ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PAUL'S CATHOLIC JUNIOR SCHOOL

LIVERPOOL

Inspection Date	Wednesday 5th June 2019
Inspectors	Mrs Julie Rourke Fr. Anthony Kelly Mrs Jude Ryan Mrs Christine Mason
Unique Reference Number	104661

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

Type of School	Catholic Junior School
Age range of pupils	7 -11
Number on roll	498
Chair of Governors	Mr Anthony McKee
Headteacher	Mr Jamie Luck
School address	Spring Grove Liverpool L12 8SJ
Telephone number	0151 228 1159
E-mail address	pauls-ht@st-pauls.liverpool.sch.uk
Date of last inspection	10th June 2014

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's Junior school is a larger than average sized Catholic Junior School situated in West Derby, Liverpool and mainly serves the parish of St. Paul's.
- There are 498 children on roll of whom 476 are baptised Catholic, 13 children come from other Christian denominations and 4 are from other faith or religious traditions. Five children have no religious affiliation.
- There are 27 teachers at the school, including the headteacher, of whom 19 are baptised Catholic. Nine teachers have a suitable qualification in Religious Education.
- Since the last inspection, the governors have appointed a new headteacher.

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's Catholic Junior school is a good school in providing Catholic Education.

CATHOLIC LIFE

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 good.
- Pupils at St. Paul's Juniors know and understand their mission, 'Love God, Love Life, Love Learning.' They promote the mission of the school by living out its expectations daily.
- Pupils would now benefit from a review of their mission and to take a leading role in evaluating its effectiveness. Having full ownership of their mission can only further their participation and enjoyment of the Catholic life of the school.
- Children are praised regularly through a variety of awards. There are weekly merit and Dojo awards and the winners enjoy a tea-party with the headteacher.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children's behaviour is excellent, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Pupils are enthusiastic in their involvement with regular links between school and parish celebrations. They express pride in their own religious beliefs. Pupils regularly attend church for liturgical events such as, Harvest, Advent, the Nativity and Holy Week.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They regularly invite parishioners into school for Christmas lunch and afternoon tea. Children have been involved in the fundraising to support the local Good Shepherd Appeal, Foodbank and nursing homes. They actively raise the funds to support local families, the Owen McVeigh Foundation and Bobby Colleran Trust.
- Children who are members of the parish choir, raise money to support Alder Hey Children's hospital and Zoe's Place Baby Hospice.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they take a leading role to become, for example, a prefect or class councillor. Two of the school councillors represent St. Paul's as a Junior Lord Mayor. They attend meetings with the Lord Mayor and are responsible to forward ideas and views for events such as Remembrance Day.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. They are alert to the needs of others and seek justice for all within and beyond the school community. They support numerous causes such as, Laughter Africa, Royal British Legion, CAFOD and the NSPCC.
- Pupils were enthused by Pope Francis' call to care for our common home. The school has a silver ECO award for their work in the school grounds and local community in projects such as, recycling school waste, grow their own produce and planting trees in the local area.
- Pupils enjoy learning about other faiths and religions. They are encouraged to promote acceptance and tolerance within their school community. They study Judaism and Islam annually and have invited members of their Muslim school community to share first-hand experiences of their religion.

- They take full advantage of the opportunities the school provides for their personal support and development. Pupils have access to a bereavement support, pastoral lunch club, sensory therapy, art therapy and lunch time sports coaches.
- Pupils with specific needs have one to one support. This support is tailored to the learning and emotional needs of each child. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has been implemented. As a result of this, pupils, appropriate to their age and capability, have an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good.
- The school Mission Statement expresses the educational mission of the Church.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a bright and inviting learning environment. There are a variety of dedicated learning spaces to suit all the children's needs. There is a bird hide in the grounds and the school is keen to develop how this and a future forest school and prayer garden will support the Catholic environment.
- St. Paul's is a supportive community, they promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The school is aware of the pastoral needs of staff and members' needs are catered for through staff weekly worship, team planning, shared responsibilities and are addressing teacher's workload through marking. St. Paul's school is in an effective, supportive cluster of local primary schools.
- The school would benefit from providing further participation in school activities which reflect the Catholic Life and mission of the school, such as, retreats, *Come and See for Yourself* reflections and Continuous Professional Development on Catholic Life.
- Pastoral programmes, Personal, Social and Health Education (*PSHE)* and Relationships and Sex Education (*RSE)* are planned, well taught and reflect Catholic teachings and principles. They are closely linked and there is growing evidence of this across all year groups.
- The school uses a GridMaker online programme. This is an excellent resource that reflects how PSHE, RSE and Spiritual, Moral, Social and Cultural are weaved through the curriculum.
- Clear policies and structures are in place, which provide pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school's safeguarding lead, Special Needs Coordinator and staff members are effective in signposting children and families to the support that may be needed. The school also encourages families to access parenting skills and workshops.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website and school's *Twitter* account expresses the variety of opportunities provided for the children and its successes and celebrations.
- Parent questionnaires reflect the strong partnerships with the school. A parent expressed, 'We are happy that our child has had the chance to learn and progress in a loving, caring environment with a strong Catholic ethos.'

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.

- The school would benefit from a full Mission Statement review to reflect the views of all stakeholders. This will be an opportunity to revive and refresh the Catholic Life of the school. It will be a cornerstone for their renewal of the school's curriculum and all policies and procedures will stem from its aims and objectives. It will breathe new life and give St. Paul's a renewed Catholic identity.
- The headteacher, senior leaders and governors are committed to the Church's mission in education. They are models of Catholic leadership.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which is reflection of monitoring, analysis and self-challenge and is focused on the Catholic Life of the school. There are well-targeted and planned improvements.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. They are invited to school masses, prize giving, services and a variety of fundraising and school events. There is an active Parent and Friends Association.
- The parish priest is a familiar face to the families, staff and children at St. Paul's. He is invited into classes and supports the *Come and See* programme. The parish works closely with the school to prepare children for their Reconciliation and First Eucharist. The *With You Always* Sacramental programme has a high take up of families from St. Paul's Juniors.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility. There are a number of teachers who have the Catholic Certificate in Religious Studies and the school is continuing to encourage and support teachers in accessing the certificate.
- The governors celebrate regularly with the school through, for example, a yearly mass with the staff, through worship, fundraising events and assemblies. There are strong links with the parish. The Religious Education link governors are also parish catechists and the parish deacon is a member of the governing board.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils, relative to their age and capacity, are religiously literate and engaged and articulate young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, many pupils are aware of the demands of religious commitment in everyday life.
- Pupils concentrate well and are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.

- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning. Pupils behave well in lessons because they enjoy Religious Education and disruptions are unusual.
- The quality of pupils' current work, both in class and in written work, is good. Pupils are encouraged at times to present their work in a variety of ways. Progress is evident across the year groups.
- The children's learning journals which reflect their work at the end of each topic are vibrant and a celebration of their work.
- Pupils workbooks celebrate their achievements. There is some good evidence of developmental marking with the use of driver words. The school is keen to use their 'feedback marking' policy used in other areas of the curriculum for Religious Education.
- The school has successfully implemented the new Religious Education standards. There is excellent evidence being collated over time to show how children are progressing. The school has implemented online tracking in line with other core subjects. They can show how attainment in Religious Education is being measured.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment. Their work is accurately moderated.
- The school can now continue to use this data to develop planning for Religious Education groups and pupils' levels of independence and challenges.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good. On the day of inspection some lessons observed were outstanding.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, pupils are motivated and concentrate in lessons.
- Teachers plan good lessons and have a good understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and in some lessons observed, outstanding progress. Teachers can continue to develop quality lessons by recording work in a variety of ways and being creative in differentiating tasks.
- Teachers enable children to evaluate, reflect and challenge their learning, this was particularly evident in plenary sessions on the day of inspection. This contributes to the good progress they are making and increases their confidence in making further improvements.
- Teachers manage time well to secure good learning in lessons and across sequences of lessons.
- On the day of inspection, teachers used good questioning using the driver words, encouraged collaborative work and made good use of working walls. Very good use was made of the plenary sessions which gave further challenges to the children.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care and encourage progress.
- On the day of inspection, older pupils were keen to share their understanding of healing. Driver words were used to differentiate throughout the lesson. Children were challenged in their responses. In an outstanding plenary they made links about healing in today's world to known Gospel readings. The pupils were able to link faith to real life experiences.
- The good and outstanding practices within school now need to be shared to enable consistency in Religious Education lessons.
- Achievement and effort are celebrated well in lessons leading to high levels of motivation from the pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good with some outstanding features in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education. To reflect Religious Education in quality core curriculum time, leaders should continue to monitor when the subject is timetabled to ensure it is at the heart of the Catholic curriculum.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Leaders' and governors' self-evaluation of Religious Education is an excellent reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This is leading to good and some outstanding outcomes in Religious Education.
- Governors are fully aware of Religious Education standards and are informed of monitoring. They meet regularly with the subject leader and have been involved in book monitoring and learning walks.
- The curriculum leader for Religious Education who is also the deputy head teacher, has a clear vision for Religious Education. As leader, she is making an impact on improving the provision and outcomes for Religious Education.
- The leader for Religious Education has successfully implemented new initiatives and staff are supportive of those changes. She is dedicated and shows a commitment to her role. Collated evidence over time is thorough, organised and shows clearly the progress made in all areas of Religious Education. She attends a highly effective and supportive local cluster group to share best practices.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good.
- Acts of Collective Worship engage pupils' interest and inspire their thoughts and responses.
- Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils take part in preparing and leading worship with confidence, enthusiasm and a degree of independence supported by adults. They are thoughtful in their planning of liturgy. On the day of inspection, both worships observed were creative and well resourced.
- On the day of inspection, children explained their enjoyment in their involvement in worship. They value their participation in liturgy and prayer.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability. This is reflected in the manner in which pupils participate in prayer and liturgy.

- The school has a wealth of evidence to show that children are developing spiritually and morally through experiences of Collective Worship.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is central to the life of the school and is at the heart of school celebrations. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a purpose, message and direction. There are suggested themes selected for worship which reflect the liturgical seasons, the Catholic character of the school and to the *Come and See* Scripture themes.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and pupils have meaningful and a variety experiences of the Church's liturgical life.
- This can be enhanced further by planning for themes set by the rhythms of the liturgical year. This will support consistent planning of worship across year groups and enable good practice to be shared.
- Staff help pupils to plan and deliver quality worship when appropriate. They have a good understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Quality worships can continue to enhance the prayer life of the school by accessing advice and support from the Archdiocese to unpick how Scripture and children's responses can be further enriched.
- Collective Worship has a purpose, message and direction. It is planned, evaluated and resourced; as a result, experience of Collective Worship is engaging all members of the school community.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and there is a good response to this invitation.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive and active in the prayer life of the school.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils.
- They have a good understanding of the Church's liturgical year, seasons and feasts.
- They ensure that worship is made accessible to the pupils in a contemporary context.
- They promote pupils' planning and leading Collective Worship.
- Leaders are keen to continue professional development of staff incorporating liturgical formation, planning for Collective Worship and share best practices.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Promote the Catholic Life of the school by:
    - holding a full Mission Statement review to reflect the views of all stakeholders.

- Further develop Religious Education by:
    - using data to develop planning for Religious Education groups and pupils' levels of independence and challenge;
    - continuing to develop quality lessons by recording work in a variety of ways and being creative in differentiating tasks;
    - Sharing good and outstanding practices to enable consistency in Religious Education lessons.

- Further develop Collective Worship by:
    - accessing support from Christian Education team to support pupils' responses to Scripture.;
    - planning for themes set by the rhythms of the liturgical year to support consistent planning of worship across year groups;
    - sharing good practices of Collective Worship.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2

CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate