



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST PAUL'S CATHOLIC JUNIOR SCHOOL

### LIVERPOOL

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Inspection Date Tuesday 10 June 2014

Inspectors Mrs. Pat Peel Mrs. Anne McNally  
Fr. Dave Melly Mrs. Sue Banister

Unique Reference Number 104661

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

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Type of School Catholic Junior School

Age range of pupils 7 - 11

Number on roll 509

Chair of Governors Mr. Anthony McKee

Headteacher Mr. Edward Flood

School address Spring Grove  
Liverpool  
L12 8SJ

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Date of last inspection 28 June 2011

# 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 serving the parishes of St. Paul and St. Timothy.
- There are 509 number of children on roll of whom 494 are baptised Catholic 6 come from other Christian denominations, and 9 from other faith or religious traditions.
- There are 27 teachers on roll of whom 20 teach Religious Education. Twenty are Catholic. Eleven teachers have a suitable qualification in religious education.
- Since the last inspection there has been a new Headteacher and deputy appointed.

### 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 Junior School is good in providing Catholic Education.

## Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and their own motto derived from it 'Love God, Love Learning, Love Life'. They are actively involved in developing and evaluating the Catholic character of the school by showing an outstanding commitment to living it out on a daily basis.
- Pupils have an outstanding sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- The school creed is lovingly displayed around the school in photographs taken by the children and a mosaic designed and created by them in the newly refurbished entrance is a testament to this. A Year 5 child commented "*We love our school and are proud to be in it. We all get on and the prayer (creed) is true.*"
- Pupils are encouraged to take on roles of responsibility by becoming school councillors and playground buddies and in the wider community as ambassadors of the school during off site visits e.g. attending sports and choral events, undertaking residential and visiting other places of worship.
- The school is filled with trophies and awards of pupils' sporting and choral achievements. This passion for excellence transcends the academic and is a fabulous endorsement of valuing and giving worth to pupils' many varied gifts and talents.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Nugent Care, Operation Christmas Child, Zoe's Place Children's Hospice and the Save The Children to name but a few.
- Pupils benefit from participation in annual residential activities. Year 6 pupils visit Boreatton Park PGL Activity Centre in Shropshire. Year 5 pupils go skiing at various destinations in France as part of the Liverpool Primary Ski Association. The school also has a long standing relationship with Woodlesford Primary School in Leeds and share mutual exchange visits.
- Pupils have a very good sense of right and wrong and apply this extremely well in their personal relationships. Education for pastoral care and personal relationships has fostered positive attitudes in pupils and SEAL materials are used effectively to aid this.
- Pupils benefit from an extremely caring and supportive environment and a pastoral lunch club is provided for children who may be feeling vulnerable. This is an area recently refurbished to create a quiet, reflective space where pupils can eat together and take time out.
- They take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly Merit assemblies.

- Pupils show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish. Some children have been to Lourdes to support the HCPT. Two year groups annually hold and serve at a Christmas lunch and a summer 'Tea Party' for the elderly. Both of these events are highlights of the school calendar.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, the immediate neighbourhood served by the school though supporting parish projects and outreach in the wider community through fundraising. They show respect and understanding of other faiths and religions.

### **How well pupils' achieve and enjoy their learning in Religious Education**

- Pupils' achievement and enjoyment of learning in Religious Education is good.
- Assessment information is passed up and shared from the Infant school. Analysis of assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a good level for their age and stage of development.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Driver words are used routinely in some classes. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and outstanding behaviour. This is a real strength of the school.
- The presentation of pupils' workbooks is mixed. In the best examples there are a range of activities which show pupils have been given opportunities to further develop their understanding of Religious Education and make a response to it. In others there is a lack of high quality activities which challenge and motivate pupils and an over-reliance on colouring in. This inconsistency needs to be eradicated through more sample monitoring and moderation of pupils' books across year groups and the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

### **How well pupils' respond to and participate in Collective Worship**

- Pupils are outstanding in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and on occasion are open to the Word of God in the scriptures. This needs further development.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- A prayer team made up of pupil's and Staff has long been established. The work that they do in planning, preparing and leading worship needs to be cascaded across all the year groups.

## **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good.
- In the best lessons the pace of delivery created a sense of expectation giving pupils opportunities to rise to the challenges set, they were clearly focussed on the tasks and achieved well in the time given. In a few lessons this was not the case and teachers lacked lustre, the pace was far too slow and pupils' progress limited. Good practice needs to be shared to aid this.
- Teachers display good subject knowledge and deploy a range of teaching styles. Where teaching is outstanding the strategies used enrich pupils' enjoyment of and enthusiasm for Religious Education. More use could be made of cross curricular links and the use of ICT by pupils.
- A shared year group lesson plan does not work. Each class teacher should take responsibility for this and plan accordingly for their own pupils' needs. They must take into account pupils' prior learning to ensure differentiation when planning so that the work consolidates, builds and extends their knowledge and understanding. The school has recognised the need to use the planning template provided by the Archdiocese in the new academic year. This will aid this process.
- All teachers must ensure that they use a range of activities which provide greater challenge and depth especially for the more able pupils. Since the last inspection this has improved but there is still inconsistency in practice.
- Very Good use is made of resources including interactive white board, audio and visual media clips, God's and Church's story etc. to maximise learning.
- Pupils are positively affirmed throughout their lessons. Marking informs pupils of their progress and sometimes identifies how they can improve. This needs to be done consistently throughout the school although it was noted on the day that there had been recent improvements to this aspect. Teachers need to ensure a response from pupils if marking includes key questions. Effort and achievement are celebrated.
- The school has implemented 'Come and See' assessment tasks which have begun to provide detailed information on the achievement of all the pupils.
- The assessment of pupils work in Religious Education is good. The school is using a computerised data system to enable easier tracking of pupils across the school.
- There is evidence of pupils using assessment for learning strategies in some classes. This needs to be used consistently throughout the school.

## **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education curriculum promotes pupils' learning is good.
- Staff and governors see Religious Education as the core subject and at the very heart of the curriculum. There is a link governor for Religious Education and she is proactive in working with the subject leader in monitoring and feeding back to the governing body.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- On the day of inspection there was no evidence of teachers planning the 'Rejoice' aspect of the Religious Education programme. This is not to be confused with Collective Worship which is a legal daily requirement. The Rejoice section is a separate activity which forms a crucial part of the last week of the topic where teachers and pupils plan and hold a celebration bringing together all the new learning which has taken place.
- Termly newsletters are provided for parents and carers. The school uses the website well in promoting the Religious aspects of the curriculum.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the choir, art and crafts, speech choir, seasonal sports, and ICT etc. have a positive impact on the curriculum.
- The Religious Education curriculum provides very good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals. The provision for pupils with additional needs is good.
- Pupils have explored the beliefs and values of other another faith; Judaism and religions; Islam and more recently Hinduism. The children have visited the Synagogue and Hindu Temple. This helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is good. It has a high profile and is central to the life of the school.
- The Collective Worship provided is good in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- The school uses the recommended Archdiocesan Collective Worship plans however, evidence shows that pupils do not always listen to a piece of scripture. This must be addressed to enable pupils to make a response to it.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Alongside the prayer team, the teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. However, this needs further development as teachers are currently assuming responsibility for most of what is undertaken in the school.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of Mass throughout the Church's liturgical year. Each year group assumes responsibility for key liturgical events. The parish priest is a regular visitor to the school and is fulsome in his praise of the ethos, mission and work of the school community.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school. They show an excellent understanding of and are deeply committed to the Mission of the Church. They are energised by the task and are a source of inspiration for the whole community.
- This is reflected wholeheartedly in the schools Mission Statement *‘Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.’* and subsequent motto and creed which flows from it. All those who form part of the school community were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a very useful tool by which the school evaluates its effectiveness.
- Outstanding opportunities are provided for the staff and pupils to play an active part in the catholic life and mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is comprehensive document which guides the school well. Since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- The school provides good induction and in-service training to enable staff to further understand the Church’s Mission in Education and play their unique part in it for example attendance at subject leader briefings, topic days and NQT days etc.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including daily Collective Worship, Archdiocesan led Spirituality retreats and topic days and opportunities to join in prayer and reflection at the beginning of each staff briefing.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a very welcoming, happy and caring learning environment for staff and pupils. Since the last inspection this has grown and blossomed under the leadership of the new Headteacher.
- Parents are consulted regularly and involved in a variety of ways in the life of the school including becoming members of the St. Paul’s Parent and Teacher Association – a joint venture with the Infant school. They support the school through a variety of social and fundraising events such as bonfire night extravaganza, BBQ, Christmas and summer fairs, ladies nights etc. They provide valuable resources such as a mini bus, curriculum resources, cinema trips and foreign exchanges.
- Governors are very well informed and discharge their responsibilities in an outstanding manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and share in many of its celebrations.
- Some staff are actively involved in supporting the ‘With You Always’ family catechesis sessions on behalf of the parish.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Lesson observations, book trawls and moderation of assessments are undertaken.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. A programme of peer observations needs to be developed to share good practice and enhance teaching strategies to enrich pupils' experiences.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service Topic days and subject leader briefing days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and evidence is kept for each class.
- The school has incorporated Religious Education assessment information into a computerised data programme. This information is used by the subject leader to track pupils throughout the school but there is not enough evidence to suggest that it is being used effectively by teachers to bring about improvements and raise standards further.
- The subject leader is good in guiding Religious Education. She shows a firm commitment and enthusiasm for the role. She works very closely with the Deputy with responsibility for pastoral care and together they monitor and evaluate the subject well.
- The school has recently joined a network cluster of local schools to share good practice and undertake moderation activities.
- Very good documentation guides and directs all the staff in the delivery of the subject. Since the last inspection the subject leader has successfully introduced and overseen the Come and See programme.

## **What does the school needs to do to improve further?**

- Further develop the work being done in assessment, monitoring and tracking of children's progress by:
  - using information gleaned through analysis of assessment data to inform planning.
- Raise the standards of attainment in Religious Education further by:
  - embedding the language of the level descriptors and driver words into planning ensuring differentiation meets the needs of all pupils;
  - incorporating 'next steps' into marking to inform pupils' learning;
  - using the Rejoice planner to assimilate and celebrate new learning at the end of a topic;
  - undertaking Peer Observations to share good practice across the school.
- Improve the quality of provision and outcomes for Collective Worship by:
  - ensuring pupils listen to the Word of God proclaimed through an appropriate piece of Scripture at every Collective Worship;
  - enabling all pupils to plan, prepare and lead Collective Worship.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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 pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Grades</b>
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