



DIOCESE OF  
SHREWSBURY

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SECTION 48 INSPECTION REPORT:

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

School: St Paul's Catholic Primary School  
Address: Turner Lane  
Hyde  
Cheshire  
SK14 4AG

Tel No: 0161 368 2934

URN: 106238

Headteacher: Miss M Flynn

Chair of Governors: Mr J Wallace

Date of Inspection: 29<sup>th</sup> November 2017

Inspectors: Mrs R Moores  
Mrs K Frost

## Vision and Mission for St Paul's

# **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.**

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	17	30	29	30	46	31	33	31	247
Catholics on roll	12	25	21	25	29	31	33	29	205
Other Christian denomination	2	1	2	2	7	0	0	2	16
Other faith background	2	0	0	1	1	0	0	0	4
No stated religious affiliation	2	4	6	2	9	0	0	0	23
Number of learners from ethnic groups	3	3	3	1	4	0	2	3	19
Total on SEN Register	0	0	2	4	7	4	5	5	27
Total with Statements of SEN	0	0	0	0	0	0	0	0	0
FSM	N/A	2	1	6	4	1	4	1	19

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	Index of Multiple Deprivation Decile - 3		Index of Multiple Deprivation Rank 7094/31,954	

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Paul's and St Mary's	248

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	7
St Thomas More RC College	14

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week	1hr		2 hours		2.5 hours				19.5

STAFFING	
Full-time teachers	10
Part-time teachers	2
Total full-time equivalent	11.4
Support assistants	9
Percentage of Catholic teachers f.t.e.	84%
How many teachers teach RE (P) f.t.e.	9.4
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	1

NAME OF SCHOOL	
Published admission number	210
Number of classes	9
Average class size KS1	30
Average class size KS2	28.2*
*(Please note this is due to the Bulge intake in Year 3)	

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year	Current financial year	Next financial year
RE	£2,178.60	£2,809.41	Yet to be agreed by FGB
English	£1,943.43	£611.63	Yet to be agreed by FGB
Mathematics	£29.99	£10.00	Yet to be agreed by FGB
Science	£72.54	£34.55	Yet to be agreed by FGB

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OUTCOMES FOR PUPILS</b>	<b>2</b>
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St. Paul's Catholic Primary School is a good school with lots of strengths where the School's Mission Statement: 'Living Our Faith by Word and Deed' is fully lived out. As one parent said: 'Religious Education is at the heart of the school. They take the school mission statement very seriously.'

St. Paul's is a very welcoming and friendly school and all within the school rightly feel a strong sense of pride in their school and its achievements. There is a strong sense of community within the school and it is evident that the school also works very hard in the wider community, as clearly articulated by the 'Working Together' group. Pupils take on a wide range of responsibilities and contribute very constructively to the Catholic life of the school and it is clear that they benefit significantly from it.

The school has worked hard in responding to the areas for development identified in the last inspection, most notably in its provision for Collective Worship. Pupils have become increasingly skilled in planning and leading Collective Worship and they do this joyfully and enthusiastically across the school. The school is well-resourced and pupils independently prepare and lead opportunities for prayer and reflection. The school is well supported by its Parish Priest who is a regular visitor to the school and he celebrates whole school and class Masses, as well as leading the children in Reconciliation Services and other celebrations, thus helping pupils understand the importance of key celebrations throughout the liturgical year.

The various pupils groups such as the Working Together group, the School Council and the Worship Leaders work hard within the school raising awareness of appropriate issues relating to poverty, bullying, refugees, faith, prayer and other faiths and they are fully involved in a wide range of fundraising activities – CAFOD, the local Food Bank, Mission Together, the Poppy Appeal, Children in Need and the Christmas Shoebox Appeal. The children are also provided with opportunities to go on retreat and to attend residential where prayer is promoted, such as a visit to the Marist Centre as part of the recently revised Sacramental Preparation Programme, led by the school.

The majority of pupils enter the Reception class at St. Paul's with some knowledge of the Catholic faith and those pupils who previously attended the school's Nursery have good understanding; as the children move through the school they make good progress relative to their starting points. Attainment at the end of EYFS and both Key Stages is good, with an increasing number of pupils reaching age related expectations and above. The school's increased rigour in assessment, along with the opportunities provided for moderation, is ensuring that children are being helped to achieve even higher standards. The school's assessment procedures fully meet the requirements of Bishops' Conference.

Pupils take great pride in the work in their books and teachers provide a wide range of activities appropriately differentiated to ensure that pupils achieve good outcomes. Marking and feedback is a growing strength of the school and it is clear that the recently reviewed policy is having a positive impact. During the lessons observed pupils worked enthusiastically and displayed exemplary behaviour. Relationships between pupils and their teachers are excellent and it is clear that pupils think highly of the support and help they are given.

All classes have a Collective Worship timetable and pupils are very keen to organise and lead worship using a variety of resources provided. Pupils generally respond well in Collective Worship, singing enthusiastically and showing reverence but explicit teaching of a wider range of traditional prayers would help pupils to participate more fully during response times.

<b>LEADERS AND MANAGERS</b>	<b>2</b>
<p>Leadership and management of St. Paul's Catholic Primary School are good. All leaders, governors and managers know their school well. The Head Teacher is a strong leader and she is supported by the recently appointed Deputy Head Teacher, who is also the Religious Education Lead. After a period of some instability they are ensuring that the school is focused on improving in all areas of its Catholic life and provision. They are ably supported by the hard-working and proactive Religious Education Link Governor. All leaders and managers are kept well informed of the Catholic life of the school and its standards and progress by regular reports and they are deeply committed to the vision and mission of their Catholic Primary School and fully promote its work. Governor involvement is excellent and the school benefits significantly from their care and commitment. They hold the school to account appropriately and regular senior leadership reports ensure that the Governors are able to make informed decisions.</p> <p>The school's self-evaluation processes are becoming more rigorous and the school's leaders, managers and governors have effectively identified the strengths and weaknesses of the school. Standards are rising and the quality of teaching is at least good in all areas. Leaders, governors and managers have worked hard to address the action points raised at the last inspection. 'The Way the Truth and the Life' scheme is now used very effectively in all classes; pupils are now more fully involved in planning and preparing their own liturgies and assessment, recording and tracking procedures are now embedded in school practice. However, sharper focus is still needed to ensure that school self-evaluation activities clearly identify next steps and plan for these. The recently completed Prayer Focus Scrutiny is a good template for future strategic planning.</p> <p>The recently appointed Religious Education Leader, who is the Deputy Head Teacher, reports on progress and standards at each full Governing Body meeting and he is growing and developing into his role. He has already worked hard to further develop Collective Worship and as he does not have a class teaching commitment he is very well-placed to ensure provision for Religious Education improves even further.</p> <p>Assessment practices are now embedded in the life of the school and teachers are using the assessment tasks and materials provided by the Diocese. Moderation practices are also becoming more established, both within school and with neighbouring schools. The recently reviewed Marking Policy has already had impact and all pupils are being helped to achieve the best they can. Pupils' presentation of their work is outstanding and the school is to be commended on the high standards of handwriting evident throughout the school.</p> <p>Pastoral care and provision within safeguarding are good and the needs of all pupils are being met.</p> <p>Governors have ensured the Catholic life of the school is given high priority by regularly including aspects related to its Catholic life in senior leaders' performance management objectives.</p>	

<b>PROVISION</b>	<b>2</b>
<p>The Religious Education curriculum provided by the school fully meets Diocesan requirements and thought has been given to timetabling of lessons to ensure that sufficient focus is given. Consideration has also been given to ensuring that the curriculum is creative and enriching and that there is appropriate challenge for the most able. The standard of Collective Worship is good and there is evidence of some lovely Collective Worship sessions in all classes, however thought needs to be given to ensure that pupil response and participation is maximised at all times. Pupils are encouraged to write their own prayers but would benefit from learning a greater variety of traditional prayers across the school.</p>	

Preparation for First Sacraments now takes place in school, and parents wrote positively of the changes, complimenting the school on the creativity and enjoyment of the activities provided for the children. Parents also spoke highly of how well the school supports the children's spiritual and moral development.

Teaching observed was at least good across the whole school, with evidence of some outstanding teaching in the oldest pupils' books. Pupils were enthusiastic about their learning, were engaged and most made good progress. In lessons teaching was purposeful and well-planned, pitched appropriately and good subject knowledge was evident. Differentiation was apparent and supported learners. Teachers built upon prior learning and used a wide range of activities to engage pupils. Pupils said they enjoyed their Religious Education lessons with a number of the oldest children saying it was their favourite subject! Pupils were articulate in expressing their views and showed confidence and independence in the work they were tackling. Learning behaviours and attitudes were excellent. Pupils were clear about expectations. Resources were used effectively, including other adults working in the classroom.

Staff have received training related to creativity in the delivery of the Religious Education curriculum and all showed confidence in such delivery. Focus has also been given to marking practices and procedures and this is becoming embedded.

Pastoral care is effective in supporting the children's needs and the children said they know who to go to if they have any difficulties or concerns and they know they will be given the help they need. Behaviour is exemplary across the school and good use is made of House Points and Golden Rules to ensure high standards of behaviour are expected.

The school engages very well with its own parish and the two neighbouring parishes. It has well-developed links with neighbouring Faith Schools in the local community and is fully involved with Moderation Activities within their Catholic cluster of schools. Staff and pupils come together with neighbouring Catholic schools to celebrate Mass.

<b>OVERALL EFFECTIVENESS</b>	<b>2</b>
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St. Paul's Catholic Primary is a good school with some outstanding features.

The Head Teacher leads by example and her commitment to St. Paul's is clearly evident. The newly appointed Religious Education Lead is becoming an effective member of the leadership team. They are both supported by a very hard-working staff team. The Governing Body is a real asset to the school, with a strong Chair of Governors and very effective Link Religious Education Governor. The children are an absolute delight and their behaviour is outstanding. Presentation of work in books is outstanding.

**What the school could do to improve further**

- Ensure monitoring procedures have clearer and sharper focus on areas for development
- Strengthen the faith life of the school by developing the children's knowledge of traditional prayers

**Parents' Questionnaires**  
**57 Parents returned questionnaires**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	41	15	1	0	0
2	I am happy with the values and attitudes that the school teaches	43	13	0	1	0
3	I am made to feel welcome in school	43	13	1	0	0
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	33	16	3	1	4
5	The school gives me a clear understanding of what is taught in Religious Education	33	20	2	1	1
6	The school enables my children to achieve a good standard of work in Religious Education	35	19	2	0	1
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	29	24	3	0	1

**Pupil Questionnaires (Year 2)**

		Yes	Sometimes	No
1	I like being at this school.	27	0	1
2	I learn new things in Religious Education lessons.	26	2	0
3	I enjoy learning about Jesus and how to live as His friend.	25	3	0
4	I have to work hard.	28	0	0
5	My teacher helps me when I get stuck so I can make my work better.	27	1	0
6	My teacher listens to me.	27	1	0
7	When I am unhappy there is always an adult I can talk to.	24	4	0
8	I get praise when I do my best.	25	3	0
9	Other children are kind and behave well	14	14	0
10	I am happy on the playground.	21	6	1
11	I am allowed to help in class and around school.	24	4	0
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	25	3	0

**Pupil Questionnaires (Year 6)**

		Yes	Sometimes	No
1	Do you like being at this school?	17	11	0
2	Do you find out new things in Religious Education lessons?	19	8	1
3	Are your Religious Education lessons interesting?	15	12	2
4	Do you get help when you are stuck?	19	9	0
5	Do you have to work hard?	19	9	0
6	Do teachers show you how to make your work better?	24	4	0
7	Do other children behave well?	3	22	3
8	Are teachers fair to you?	26	2	0
9	Do teachers listen to your ideas?	22	6	0
10	Are you given responsibility?	24	3	1
11	Do you enjoy your times of prayer together?	18	8	2