



St Paul's RC Primary School

Wolviston Mill Lane, Billingham, , TS22 5LU

URN: 111677

Inspection dates:	24 - 25 September 2013
Lead inspector:	Martin Humble

OVERALL EFFECTIVENESS	PREVIOUS INSPECTION:	Good	2
	THIS INSPECTION:	Good	2
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	CATHOLIC LIFE:	Outstanding	1
	COLLECTIVE WORSHIP:	Outstanding	1
	RELIGIOUS EDUCATION:	Requires Improvement	3

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Paul's is a good Catholic school:

- St Paul's is a good Catholic school. It is a welcoming family community, helping pupils to develop their faith.
- Collective Worship at St Paul's is outstanding, is central to the life of the school and is a key part of all school celebrations.
- The Catholic Life of St Paul's is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life of the school taking a lead role in activities that promote the school's ethos within school, parish and the wider community.

It is not yet an outstanding Catholic school because:

- Religious Education provided at St Paul's requires improvement. Whilst the pupils are enthusiastic about their lessons, teaching is not planned to cater for the individual needs of pupils.
- The work provided for more able pupils lacks challenge.
- Marking and feedback for pupils does not provide information on how they can improve.
- Pupils are not involved in self-evaluation and target setting.

FULL REPORT

INFORMATION ABOUT THIS SCHOOL

- St Paul's is an average size primary school with 226 pupils.
- St Paul's has a nursery and also has a complex needs unit accessed by all Stockton schools.
- St Paul's serves the parish of St Thomas Canterbury, Billingham.
- The vast majority of pupils are of White British heritage.
- Pupils come from an area of mainly private housing.
- The proportion of pupils eligible for free school meals is very small.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The school needs to raise the standards of some of the aspects in the teaching of Religious Education by:
 - Improving the quality of marking, feedback and assessment.
 - Improving the planning of work to support and challenge pupils across the range of abilities in each year group.
- The school needs to raise the achievement of all pupils by:
 - Improving the target setting process to include self-evaluation by pupils.
 - Improving pupil understanding of how they can improve their work.
- The school needs to raise the standards in the leadership of Religious Education by:
 - Improving the monitoring of teaching and learning.
 - Improving the understanding of how Religious Education is assessed against national levels of attainment.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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 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.

- The mission statement is central to the life of the school and is understood and embraced by all pupils in their daily school life.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the school council and during Religious Education lessons.
- Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness raising assemblies, the 'Mini Vinnies' and fundraising activities.
- Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth.
- An effective programme for relationships and sex education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its links to the parish community. They are regularly involved with parish and diocesan celebrations, benefitting from staff involvement in school and parish activities.

The quality of provision for the Catholic Life of the school is outstanding.

- The provision for the Catholic Life of the school is a high priority which is reflected in the mission statement and in the way the mission of the school is 'lived out' by all in this family community. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders.
- The Young Thomas group has been very effective in supporting young families to

grow in faith.

- The school is a prayerful community that provides a stimulating environment to reflect the school's mission, the mission of St Paul and its Catholic character.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders and through having clear policies and structures in place. Pastoral programmes working alongside personal, social and health education (PSHE) and RSE refer to Catholic teachings and principles. These programmes cater for the needs of all pupils, including pupils in the complex needs unit, with staff playing an active part in its delivery to ensure the best possible outcomes for pupils.
- The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues in a way that embraces the importance of personal responsibility, the need for justice whilst also facilitating reconciliation.

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

- The school's leadership is committed to the Church's mission in education as well as to the Mission of St Paul. The senior leaders in school embrace the task and provide inspiration within the school community.
- All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development of the Catholic ethos very effectively.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge. The very effective work of the link governor for Religious Education embraces Catholic Life too.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising parish and pastoral partners to enhance the ethos of the school.
- There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Parents have a very good understanding of the school's mission and are very supportive of it.
- Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and their participatory role in 'living out' the mission and that of St Paul. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

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

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The pupils' response to and participation in the school's Collective Worship is outstanding.

- Acts of worship engage the interest of all pupils and elicit deep thought and heartfelt responses. Pupils are very enthusiastic about Collective Worship and this produces quality singing and prayerful silence, as well as full participation in communal prayers.
- Pupils plan, lead and prepare all types of Collective Worship with enthusiasm and increasing ease and confidence. Pupils know what constitutes the various elements of worship and are skilled in using a variety of ways of praying. They have an excellent understanding of the Church's liturgical celebrations and are able to prepare for these celebrations, in line with their age and ability, with developing levels of liturgical expertise. This is developed from the early days in nursery.
- Respect for different faiths is reflected in the inclusive manner in which pupils prepare for liturgy. Collective Worship contributes extremely positively to the spiritual and moral development of pupils.
- Pupils participate actively and with great enthusiasm in the school and parish linked sacramental preparation programme. This has a very positive impact upon their ongoing spiritual development.
- The pupils are very enthusiastic about living, growing and learning in a praying community and it has a profound effect on their moral and spiritual development irrespective of their background.

The quality of Collective Worship provided by the school is outstanding.

- Collective Worship is central to the life of the school and is shared with parents on a regular basis.
- The prayer life of the school is an important and central aspect of community life for staff and pupils. Skilled staff enable pupils to confidently plan, prepare and lead quality Collective Worship.

- All staff prepare quality Collective Worship and are mindful of the Church's liturgical heritage, rites and seasons when developing high quality experiences for all pupils.
- Some year five pupils planned, prepared and led Collective Worship for their peers in their classroom. This was a very well planned high quality Collective Worship, engaging all their peers spiritually and prayerfully.
- Staff plan carefully for the liturgical formation of their pupils. Age appropriate planning that encompasses the religious beliefs and backgrounds of all pupils, shows progression as they journey from foundation stage to year six.
- Pupils have the confidence to plan, prepare and lead good quality Collective Worship having participated in good quality worship modelled by staff.

The way leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- This is formulated on the basis that leaders and managers have expert knowledge of how to plan and deliver quality experiences of Collective Worship. They provide opportunities for pupils to reflect upon the Church's liturgical year, seasons, rites and symbols through the provision of quality worship experiences pertinent to the lives of the pupils at St Paul's.
- Liturgical and spiritual development is seen as a priority in ongoing professional development. Staff access training opportunities.
- Senior leaders and the Religious Education coordinator are highly visible leaders of Collective Worship within school. They lead high quality Collective Worship experiences for both staff and pupils and are models of outstanding practice.
- Leaders ensure that the pupils have the best possible sacramental preparation in accordance with diocesan policy.
- Leaders and managers regularly review the quality of Collective Worship and this informs the development process and possible training requirements.
- Planning the school's prayer and liturgical life is given high priority each year by school leaders as it is the heart of the school's ethos and character.
- The views of pupils, staff and parents are valued and acted upon to ensure high quality Collective Worship continues to evolve throughout the school and parish community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- 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 monitor and evaluate the provision for Religious Education

3

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3

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

- Pupils enjoy Religious Education and work steadily on the tasks set in lessons. Behaviour for learning is very good.
- Progress in Religious Education requires improvement as lessons do not adequately address the needs of all pupils.
- Differentiated work is not provided to support and challenge pupils, as a result, the pace of learning and the pace of the acquisition of key skills require improvement.
- Teachers do not accurately assess the attainment of pupils in Religious Education.
- Pupils' work is not always assessed using the appropriate attainment levels and strands.
- Individual pupils are unaware of how they need to improve their work and what targets they have in Religious Education
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

The quality of teaching and assessment in Religious Education requires improvement.

- Teaching observed during the inspection was mostly good.
- Teachers follow the scheme of work for Religious Education in their planning but do not plan for the progress of all pupils. The needs of individual pupils are not being met as there is no differentiated work provided to support those with special needs or to challenge the more able.
- Marking and feedback requires improvement. Feedback rarely gives advice on improvement or attainment. Pupils are not involved with the evaluation of their work against the Religious Education lesson objectives.
- Where teachers have made an assessment of pupil attainment it is not always accurate.

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

- Monitoring is planned in a school year to enable the subject leader to observe lessons and scrutinise work. This process is not sufficiently rigorous, nor is it sufficiently focussed on areas for improvement.
- Little progress has been made on two out of the three areas for improvement outlined in the previous inspection: 'review feedback and marking policy to focus on helping pupils to understand how to improve their work.' and 'use target setting to improve attainment in Religious Education.'
- Self-evaluation of Religious Education was not an accurate reflection of the school position.
- The subject leader has been on secondment and is aware of inconsistencies within assessment, marking and feedback across the school.
- The school has the capacity to address areas for improvement in Religious Education and has identified the need for collaborative working with cluster schools in relation to moderating work in the first instance.

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:

1

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

1

The quality of provision for Collective Worship

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

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RELIGIOUS EDUCATION:

3

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

3

The quality of teaching and assessment in Religious Education

3

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

3

SCHOOL DETAILS

Unique reference number	111677
Local authority	Stockton

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

Type of school	Primary
Chair of governors	Mr Patrick Keane
Head teacher	Mrs Catherine Connelly
Date of previous school inspection	30 April – 1 May 2009
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