



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

School: St Paul's Catholic Primary School

Address: Hampton Court Way, Thames Ditton, Surrey, KT7 0LP

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School Unique Reference Number: 125212

Headteacher:	Mrs Olivia DeMorais
Chair of Governors:	Mr Andy Burton
Lead Inspector:	Mrs Catherine Walker
Associate Inspector:	Mrs Theresa Kenefick
Inspection date:	8th July 2019

Overall Effectiveness	Previous Inspection: 2
	This Inspection: 2
Catholic Life:	1
Collective Worship:	2
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Paul's is a Good Catholic school because:

<ul style="list-style-type: none"> • The Headteacher provides very effective leadership, shows passion and commitment and will be instrumental in the further growth of St Paul's as a school of choice for the Catholic community. • The sense of community is palpable and is centred around a strong parish – school – family relationship. 	<ul style="list-style-type: none"> • Pastoral care for learners and their wider families is very strong and valued by the community. • Behaviour is exemplary. Pupils are courteous, positive in outlook and supportive of each other. Pupils feel well cared for and are rightly proud of their school.
<ul style="list-style-type: none"> • Leaders know their school and are well placed to respond to the challenges of new national standards for Religious Education. 	<ul style="list-style-type: none"> • The leadership of the school in promoting the Catholic life is outstanding. The Headteacher and Deputy Headteacher have a positive presence around the school, as well as a very clear understanding of Catholic education.

INFORMATION ABOUT THE SCHOOL

St Paul's is a Voluntary Aided, two form entry, Catholic primary school, located in Thames Ditton, Surrey. Based in the diocese of Arundel and Brighton, St Paul's welcomes children from three parishes: Our Lady of Lourdes in Thames Ditton; Sacred Heart in Cobham; and Church of the Holy Name in Claygate. St Paul's serves children from a variety of social backgrounds. Thames Ditton is an affluent area, but includes pockets of deprivation. There are currently 376 learners enrolled at St Paul's, with 91% baptised as Catholic.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

Through a shared and consistent model of teacher planning, embed the use of greater depth driver words in order to raise expectations and drive up standards in religious education across the school.

To further embed pupil self-assessment and the use of assessment procedures in order that pupils evaluate how well they achieve.

To embed a systematic approach which provides increased opportunities for pupils to independently create their own liturgies.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.

- Pupils and teachers model excellent relationships with one another and have access to a curriculum that enables their spiritual and personal development to be fulfilled.
- The community spirit at St Paul's is palpable. The Catholic ethos of the school permeates all aspects of the Catholic life of the school.
- Behaviour across the school was observed to be exemplary at all times.
- Pupils have a strong sense of social justice and forgiveness. A living example of this is pupils' involvement in the local parish soup kitchen and other charity work.
- Throughout the day inspectors gained a strong awareness of pupils' conscious commitment to God's creation and their duty to protect it. Pupils are regularly involved in parish celebrations as evidenced by the forthcoming outdoor Sunday Mass.
- Pupils' achievements are celebrated at weekly celebration assemblies and every pupil is taught that in God, all things are possible and that they celebrate each other's God-given talents and abilities as a Christian family.
- The newly reviewed mission statement, led by the newly appointed Headteacher and governors, has been embraced by pupils and pupils enthusiastically sang a version of this during the act of collective worship observed.

The quality of provision of the Catholic Life of the school is Outstanding

- There is a tangible sense of community across the school with parents describing the ethos as being encapsulated in the phrase *“The St Paul’s factor.”* The level of support afforded to families experiencing difficulties was described very positively, *“it seeps through our community”* and *“We are blessed to be part of it.”*
- The pastoral care and support provided by the school is of a high standard, responding to both pupil and staff needs. This provision is supported through the work of a school counsellor, home - school link worker and a member of staff trained in mental health.
- The strength of the behaviour policy is evident across the school. There is a strong sense of respect and care shown towards all members of the St Paul’s community.
- Relationships are very strong. One parent commented *“A lovely community where everyone looks after each other.”* Another parent echoed this by saying *“In the wider community people can tell a St Paul’s child.”*

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding.

- The new Headteacher and her team are deeply committed to the Church’s mission in education and they work energetically and with great generosity in ensuring that they are focused on promoting the Catholic life of the school. This commitment will lead to securing future success, particularly as the governing body is highly ambitious for the pupils of St Paul’s.
- The leadership of the school in promoting the Catholic life is outstanding. The Headteacher and Deputy Headteacher have a positive presence around the school, as well as a very clear understanding of Catholic education and the role of the Catholic school. They are embedding this very effectively throughout the school so that pupils, staff and parents recognise and support its realisation.
- The religious education subject leader guides and supports the Catholic life of the school, by continually seeking out new and exciting ways to challenge, and guide pupils along their faith journey.
- Governors work collectively with leaders to strive for the highest possible standards.
- The provision for the Catholic life of the school is given the highest possible priority by leaders. Monitoring documents demonstrate a clear understanding of areas that require further development.

- The school's self-evaluation is given high priority and leaders and managers have established a range of monitoring activities to provide clear evidence which is used to successfully move St Paul's school forward.
- St Paul's Catholic Primary School has many strengths, the most significant being the staff who lead by example.
- Parents spoke passionately about the school and feel fully engaged with the mission and the Catholic life.
- The senior leadership of the school is highly effective and is ably supported by the skilled governing body.
- The parish priest gives generously of his time to support the whole school community particularly in developing the Catholic life of the school.
- Pupils are proud of their school and appreciate all that their teachers do for them; they are happy, supported and loved. Standards are continuing to rise as the school is fully focused on being the best it can be.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Good.

- Collective worship is central to the life of the school and always involves the stages of Gather, Word, Response and Mission.
- Pupils act with reverence and are keen to participate in school Masses, collective worship and prayer services and pupils are becoming proficient in planning and leading collective worship.
- Prayer is a regular feature of school life and all pupils know their daily prayers which are celebrated in the morning, at lunchtime and the end of the school day.
- From the earliest ages, pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- The RE Council is regularly involved in preparing and leading the whole school act of worship with a degree of independence. Pupils spoke to the inspection team about their enjoyment and their desire to lead and design liturgies more often.
- Parents spoke emotionally and enthusiastically about pupils' participation in collective worship and prayer life at St Paul's. Pupils would now benefit from increased and varied opportunities to pray.

The quality of provision for Collective Worship and Prayer Life is Outstanding.

- It is clear that many staff are at ease with their own spirituality and this is very inspiring for all those in the school community. Staff regularly join together to pray and reflect in the staffroom, with all staff taking it in turns to lead the reflection.
- Prayer is at the heart of the faith life of the school and pupils recognise that: *'If we are following Jesus by being kind and helpful, then that too is a kind of prayer'*.

- Pupils, governors and parents commented on how much they value the school's collective worship, in all its forms, which include class based worship led by pupils, key stage based worship, led in turn by staff, whole school assemblies and Masses.
- Prayer tables and religious education displays are prominent in all classrooms and throughout the school, reflecting one of the many ways in which the school supports the provision for prayer and developing all pupils' spirituality.
- Pupils are rightly proud to be members of the Religious Education council and were able to articulate an understanding of the liturgical seasons.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Good.

- Leaders are effective models of good practice for collective worship for all staff and pupils.
- Leaders place the highest priority on the further development of quality experiences of collective worship.
- The religious education subject leader regularly reviews the provision for collective worship as part of the annual cycle for self-evaluation.
- Self-evaluation shows leaders' tenacity to continue to drive improvements at St Paul's.
- The observed act of collective worship was designed to involve pupils in the preparation and delivery. It accurately reflected the liturgical year. The drama presentation of the Good Samaritan was much enjoyed by members of the RE Council and the school community as a whole. All pupils sang with enthusiasm and reverence.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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How well pupils achieve and enjoy their learning in Religious Education is Good.

- Standards achieved in religious education are good, with all pupils making at least good progress from their starting points.
- There is a good selection of work in the pupils' workbooks and it is clear that pupils take pride in their work. Even greater variety would serve to enhance the pupils' level of enjoyment of learning in religious education. Pupils who spoke to the inspection team commented on liking this variety of work and are increasingly motivated when their teachers set them challenges.
- Marking is consistently of a high and demanding standard and provides opportunities for pupils to respond to questions set by their teachers and to develop greater thinking skills.
- Pupils value and enjoy their religious education lessons, with pupils saying they enjoyed learning about how the example that Jesus set in the Gospels impacts on their own life and their beliefs.

The quality of teaching and assessment in Religious Education is Good.

- All teaching observed during the inspection was securely good.
- Evidence seen through the school's monitoring documentation demonstrates there are some pockets of outstanding practice in the school.
- Marking and constructive feedback are performed regularly and accurately so that pupils know how well they have done.
- This feedback now needs further embedding to ensure that pupils reflect on their own learning and can identify what they need to improve.

- The consistent use of 'driver words' in teachers' planning will shape this process effectively. Inspectors are confident that the enthusiastic pupils at St Paul's would thrive and respond accordingly.
- In the most effective lessons, teachers manage time well and secure good learning in lessons and across a sequence of lessons. As a result, progress is good.
- Great strides have been made to implement the new assessment procedures and this now needs to embed further as the newly appointed Headteacher, along with her team, refine the new data tracking and assessment processes.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Good.

- Leaders and managers rigorously monitor and evaluate the work of the school and this is reported to governors every six weeks.
- The highly effective Headteacher, who is currently the religious education subject leader, is to be commended for her exemplary leadership of the subject and the rapid progress that has been made under her leadership. Her leadership inspires confidence and the school is well placed to continue its journey to outstanding.
- Leaders and managers are committed to drive for higher standards in religious education reflecting the demands of the new national 'Interim Standards of Assessment.'
- The governing body is very knowledgeable, supported by the parish priests and provides good support to school leaders.
- The religious education curriculum provided by the school fully meets Diocesan requirements. This was a key priority since the previous inspection and has been fully addressed.
- The rigorous monitoring carried out by leaders and managers includes: 'book looks', learning walks, formal observations and pupil voice information.
- Data in religious education, as well as other core subjects, is monitored every half term and is discussed with staff in pupil progress meetings. This information is used to plan future actions and is then reported to governors by the religious education subject leader.
- Relationships and Sex Education and Education in Personal Relationships are integral parts of the curriculum, as well as being stand alone subjects. All staff are clear about what should be taught in each year group and use the 'Journey in Love' scheme of work. Evenings are held annually, to inform the parents of the curriculum teachings, and allow for opportunities to question the content.

- Parents are kept informed of the religious education curriculum and standards are reported to them appropriately. The curriculum enables pupils to develop an understanding of the liturgical life of the church, including the study of other faiths.
- Parents were overwhelmingly positive in the 119 questionnaires returned for the attention of the inspectors and it is clear that they value the commitment and dedication of all staff. One parent claimed, *"I truly feel St Paul's celebrates the faith of all the children."* Parents also fed back to inspectors that the quality of sacramental preparation was of a high standard and a highlight of the parishes and school partnership.
- Leadership is well-informed by current developments in religious education and this demonstrably affects how the subject is being developed across the school. As a result, teaching is improving due to the good quality leadership of religious education. As a consequence, the subject has a prominent profile in the school and makes a positive contribution to the moral and spiritual development of pupils.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

Catholic Life

1

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

2

How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

2

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

2

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2