tracking however, this is in its infancy. Establishing a more rigorous and consistent approach will ensure greater impact on future planning of teaching and learning opportunities. When pupils' Records of Attainment are passed on from the Infant School they must be continued. Class teachers need to update their Key Stage 2 assessment information onto the Records to keep them up-to-date. The subject leader is very good in guiding Religious Education. She shows a real drive and enthusiasm for

the subject and introduces new initiatives when appropriate. Her willingness to lead, develop and support the Act of Worship club during lunchtimes is testament to her commitment not only to the role but to the Mission of the Church. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors at St. Paul's are good in fulfilling their responsibilities. A new Chair has recently been appointed who is committed to the school and has the expertise to lead and drive forward the Catholic dimension of the school. The governors discharge their duties effectively. They are fully involved in evaluating the Catholic life of the school and Religious Education. They are frequent visitors to the school and their relationships with staff are constructive, challenging and supportive. The subject leader regularly attends curricular committee meetings to ensure that governors are fully updated on Religious Education issues. Some governors have attended Archdiocesan training sessions.

St. Paul's is outstanding in promoting community cohesion. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are positive relationships at every level within the school. Leaders and managers facilitate pupils' involvement in service to the local Faith and religious communities, the immediate neighbourhood served by the school and the wider community. The school supports the parents and parish in the Sacramental preparations. St. Paul's and St. Timothy's parish Union of Catholic Mothers work together to celebrate with the First Holy Communion children and their families. St. Paul's has a tradition of providing altar servers to the local parish and to the Cathedral and the children are immensely proud of their service. The choir sings regularly at parish events and in the local community. Dialogue and collaboration is encouraged with people who hold different beliefs and values. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions including Judaism and Islam. Workshops were provided through links with the Liverpool Muslim Resource Base. This helps to promote tolerance and respect for those who think differently.

Parents and carers are involved at every level at St. Paul's. They are kept informed about what is happening in school through the 'Here I Am' newsletter once a term in addition to the school newsletter and website. Parents and carers views are sought by invitation to fill in questionnaires although the school has recognised that this needs developing further. They are encouraged to support the pupils in their learning. There is a very active Parent Teacher Association who regularly supports the school through both social and fundraising events.

How effective leaders and managers are in developing the Catholic Life of the School	
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	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	1