

## Catholic Schools Inspectorate inspection report for St Paulinus Catholic Primary School Dewsbury

URN: 148485

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 23-24 November 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The provision, pastoral care, love and support for all pupils, especially the most vulnerable, is exceptional; this is reflected in the range of innovative support mechanisms that are available to pupils and families.
- Pupils demonstrate a rich depth of knowledge in religious education; they can orally articulate their learning to a high standard.
- The Catholic life and mission of the school is outstanding and can be seen in the everyday relationships between all members of the school community.
- Prayer and liturgy in the school is a strength; pupils enjoy and value the various opportunities for quiet reflection.

- Pupils display a high standard of behaviour built on mutual love and respect; this is evident during lessons and unstructured times.

What the school needs to improve:

- To use the established creative approach to religious education to provide opportunities for pupils to develop their independence through extended pieces of writing.
- To ensure that the presentation of pupils' books more accurately reflects the love of learning that pupils have of religious education.
- To develop pupils' evaluation of child-led worship so that evaluations include how the spiritual experiences of pupils can be enhanced and include the views of the participants as well as the pupils leading the worship.

## 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:.....

1

### Pupil outcomes

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

1

### Provision

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

1

### Leadership

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

1



The Catholic life and mission of St Paulinus Catholic Primary school is outstanding. Pupils understand and embrace the distinctive Catholic identity of their school. They appreciate and value everything that the school provides for them. One pupil commented, 'There is always someone to help and support you to be the best person you can be.' Regardless of their faith background, all pupils feel valued, loved and cared for. They have a deep respect for the beliefs of others. Parents with a different faith background report that they feel, '100% included, supported and part of the St Paulinus family'. Pupils actively engage in supporting the needs of others. This is evident in a range of charity events and activities supporting those in need locally and globally. Currently, pupils have a basic understanding of Catholic Social Teaching; the theology underpinning this is not fully developed. Pupils take their responsibilities very seriously and enthusiastically. Leadership opportunities, such as through the Mini Vinnie group and the 'Wellbeing Champions' programme, enable children to directly enhance the school experience of their peers.

Pupils understand and embrace the distinctive Catholic identity, charism and mission of St Paulinus School. Their school mission of, '*Inspiring all to live, learn and love in the light of Jesus*' is rooted in scripture and recited regularly during the school day. Pupils are able to articulate what this mission means and how it influences their behaviour and actions. The dedicated and committed staff fully support the mission of the school. They are exemplary role models and provide the very highest levels of pastoral care to pupils and their families. This dedication is especially notable in supporting the most vulnerable families in their school community. There is a great deal of care and attention given to the physical environment of the school. Throughout the school there are vibrant displays with key scripture verses, Bible scenes and inspirational quotes evidenced through beautiful artwork produced by staff and pupils. The provision for relationships, sex and health education meets both statutory and diocesan requirements. It is firmly rooted in the teaching of the Church, and children are able to clearly articulate their learning in these lessons.

Leaders and governors are passionate about their role in promoting and delivering the Catholic life and mission of the school. This area of school life is given high priority and is clearly evidenced through governor meeting minutes and governor visits to school. Governors are proud of the Catholic life of the school and offer appropriate support and challenge. They are actively involved in the school's evaluation of Catholic life and have clear systems in place to receive the views of staff, parents and pupils. The school has highly effective strategies for engaging with parents/carers. Resources are carefully and consciously targeted to those in greatest need, resulting in positive outcomes for the pupils and their families. Parents are very appreciative for the 'above and beyond' approach to their wellbeing. The school is viewed as a place where they can confidently go for support and help. Parents feel 'enlightened' by their children sharing their learning and experiences at home. Leaders ensure that opportunities for professional development occur frequently and are appropriate to the needs of the individual members of staff. New staff feel supported; the ethos of strong teamwork ensures that they feel confident and comfortable to ask questions and develop knowledge and understanding. However, formal support for staff members who are new to working in a Catholic school is under-developed at present. Pupils play an active role in the programme of self-evaluation. In addition to frequent pupil surveys, the various leadership roles available allow the pupils to decide the areas of Catholic life to target and enhance.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

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

2

### Leadership

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

2



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Curriculum Directory (2012)*. They are religiously literate and are able to articulate orally a strong depth of knowledge and understanding. Pupils speak with confidence and enthusiasm about their learning; they demonstrate a good understanding of key concepts and accurately use subject-specific vocabulary. In all lessons, pupils were able to articulate their current topic and the learning that had led to the current lesson. This ensures that pupils achieve at least average attainment when compared with other core curriculum subjects. However, the written work pupils produce in religious education is inconsistent in its quality and presentation and does not reflect the love pupils have for religious education. Opportunities for pupils to take their own initiative and produce extended pieces of written work is limited. Pupils engage well in lessons. They are enthusiastic, well-behaved and keen to share ideas and develop their knowledge and understanding. Pupils understand the marking policy and how this applies to their work in religious education. Formal assessment systems in school are inconsistent though and need refining to ensure all pupils know how well they are doing in religious education and which areas they need to improve.

Teachers demonstrate confidence and a high level of subject knowledge in their teaching of religious education. Lessons are planned well and take into account the needs and attainment levels of all learners. During observed lessons, there was a variety of imaginative ways that the work was differentiated to ensure all pupils could succeed. Teachers use questioning well to accurately identify pupils' knowledge. In some classes, questioning is used very skillfully to develop thinking and elicit deep understanding. In a Year 6 lesson for example, pupils were challenged to consider whether priests should become more involved in politics. Written

feedback for addressing errors and misconceptions is not consistent throughout the school. Where these errors are identified, they are not always actioned and re-visited by pupils. Effective training and professional development opportunities for teachers in developing creative teaching of religious education has been effective in ensuring pupils have a wide variety of different opportunities to present their learning. Lessons observed during the inspection included effective use of conscience alleys, role-play, drama, music and art. In a Key Stage 1 class, pupils were using actions to develop their understanding of the Holy Trinity. Teaching assistants are skilled and well-deployed to ensure that they directly and positively affect learning. They support children extremely well, scaffolding learning and clarifying terminology to small groups and individuals.

Leadership at all levels, including from the dedicated and experienced subject leader, ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Curriculum Directory*. Compared to other core curriculum subjects, religious education is at least comparable in terms of resourcing, staffing and timetabling. Professional development opportunities are regularly available for staff and include both subject knowledge and pedagogical development. Staff feel supported and state that they would appreciate the opportunity to view lessons in other classes; this would be particularly beneficial for teachers to observe the stronger practice in school. The subject leader provides excellent support for staff through a clear, planned programme of effective monitoring. Areas for development are identified and appropriate support is given to ensure that these areas improve. Leaders have prioritised the targets from the last inspection and have addressed these very well. This is reflected in the range of creative activities that children now take part in.

## Collective worship

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

Collective worship key judgement grade:.....

2

### Pupil outcomes

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

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

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

2

Pupils respond well and act prayerfully during all experiences of prayer and liturgy provided by the school. Children enjoy a wide variety of ways of praying. This includes meditation, singing, scripture, Bible journaling and reflection. Pupils regularly plan and lead liturgy. The level of independence in planning and delivering these worships is age-appropriate and accurately follows the school's guide to child-led worship. Pupil leaders evaluate these worships at a basic level. Opportunities for pupils to reflect on the spirituality of the worship is under-developed, and lacking the inclusion of the participants of the liturgy. In a pupil-led liturgy in Year 5, pupils planned excellent, reflective "I wonder..." questions. During times of reflection, opportunities for silence are too short though and do not allow pupils time to reflect more deeply. Pupils pray reverently; behaviour during prayer and liturgy sessions is exemplary. Pupils state that they enjoy liturgies and are happy to participate in them. Pupils speak confidently and eloquently about the prayer life of the school. They value and appreciate how prayer and liturgy is a key part of school life.

Prayer and liturgy are central to the life of the school. There are well-established routines in place that reflect the times and seasons of the Church as well as embedded patterns of school prayer life. Scripture is central to prayer and liturgy and passages are carefully selected to reflect the focus virtue or specific theme. The traditional prayers of the Church are taught, known and recited respectfully. Opportunities for spontaneous prayer are currently limited though. Staff are good role models in how they lead and participate in prayer and liturgy. They support pupils well in planning their own liturgies, and this is reflected in the creative approaches employed. Space, especially within classrooms, is used very well to create a prayerful and spiritual atmosphere that enables all pupils to respond appropriately. A specific

space has been identified to develop a prayer garden in school. Parents and parishioners greatly value whole school worship and the opportunities they have to attend school Masses. The parish priest recognises the significant role that the school plays in the parish and community. He reports that the school is 'loved in the community and valued by the local area'.

The prayer and liturgy life of the school accurately reflects the school's policy. Leaders, including governors, are overwhelmingly supportive of the school's provision for prayer and liturgy and this is manifest in the way pupils plan and respond to liturgy at an age-appropriate level. Leaders ensure that liturgy and worship reflect the Church's liturgical calendar, and this enhances both school and parish life. Opportunities to celebrate the Eucharist are regularly offered to the whole school community. All holy days of obligation are prioritised in the school calendar. The Sacrament of Reconciliation is offered to pupils at key times in the liturgical year. Sacramental preparation takes place in school but does not currently include an opportunity for parents to attend sessions and develop their own faith. Effective use of professional development ensures that all staff understand the importance of prayer and liturgy. The leadership team assist others well to plan and lead experiences of prayer and liturgy. They set budgets and allocate resources to reflect the priority of this area of school life. Regular governor visits include opportunities to review the prayer and liturgy life of the school and make key contributions to the school's self-evaluation.



## Information about the school

Full name of school	St Paulinus Catholic Primary Academy
School unique reference number (URN)	148485
Full postal address of the school	Temple Road, Dewsbury, West Yorkshire, WF13 3QE
School phone number	01924 488282
Name of head teacher or principal	Miss Sophie Hayes
Chair of governing board	Mrs Cathy Baxendale
School Website	<a href="http://www.stpaulinuscps.org.uk/">http://www.stpaulinuscps.org.uk/</a>
Multi-academy trust or company (if applicable)	Blessed Peter Snow Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese of Leeds
Gender of pupils	Mixed
Date of last denominational inspection	22 <sup>nd</sup> – 23 <sup>rd</sup> June 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Christopher Power	Lead inspector
Carmel Utting	Team inspector

## 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