



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PAUL OF THE CROSS CATHOLIC PRIMARY SCHOOL

BURTONWOOD

Inspection Date Tuesday 10th February 2015

Inspectors Mrs Julie Rourke Mr David Williams

Unique Reference Number 111367

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 182

Chair of Governors Mr William Garner

Headteacher Mr Dominic Vernon

School address St. Paul of the Cross,
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Date of last inspection 22nd June 2010

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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 this school

- St. Paul of the Cross school is a smaller than average sized Catholic Primary School situated in Burtonwood, Warrington serving the parish of St. Paul of the Cross.
- There are 182 children on roll of whom 149 are baptised Catholic, 21 come from other Christian denominations. Twelve pupils have no religious affiliation.
- There are 11 teachers of whom 8 teach Religious Education and 8 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- Since the last inspection there is a new headteacher and new subject leader in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

St. Paul of the Cross Catholic Primary School is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement, '*Our Catholic school family on a journey together in faith, hope, love and learning,*' and understand the part they play within it. They are fully involved in its evaluation.
- Pupils spoke well about their mission and know how they are following Jesus' example. On the day of inspection they explained, '*We are children of the light and learning not to be mean to others, to be friendly and love each other, to help each other and to be forgiving.*'
- Their behaviour is outstanding; they have a good sense of right and wrong and apply this in their personal relationships. They lead by example, show respect to one another and responsibility for themselves and their actions.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, e.g. through the school council, play leaders and reading buddies.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Good Shepherd, Mission Together and Alder Hey Children's hospital.
- Pupils are involved in service to their local and parish community, for example, they have sung at care homes for the elderly and placed a wreath at the village memorial as part of Remembrance Day events.
- They are fully involved in liturgical events and the parish priest visits the pupils regularly. The parish priest, parishioners and school staff support pupils and their families throughout their sacramental preparations.
- Pupils take part in a wide range of masses and celebrations, such as, weekly whole school worship and liturgical celebrations.
- Pupils enjoy and benefit from participation in residential to Winmarleigh Hall and there are many educational day trips.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and is taught cross curricular through All That I Am, Religious Education, Science, Social and Emotional Aspects of Learning.
- Pupils are praised and the contribution of others is acknowledged, evident in their weekly awards assemblies enabling pupils to demonstrate their ability to celebrate their own and other pupils' achievements.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.

- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate level for their age and stage of development.
- Pupils' standards of work will continue to improve by developing moderation of assessments, continuing to raise expectations and challenging pupils in their work and justifying higher levels of attainment.
- 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 reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and behaviour. On the day of inspection, pupils spoke keenly about their Religious Education work and tackled challenging activities and questions enthusiastically.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. Progress is excellent and pupils are on task for extended periods. Pupils are enthusiastic when challenged and show a commitment to succeed.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond thoughtfully and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are involved in preparing and leading worship. On the day of inspection pupils led the worship in partnership with adults and younger pupils were able to recite traditional prayer through actions.
- Calm environments and well prepared focus tables enabled pupils to reflect on scripture and go forth with clear messages.
- All pupils are engaged in preparing and leading worship at appropriate stages across the school. They act with reverence and are keen to participate in a variety of gatherings.
- Collective worship can continue to improve by encouraging further opportunities for heartfelt responses from the pupils.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour and expectations of pupils. There are established routines.
- Teachers provide opportunities for pupils to work independently and collaboratively.

- Teachers display excellent subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion. There is a wealth of activities to motivate and inspire pupils and quality resources are used.
- On the day of inspection outstanding lessons showed active and lively learning with excellent use of the driver words in objectives shared. There was good use of key questions to challenge pupils understanding. Pupils were encouraged to use their prior knowledge and were given the tools to be responsible for their own learning.
- In one outstanding lesson observed, pupils were continually challenged to make links with Jesus and the Passover. A clear learning objective was shared and revisited, pupils work was differentiated and challenging. Pupils had ownership of their own work, they assessed their work and were encouraged to link their learning to the next lesson.
- Older pupils approached scripture with excitement and confidence. A variety of scripture was read and discussed in groups and pupils were encouraged to show understanding. An outstanding practical plenary enabled the pupils to further understand and come to conclusions about the topic of unity.
- In the Foundation Stage there are excellent portfolios of pupils' work. Work is presented to a high standard and Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide care and support to pupils and teachers. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Opportunities for Information Technology were used well, for example, a news programme, a variety of film clips and previous photographs of role play activities were used to capture pupils' interest.
- Planning is produced on planning formats recommended by the Archdiocese and shows differentiation, a range of activities, driver words and evaluations. Planning can continue to develop by using driver words for differentiation, learning objectives and in challenging questions consistently across the school. Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding.
- Effort and achievement at all stages of learning is celebrated.
- Pupils are informed of their progress and how to improve both orally and through marking. Work books are presented to a high standard and marking is positive, affirming and supportive. Comments made include driver words which extend pupils understanding. This can continue to improve by allowing time for pupils to respond to developmental steps in their work.
- The school has outstanding assessment strategies in place which provides detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement. The school tracks the achievement of all the pupils and specific groups are identified and actions given to continually improve their levels of attainment.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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. Imaginative and well planned strategies are deployed to enrich pupils' learning. The head teacher is providing opportunities for all so that 'learning comes to life.'
- The curriculum is customised to meet the needs of groups and individuals.
- The school implements new curriculum developments as appropriate.
- The school provides a variety of ways to enhance Religious Education. There is a focus on active learning to engage pupils; focus weeks and days for other faiths and One World; Personal, Social, Citizenship, and Health Education (PSCHE) is used to provide support and well being to pupils and use of the arts enables pupils to develop their learning creatively.
- The school environment has well presented and welcoming areas that reflect the hard work and dedication of staff and pupils.
- Pupils take part in many after school clubs such as, football, dance and gardening. The school promotes a range of extracurricular activities as they motivate and encourage responsible attitudes.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism is taught each year and other religions are on a rolling programme. Pupils have welcomed a Hindu parent to share their religious experiences. Pupils would benefit from further visits and visitors of other faiths and religions to gain understanding from first hand experiences.
- There are links with a network of local schools and Catholic schools in Warrington meet regularly to discuss local topics and provide a support network.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- There is a strong partnership of adults and pupils planning and leading worship. Resources provided by the Archdiocese for child led worship are used well. Teachers support pupils to ensure that resources used are providing pupils with suitable support for worship.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, end of year thanksgiving, May celebrations, and Harvest assembly.
- Opportunities are provided for parents, carers and the local parish to participate in a variety of celebrations of the Come and See programme and the Church's liturgical year.
- The school welcomes evaluations through their 'comments book,' which is outstanding evidence of their commitment to provide, share, celebrate and worship with the whole school community.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review 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.
- Leaders, governors and managers use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools' monitoring, analysis and self challenge. It provides a basis to celebrate strengths and outlines areas for development.
- Leaders, governors and managers are deeply committed to the Church's mission in education and are an inspiration to the whole community.
- Governors have full knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Governors are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the Headteacher regarding the Catholic life of the school.
- Governors are a visible and supportive presence in the school. They ensure the Catholic character of the school has a high profile particularly through the close links with parish and home.
- The Parish priest supports and visits school regularly taking part in whole school celebrations. There are whole school events, such as end of term, welcome and leavers masses and the Christmas Gift Mass supporting Alder Hey Hospital.
- The Parish priest, who is also a governor, encourages that the school and parish will, 'give parents and children memories,' ensuring that they are welcomed into the church now and in later life.
- The Sacramental programme, With You Always, is fully supported by the school and the Religious Education subject leader is a parish catechist.
- St. Paul of the Cross is a caring school family where all are made welcome. The headteacher and all staff are outstanding role models to pupils. There are well targeted plans for the Catholic life of the school and all staff play an active part in the mission and vision of the school.
- Senior leaders attend spirituality sessions ran by the Archdiocese which is then shared in staff reflections. *Come and See for yourself* is delivered to staff at the beginning of each new theme. Staff attend regular reflections on the Catholic life of the school with a cluster of local Catholic schools.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. All staff members teaching Religious Education either have their Catholic Certificate in Religious Studies or are working towards the completion of it.
- The quality of Collective Worship is a priority for the school. An up to date detailed policy is in place suiting the needs of the school. It has begun to be monitored and evaluated by leaders, governors and managers, which now needs to be embedded.

- Parents are consulted regularly and the head teacher ensures that they are fully involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgies, celebration and fundraising events. Parent views of the school are overwhelmingly positive and supportive, *'There is something special about St. Paul of the Cross – each child is valued. My son feels part of a special community.'*

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The subject leader is outstanding in guiding Religious Education and ensuring that all staff are fully supported. She skilfully leads Religious Education with commitment to school, parish and the wider community. Over time she has introduced new initiatives and embedded and adapted them to suit the needs of staff and learners.
- The Self Evaluation Document is a detailed reflection of rigorous monitoring and self challenge. Action plans are accurate and detailed.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.
- Governors are fully informed of standards in Religious Education, for example, in partnership with the subject leader, they are made aware of data from formal assessments and are informed of monitoring.
- The Parish priest is the Religious Education governor and there is a strong partnership with the subject leader. He fully supports and offers guidance for the Come and See Programme.
- There is a robust timetable for monitoring and data is used effectively to evaluate the schools performance and plan for future improvements. The school now needs to ensure that teaching and learning monitoring becomes further developed and embedded.
- Detailed and comprehensive documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education subject leader and staff members. Further use of context sheets to justify levels will set the standards needed for higher levels of attainment.
- Assessment information is outstanding and is collated and tracked by the subject leader and shared with the leadership team and governors. Tracking data is detailed to include yearly percentages showing a steady and consistent progress. Each year group has actions for continuous improvements.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's efforts, progress and attainment.

What the school needs to do to improve further?

- Using the guidance given in this report, update the schools' Self Evaluation Document and action plans to continue to develop the Catholic life and Religious Education at the School.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
