

St Paul's Catholic Primary School, Hyde

URN: 151036

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

26–27 September 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school meets the requirement as laid down by the Bishops' Conference in that it devotes at least 10% of the taught timetable to the teaching of religious education.
- The school is fully compliant with the additional requirements of the diocesan bishop in that its Admissions Policy is in line with the diocesan policy, its schemes for religious education and RSHE are the required schemes, and PSHE is delivered through a Catholic lens.
- The school has fully responded fully to the areas for improvement from the last inspection in that monitoring records show that a wide range of evaluation activities have taken place, resulting in improvements in Catholic life and mission, religious education and collective worship. In addition, pupils now know a range of traditional prayers by heart.

What the school does well

- The recently reviewed mission statement is known, understood and lived by the whole school community. Its strapline of 'Living Our Faith by Word and Deed' inspires all to put their faith into action in their daily lives.
- There is a tangible sense of welcome, family and community in this loving school. Relationships at all levels are a strength of the school.
- The behaviour of pupils is exemplary.
- Outcomes in religious education are high as a result of teaching that is at least consistently good.
- Pupils develop the confidence and skills to plan and lead meaningful and reflective experiences of prayer and liturgy independently.

What the school needs to improve

- Identify and make explicit, the links between Catholic Social Teaching and the wider curriculum beyond religious education.
- Involve pupils in a planned and systematic way, in evaluating the school's Catholic life and mission, so that they can take a lead in bringing about improvements.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

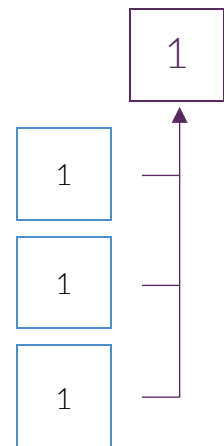
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Having been fully involved in the recent review of the school's mission statement, pupils at St Paul's can articulate it clearly, fully embracing the school's distinctive Catholic ethos. They can give examples of how the strapline of 'Living our Faith by Word and Deed' shapes what they say and do, and they refer to it naturally in their lessons. For instance, in a lesson about Jesus' compassion and care, a Year 6 pupil writes, 'Not only do we know that the Kingdom is inside us, but with our school mission statement, we have evidence that we are living it, and with a pure combination of love and compassion, the Lord's Kingdom will develop and blossom to its true self, just as the mustard seed did'. Pupils have a keen sense of justice, take on responsibilities seriously, and actively respond to the call to support those in need, as evidenced by their impressive work for a range of charities. Although actively involved in responding to the demands of Catholic Social Teaching, pupils are not yet taking a leading role. Pupils know they are loved by God and valued for who they are in this inclusive and welcoming school. They show a deep respect for others and a maturity in their relationships. They are polite and their behaviour is exemplary. This is further evidenced by a parent, who told inspectors that the school makes her children 'better people.'

Staff are deeply committed to the Catholic life and mission of the school, and having valued being involved in the review of the mission statement, they make sure it is known, lived and witnessed. One member of staff said that the school is 'like a big family.' Another wrote, 'The school supports all children and adults in our community and holds Christ at the centre of everything we do.' Staff are excellent role models for the pupils and as a result, relationships at all levels are outstanding. This is also evidenced by parental questionnaires: 'Fantastic school and wonderful teachers. I agree that the whole staff body do all they can to support my child in faith, word and

deed.' The school's physical environment in all communal areas clearly celebrates the school's distinctive character, including a beautiful display in the entrance hall which focuses on the mission statement with relevant quotes from St Paul. The school's relationships, sex and health education is a well thought out, comprehensive, faith-filled programme.

Leaders at all levels, including governors, are passionate about promoting the school's Catholic life and mission. The headteacher provides authentic and compassionate leadership, and as one staff member writes, is 'always present.' Leaders and governors know the school very well and are committed to maintaining their well-established links with the local Catholic cluster and the wider diocese. They ensure that staff have access to high quality professional development through the cluster and diocese, and through its own in-house provision. This is valued by staff, particularly those at the start of their careers, who feel 'very well supported'. Pastoral care of pupils and staff is a high priority, and this is a strength of the school, resulting in low staff turnover and high staff morale. Parish links are strong and the parish priest is a regular visitor to school. Catholic Social Teaching is established through religious education lessons and the wider life of the school but is not yet embedded across the curriculum. Although there is a comprehensive self-evaluation procedure in place for evaluating the school's Catholic life and mission, it does not yet fully involve the pupils.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

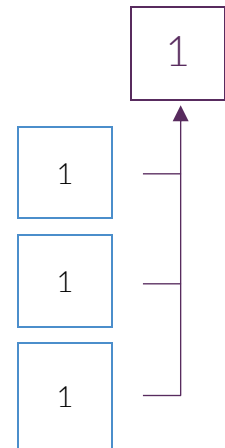
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils say they love their religious education lessons, and they are developing excellent knowledge, understanding and skills. Pupils make very good progress in lessons and over time, and their attainment is high, as evidenced by the quality of work in their books across the school and the school's own assessment systems. One parent, a former religious education teacher, wrote, 'I have been impressed by both the depth and breadth of cover my subject has received at primary school.' Pupils are routinely given extension tasks and they rise to this challenge enthusiastically. Knowledge organisers are supporting pupils in building up a rich religious literacy. Pupils ask insightful questions and show mature and deep reflection in response to teachers' questions. For example in a lesson on The Fall, one Year 5 pupil writes, 'God gives us divine love all the time, but we have to follow this one rule.' Cross curricular links are strong, particularly with English and art, as evidenced by the regular extended writing opportunities in lessons, and the use of images to deepen religious understanding. For instance, in a lesson on the story of Noah, Year 2 pupils are shown a picture of the ark. Of the picture, a pupil says, 'The light (on the ark) is telling Noah that God is with him.' Pupils work independently and in groups, concentrating for extended periods. Their behaviour is exemplary, which means that learning can move at a fast pace.

Teachers are confident in their subject knowledge in religious education and are supported by very able teaching assistants. All staff have a deep commitment to high expectations, as evidenced by the detailed planning which includes adapted tasks for those who need it, and the effective marking which moves learning forward. Feedback to pupils follows the school's policy and is clearly linked to the objectives of the lesson. It is always responded to by pupils, and this means that pupils know how they have done well, and what their next steps are. In addition, the 'purple polishing' is very successful in extending pupils' knowledge. Teachers plan interesting

activities, for example, Year 4 pupils find scripture readings and decide whether these reflect faith, hope or love. Pupils with special educational needs are sensitively supported so that they are fully engaged and can achieve well. For instance, in Reception exploring Creation, visual prompts are used unobtrusively by the teaching assistants to support the recall of the story. Skilful questioning from teachers moves the learning forward, and also enables pupils to make explicit links with Catholic Social Teaching.

Leaders and governors are highly ambitious for religious education, and the school is forward looking and outward facing. For instance, the school's subject leader, who is also the deputy headteacher, has a high level of expertise and has prepared an assessment system linked to the *Religious Education Directory* which has been shared beyond the school. His inspirational leadership is valued by all, and his high-quality support results in teaching across the school which is at least consistently good. The religious education link governor is highly committed to her role and is very knowledgeable about the developments in school and at a national level. Leaders and governors ensure that religious education has parity with other core subjects in terms of standards, timetabling, resourcing and policy. Leaders' self-evaluation of religious education is comprehensive and has a positive impact on the outcomes of pupils as issues are followed up consistently. For example, identification of the lack of extended writing in religious education meant it became a focus in religious education, and now extended writing is a strength.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils participate fully and consciously in the prayer life of the school. This is evidenced by the number of pupils who apply to be Worship Leaders, and the confidence and maturity with which pupils plan and lead prayer independently by the time they reach Year 6. Pupils are reverent and respectful, and they sing joyfully in class and larger groups. They know a range of traditional prayers by heart, and these become increasingly challenging as they move through the school. Right from the start in the Nursery class, pupils have the confidence to make their own spontaneous prayers, and there are many opportunities to write their own prayers during celebrations of the word, and as part of religious education lessons. The school's progression document for writing prayers ensures that pupils build on previous experiences. Pupils take part in liturgical ministries with enthusiasm and skill, and by Key Stage 2, pupils are adept at choosing relevant scripture independently. During the class celebration of the word planned by Year 6 pupils, the Gospel is proclaimed with reverence, and pupils are invited to share their responses 'if they feel comfortable to do so.' This demonstrates great maturity and a deep respect for others. Records of celebrations of the word and discussions with pupils show that pupils can identify how the themes and scripture chosen have a positive impact on their daily lives.

Prayer and liturgy is central to the life of St Paul's. As a Year 1 pupil says, 'You can pray to God everywhere!' There is an embedded daily pattern of prayer which reflects the liturgical year. Staff, including those of other faiths, are fully committed to the prayer life of the school. Staff, including senior leaders, are models of exemplary practice and are highly skilled in guiding pupils to plan and lead meaningful experiences of prayer. This is evidenced by the high standards demonstrated by the pupils. Staff are creative in their approaches to prayer, as evidenced in the Year 3 class, when pupils place pebbles next to quotes from Laudato Si which particularly mean something to them. Class record books are beautifully presented, showing the high status the

school places on celebrations of the word. This is also evidenced by the prominent, high quality focal points in every classroom. The newly completed chapel is a calm space available for small and larger groups. Staff value the efforts that leaders have made over recent years to develop the prayer life of the school, stating that the school is now a 'more prayerful place'. Parents value the chance to take part in worship, saying, 'There is a wonderful family environment created by staff with opportunities to participate in worship encouraged.'

The school's policy for prayer and liturgy is well-formulated, fit for purpose and a useful reference for staff. Leaders and governors have prepared a comprehensive programme of opportunities to celebrate the Eucharist throughout the year. The school's Worship Leaders relish taking on their roles and responsibilities and are very skilled in leading high-quality prayer experiences. The sacramental programme is well-structured and builds closer links with the parish and with families. Leaders and governors place a high priority on staff training, which is appreciated by staff. This means that staff are confident and very skilled in leading high quality prayer experiences. Staff also recognise the impact school leaders have on their own spirituality, for example staff say, 'I enjoy working here and feel there are lots of opportunities for me to develop my own spiritual development.'

Information about the school

Full name of school	St Paul's Catholic Primary School
School unique reference number (URN)	151036
School DfE Number (LAESTAB)	3573304
Full postal address of the school	St Paul's Catholic Primary School, Turner Lane, Hyde, SK14 4AG
School phone number	01613682934
Headteacher	M Flynn
Chair of governors	Thomas Edwards
School Website	http://www.st-pauls-hyde.tameside.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Corpus Christi Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	29 November 2017
Previous denominational inspection grade	2

The inspection team

Julie Johnson
Michael Glynn

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement