

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St Paulinus RC Primary School

Address: The Avenue
Guisborough
TS14 8DN

URN: 111681

Headteacher: Mr Simon Geaves

Chair: Canon Michael Bayldon

Date: 18th and 19th June 2014

Inspector: Mrs Theresa Rogerson

Date & Grade of Last Inspection: 16th and 17th March 2009. Good

Overall Grade for this Inspection: Good

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St Paulinus Roman Catholic School is a smaller than average primary school situated in a suburban area to the west of the town of Guisborough. The school serves the parishes of St Paulinus, Guisborough and St Margaret Clitherow, Great Ayton.

50% of the pupils are baptised Catholic, 15% are from other Christian Denominations, 2% are from other World Faiths and 33% have no religious affiliation.

64% of the teachers are baptised Catholic. A small number of children are from ethnic minorities. The proportion of pupils supported at school action, school action plus and with a statement of educational need is above average.

Since the previous inspection there have been a number of staff changes. The deputy head teacher was appointed as head teacher in September 2012 and a new deputy head teacher was subsequently appointed. The Religious Education leader, who was appointed in 2012, has recently returned to school following maternity leave. Her role in the period of her absence was carried out by the head teacher.

Pupil Catchment:

Number of pupils on roll: 226

Planned Admission Number of Pupils: 28

Percentage of pupils baptised RC: 50%

Percentage of pupils from other Christian Denominations: 15%

Percentage of pupils from other World Faiths: 2%

Percentage of pupils with no religious affiliation: 33%

Percentage of pupils with special needs: 16.8%

Teaching Staff:

Full-time Teachers: 7

Part-time Teachers: 4

Percentage of Catholic Teachers: 64%

Support Staff:

Full-time Classroom Support Staff: 10

Part-time Classroom Support Staff: 2

Percentage of Catholic Classroom Support Staff: 50%

Percentage of teachers with CCRS: 36%

Percentage of learning time given to R.E:

10% in all classes throughout the school

Parishes served by the School:

St Paulinus, Guisborough. St Margaret Clitherow, Great Ayton.

1. OVERALL EFFECTIVENESS

2

MAIN FINDINGS

St Paulinus is a good school with many areas of outstanding practice. It is led by a team of people who are deeply committed to the Church's Mission in education. The head teacher, who is held in extremely high regard by the school and parish communities, ensures that the Catholic mission of the school, together with the spiritual and moral development of the pupils, is truly at the heart of St Paulinus' School. The school's mission statement "Love one another as I have loved you" is reflected in every aspect of school life. There is a real sense of welcome and celebration throughout the school. The behaviour of the pupils is outstanding. They strive every day to live out the school's motto "to be the best I can be" and consider themselves to be, in their own words, "a community within a community". There are excellent links between home, school and parish. Several parents commented on what a privilege it is that the school and the church share the same site. One parent, from a non religious background, commented that St Paulinus' school "can teach my children something special that I simply can't".

Outcomes for the pupils are good. Attainment is above average. Progress in both oral and written work is good. The quality of teaching is good overall with examples of outstanding practice.

Leaders and Managers have an accurate view of the school's strengths and areas for development. The Governing Body is extremely supportive of the school. They fully appreciate the passion and commitment of the head teacher ably supported by a team of dedicated, hardworking staff, striving to enable the children in their school achieve their true potential within an excellent learning environment.

What the school needs to do to improve further:

- Develop more rigour and consistency in monitoring and self evaluation within teaching and learning and in the moderation of standards of attainment in Religious Education
- Further embed systems for tracking pupil progress and targeting support for areas of underachievement

2. PUPILS

How good outcomes are for pupils, taking into account variations between groups.

Pupils at St Paulinus' have a strong sense of belonging both within the school and wider community. From the earliest days in the Foundation Stage, where the children were learning about friendships and reconciliation, through to years 5 and 6, where issues of social and moral justice were being discussed, pupils are alert to the needs of others and they take full responsibility for themselves and their actions. They are proud of their school and they can clearly and confidently articulate what makes their school a special place. They understand the Catholic nature of the school explaining that "our school gives us a lesson to learn, we understand the message love one another as I have loved you". They are proud of the work they do in school to support others less fortunate, for example, the money they raise for CAFOD and Mission Together and their support for the local community through the Guisborough Bridge Project "food stop". Their outstanding behaviour is a testament to how they truly live out the school's mission statement. In their own words "we are all friendly, one big happy family, you never see a person crying". They are able to relate to the teaching of Jesus with regard to forgiveness and reconciliation.

Pupils throughout the school are keen to do well. They are interested in learning, generally apply themselves diligently in lessons and are eager to complete the tasks in the time given. The volume of high quality work in their religious education books is a reflection of the effort they put in during lessons. Current data shows that standards of attainment at the end of Key Stage 2 are above average. Progress for the majority of pupils throughout the school is good however progress over time in lower Key Stage 2 requires more rigorous monitoring in order to secure a more rapid rate of progress.

The school has worked hard to develop pupil led Acts of Collective Worship. This is a key strength of the school reflected in the outstanding judgement. From pupils first start school they are acquiring skills and taking part in planning and leading prayer and Collective Worship with an enthusiasm and confidence relevant to their years. Each week there is a "House" Act of Worship (years 1 to 6) organised and led by Year 6. It was a joy to be present at St Mark's House Act of Worship and to witness how skilled the pupils were in leading and supporting the younger children in reflection, prayer and activities on the theme of being a good neighbour.

• 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	2
• How well do pupils respond to and participate in the school's Collective Worship	1

3. PROVISION

2

How effective the provision is for Catholic education

Teaching is at least good in all lessons with evidence of outstanding practice. Where teaching is outstanding, excellent subject knowledge is applied consistently to challenge and inspire pupils, questioning skills are highly effective in probing for deeper understanding and time is used effectively to progress the learning. Throughout the school, teaching is planned effectively based on teachers' knowledge of pupils' prior learning and understanding. Support staff are well briefed by the class teacher to support learning. Teachers have a strong subject knowledge which they use to challenge and extend the pupils' thinking, for example, in a year 5 lesson where pupils were debating issues around Freedom and Responsibility, every opportunity was taken to optimise learning around a focus on moral dilemmas. Pupils worked in two groups: Impressers and Strugglers and achieved exceptional learning facilitated by high quality dialogue with the teacher. Similarly, in a year 1 lesson where the children were using the story of Zacchaeus, the teacher used challenge questions to focus the children's learning on the making of good or bad choices. These questions were differentiated according to pupils' prior learning. In all lessons pupils are keen to learn. They concentrate well and take great pride in completing their tasks. Marking and feedback is of a consistently high standard. Everywhere in the school, from the front entrance, through the classrooms, into the Atrium and beyond into the prayer garden and school grounds, the pupils' work is displayed and their achievements and efforts are celebrated.

At St Paulinus' Religious Education is recognised as the heart of life in school. The Religious Education programme Come and See is being effectively embedded and the resources, including the use of technology, are used creatively and imaginatively. The Religious Education curriculum fully meets the external requirements of the Bishops' Conference and is responsive to Diocesan circumstances.

The quality of Collective Worship is outstanding. Collective Worship features strongly in the school and is at the heart of every school celebration. There is a shared and deep understanding of the relationship between Collective Worship and the school's mission in education. Pupils live the school's mission in all aspects of school life. Staff nurture them in their spiritual development extremely well. Different year groups take it in turn to lead the weekly Friday Mass in church. Parents and parishioners have the opportunity to join staff and governors at this celebration of the Eucharist.

The provision for the Catholic life of the school has the highest priority. The learning environment is exceptionally well organised and clearly of a Catholic nature. Excellent displays celebrate unique achievements. Sacred spaces are rich in resources and religious artefacts are given high priority. A climate of mutual respect and trust permeates throughout the school.

• The quality of teaching and how purposeful learning is in Religious Education	2
• The extent to which the Religious Education curriculum promotes pupils' learning	2
• The quality of Collective Worship provided by the school	1
• The quality of provision for the Catholic life of the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

The head teacher is an innovative and dedicated practitioner and a source of inspiration for the whole community. In the relatively short time since he was appointed he has created a leadership team who share his passion and commitment to the church’s mission in education. There is strong evidence that the Catholic Mission of the school is a priority along with the spiritual and moral development of the pupils. The Chair of Governors, who is also the Parish priest, is well known to the pupils and parents through his regular visits to the school and pupils’ frequent attendance at the Friday Mass in Church. Parents are actively encouraged to support their children’s religious formation through the Wednesday Word, taking part in Liturgies and celebration of Mass and the through the excellent weekly newsletter sent by the head teacher which always contains a reflection based on Sunday’s Gospel. Parents commented on how “very spiritually aware” their children are. They are impressed by the level of their children’s understanding “of how the faith effects what they should be doing in everyday life”. Pupils truly live out the school’s distinctive mission by working together and supporting each other in a spirit of mutual respect and teamwork.

The Religious Education leader has excellent subject knowledge. Together with the head teacher, she is keen to ensure that provision for Religious Education will, in time, be outstanding in all aspects. The leadership team recognises the need for more rigorous monitoring and self evaluation, within teaching and learning and in the moderation of standards of attainment in Religious Education, to ensure that all pupils achieve their true potential. Similarly, they recognise the need to further develop the pupil tracking system throughout the school so that the monitoring of progress in Religious Education is robust, informative and progressive.

The Governors are extremely proud and supportive of the school. They have an excellent working relationship with the head teacher and staff. They are well informed about the school’s strengths and areas for development. The standards’ committee, supported by the full Governing Body, are pro-active in tackling key areas for development systematically, while celebrating and building on areas of strength.

St Paulinus’ school demonstrates many examples of outstanding practice in Religious Education. Where areas are not yet outstanding the head teacher and leadership team are taking action to secure this through a well targeted school development plan for Religious Education. Based on what has already been achieved in a relatively short period of time by the head teacher and senior leaders, ably supported by a skilled and enthusiastic staff, extremely supportive parents, exceptional pupils and a pro active Governing Body, the school has a good capacity for rapid and sustained improvement.

<ul style="list-style-type: none"> • How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> • How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2