



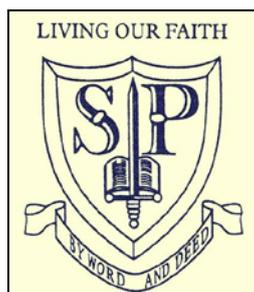
DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

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

School:	St Paul's Catholic Primary School
Address:	Turner Lane Hyde SK14 4AJ
Tel No:	0161 38 2934
URN:	106238
Headteacher:	Miss M Flynn
Chair of Governors:	Mr J Wallace
Date of Inspection:	20 November 2012
Inspectors:	Mrs A Kelly Mrs A Cassidy

Living Our Faith by Word and Deed



**As children of God we value and respect each other;
We love Jesus and through our relationships with others we share this love;
We work in partnership with home, the parish of St. Paul's and the local community;
We support and encourage everybody to achieve their best in work and play;
We celebrate each others achievements;
We say sorry, support and forgive each other as Jesus showed us;
We prepare for and share the sacraments;
We respect other people's beliefs and cultures;
We support those in need.**

School Aims

- To ensure that everything we do is underpinned by our mission statement – 'Living our Faith by Word and Deed.
- To provide a worshipping community that holds and celebrates Christ as the centre of its faith and life.
- To recognise that every child matters and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.
- To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential.
- To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs.
- To provide opportunities for learners to develop their physical, mental, social, spiritual, moral and cultural needs.
- To help and encourage children to progress academically and socially through a broad and balanced education in a safe, secure and stimulating environment.
- To make learning fun using links between subjects whenever possible.
- To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
- To promote the highest standards of behaviour where children are encouraged to be responsible for their own actions.
- To equip children with attitudes, skills and knowledge to learn independently.
- To continually strengthen relations between children, staff, parents, governors, the parish and the whole school community to foster the aims of the school.
- To provide a welcoming, friendly and happy place where learner feel safe and secure.
- To make St Paul's a place of enjoyment where success is celebrated.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	26	32	30	27	30	29	30	26	230
Catholics on roll	26	32	28	27	24	16	23	14	190
Other Christian denomination			2		3	4	2	3	14
Other faith background					1	2			3
No stated religious affiliation					2	7	5	9	23
Number of learners from ethnic groups					1	2			3
Total on SEN Register									
Total with Statements of SEN									
FSM		2	2	1	3	3	4	3	18

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	0.21			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Paul's, Hyde	183
St Mary's, Dukinfield	3
St James, Hattersley	1
St Joseph's, Mossley	1
St Ann's, Ashton Under Lyne	2

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
All Saints Catholic College	13
St Thomas More RC College	5
St Bede's College, Manchester	1
St John Lloyd Catholic College, Wales	1

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	20

STAFFING	
Full-time teachers	9
Part-time teachers	2
Total full-time equivalent	1.3
Support assistants	8
Percentage of Catholic teachers f.t.e.	89%
How many teachers teach RE (P) f.t.e.	8.8
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	1

Published admission number	30
Number of classes	7
Average class size KS1	28.5
Average class size KS2	28.75

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13 (Budget allocation)	Next financial year 2013/14 (Budget allocation)
RE	£1145	£1000	£1035
English	£1283	£1000	£1035
Mathematics	£91.50	£1000	£1035
Science	£192	£500	£520

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
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How effective the school is in providing Catholic Education

St Paul's is a successful school, providing a good Catholic education for the pupils in its care. Gospel values are evident throughout the school, in displays and in the relationships between staff and pupils. The Mission Statement 'Living Our Faith by Word and Deed' is clearly understood and lived out in the everyday life of the school.

The quality of teaching is good. Pupils make good progress in their knowledge and understanding in Religious Education, enjoy their work and engage in their lessons and all aspects of school life. Leaders and managers are deeply committed to the Catholic mission of the school. Pupils show respect and care for each other and are rightly proud of their school; behavior is exemplary.

What the school could do to improve further

As the school has already identified:-

- Embed the new Religious Education scheme - 'The Way the Truth and the Life.'
- Continue to develop assessment, monitoring, recording and tracking procedures to ensure they have an impact on raising standards in Religious Education consistently throughout the school.
- To further develop pupils' involvement in planning and preparing their own liturgies and class assemblies.

PUPILS	2
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How good outcomes are for pupils, taking account of variations between different groups

All groups of pupils, including those with learning needs and disabilities, make good progress during their time at the school. Pupils are keen to participate in lessons, enjoy their work and show good levels of interest and engagement. Their behaviour is exemplary. Pupils express their views and beliefs with confidence and are able to refer to the teachings of Jesus appropriately. The standard of work in Religious Education books is good and most pupils take pride in their work.

The extent to which pupils contribute to and benefit from the Catholic life of the school is good. Pupils are actively involved in all aspects of school life and make a positive contribution to the school's ethos and faith life. Their spiritual and moral development is good. They are supported by all that takes place in school to grow in their love, understanding and respect for others. They willingly take on responsibilities such as House Captains, members of the School Council, Eco Council, Working Together group, Play Leaders and Special Friends to the younger pupils. Pupils are involved in fundraising activities to support a wide range of local, national and global charities, CAFOD, Operation Christmas Child and Mission Together to name but a few.

Through discussion pupils are able to explain how their Mission Statement is an integral part of the life of the school. They feel happy and safe in school knowing there is always someone to turn to if they have a problem.

Pupils' contribution to and enjoyment of Collective Worship was evident in the assembly observed, skillfully led by the Headteacher. Pupils participated in this carefully planned celebration with reverence and enthusiasm through prayer, discussion, and response to the Gospel story, in reflection, symbolic action and song.

PROVISION	2
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How effective the provision is for Catholic Education

Teaching is good. Lessons are well planned to challenge, interest and engage pupils. There is evidence of differentiation to meet the needs of individuals and groups of pupils. Skillful questioning both supports and challenges pupils, encouraging empathy, reflection and thoughtful discussion. Pupils enjoy their learning and are highly motivated to do their best. Teachers use a range of teaching styles and activities within lessons to engage and motivate pupils, therefore providing purposeful learning.

Assessment is carried out following Diocesan guidelines and tracking systems are in place. The school has identified this as an area for development and plans to further develop consistency in assessment, monitoring, recording and tracking procedures in all year groups. The 'I Can' statements are used effectively in some classes to support pupils' self-assessment. Resources are well prepared to support and enrich learning, including effective use of ICT.

The school works closely with the parish, in particular the catechists and Parish Priest. Families are supported very well during First Holy Communion preparation. The school is committed to providing a variety of opportunities for pupils to explore their own spiritual and moral development. This is achieved through the curriculum, Collective Worship and the good range of activities offered, including visits to places of interest, visitors coming in to school and the annual residential visits. The school also provides a wide range of experiences and opportunities for pupils to learn about the prayers and traditions of other faiths.

The quality of Collective Worship provided by the school is good and is given a high profile. The school acknowledges its' pupils would benefit from more opportunities to plan and lead their own class assemblies and liturgies. Inspectors noticed pupils enjoyed choosing items to include on their prayer tables for class reflection at the end of their Religious Education lesson. Parents and parishioners regularly join with the school community for class assemblies, Masses and key liturgical celebrations.

LEADERS AND MANAGERS	2
<p>How effective leaders and managers are in developing the Catholic Life of the school Leaders and managers are deeply committed to the Catholic mission of the school.</p> <p>Relationships in the school are a strength and are built on respect and trust. These values permeate through the day to day life of the school, through the calm and enthusiastic dedication of the newly appointed Headteacher and the support and hard work of all the staff at St Paul's. Staff, governors and parents acknowledged the hard work and commitment of the Headteacher in successfully taking the school forward during a period of change for the school.</p> <p>The School Development Plan highlights priorities and areas for development within Religious Education and the Catholic life of the school. The school works hard to involve parents and the wider community in the life of the school. The questionnaires returned by parents indicate support for the Headteacher and staff, one parent commented "St Paul's is a lovely, warm and welcoming school. Our children are extremely happy there and we are delighted with the staff for helping them to be so."</p> <p>The Governors display a great passion for the school, they work in partnership with the Headteacher and leadership team, supporting and challenging the vision, direction and the Catholic life of the school. They are knowledgeable about the work of the school and are aware of its strengths and areas for development.</p> <p>The school encourages close liaison with both parents and parish. Parents are informed of the topics being studied in Religious Education through termly information sheets; and progress is discussed at parents' evenings. Parents, governors and parishioners are invited to participate in the many school activities and Acts of Worship.</p> <p>The school is welcoming to all who visit and has close working relationships with a range of community groups and agencies. These include local Catholic primary and secondary schools, health services, CAFOD and Mission Together. Pupils' awareness of international communities is formed through links with schools in India and Kenya. Pupils appreciate the diversity of people's different beliefs, backgrounds and circumstances. Other faith weeks are planned imaginatively and are a positive way for pupils to be introduced to and appreciate other faiths and cultures. As a result of these successful partnerships pupils develop confidence and self-esteem. They recognise the contribution they can make to the lives of others within their local and wider community.</p>	

PARENTS' QUESTIONNAIRE

48 returned

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	32	14	1		1
2	I am happy with the values and attitudes that the school teaches	34	14			
3	I am made to feel welcome in school	34	14			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	34	13			1
5	The school gives me a clear understanding of what is taught in Religious Education	24	19	1		4
6	The school enables my child/ren to achieve a good standard of work in Religious Education	25	18	3		2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	19	21	4		4

QUESTIONNAIRE FOR YEAR 2 PUPILS

		Yes	Sometimes	No
1	I like being at this school.	26	1	
2	I learn new things in Here I am lessons.	21	6	
3	I enjoy learning about Jesus and how to live as His friend.	26	1	
4	I have to work hard.	25	2	
5	My teacher helps me when I get stuck so I can make my work better.	25	2	
6	My teacher listens to me.	26	1	
7	When I am unhappy there is always an adult I can talk to.	26	1	
8	I get praise when I do my best.	27		
9	Other children are kind and behave well	15	12	
10	I am happy on the playground.	23	4	
11	I am allowed to help in class and around school.	23	4	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	27		

QUESTIONNAIRE FOR YEAR 6 PUPILS

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	13	6	5	
2	Do you find out new things in Religious Education lessons?	19	3	2	
3	Are your Religious Education lessons interesting?	6	11	7	
4	Do you get help when you are stuck?	14	7	3	
5	Do you have to work hard?	20	2	2	
6	Do teachers show you how to make your work better?	15	8	1	
7	Do other children behave well?	1	4	16	3
8	Are teachers fair to you?	17	5	2	
9	Do teachers listen to your ideas?	13	6	4	1
10	Are you given responsibility?	21	3		
11	Do you enjoy your times of prayer together?	12	7	4	1

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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<u>OVERALL EFFECTIVENESS OF THE SCHOOL</u>	
How effective the school is in providing Catholic Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	2
The school's capacity for sustained improvement	2

<u>PUPILS</u>	
How good outcomes are for pupils, taking into account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none"><i>The quality of pupils' learning and their progress</i>	2
<ul style="list-style-type: none"><i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	2
<ul style="list-style-type: none"><i>Pupils standards of attainment in Religious Education</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	2
How well pupils respond to and participate in the school's collective worship	2

<u>PROVISION</u>	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	2

<u>LEADERS AND MANAGERS</u>	
How effective leaders and managers are in developing the Catholic life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils with particular reference to spiritual and moral development	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	2
How effectively leaders and managers promote community cohesion	2