



St Paul's Catholic Primary School

URN: 109269

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

27–28 November 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 is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement from the last inspection.

What the school does well

- The school mission statement and the St Paul's Way, unite the school community and underpin all areas of school life.
- Leaders, governors and staff are passionate about providing the best possible care and support for every child and their family.
- The headteacher and deputy headteacher offer excellent leadership. As a result of this, staff share ownership of the school's values and are also positive role models across the school.
- Consistency in planning and teaching ensures that pupils enjoy and work hard in their learning in religious education.
- Prayer and worship are central to the life of the school and woven through the school day and year.

What the school needs to improve

- Provide pupils with opportunities to evaluate the Catholic life of the school and to be able to articulate the impact it has on their lives.
- Provide more opportunities for pupils to be creative and work independently to deepen their learning in religious education.
- Extend opportunities for pupils of all ages to experience and lead a variety of approaches to prayer.

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

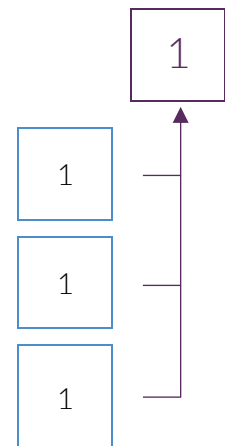
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils demonstrate a strong understanding and sense of belonging to this vibrant and welcoming Catholic community. They are active in their commitment to the school's mission, 'Journeying together, the St Paul's Way.' The language of the school's 'St Paul's Way' and the 'city of values' are prominently displayed in the school, frequently referred to by staff and pupils and underpin the positive and inclusive culture of the school. Pupils know that they are loved by God. They value their uniqueness and that of others, recognising and celebrating what they have in common and also, how they differ. They demonstrate high levels of respect and care for each other. A parent commented, "The school feels like a family that we are welcomed into." Pupils have a good understanding of Catholic social teaching, with one pupil explaining that it means "living your life as Jesus wants". Pupils are less confident in being able to discuss the links between Catholic social teaching and the St Paul's Way. There are many opportunities for pupils to be actively involved in living out their faith. The Cafod team and chaplaincy leaders are enthusiastic and proactive in initiating activities. These include fundraising, running a food bank, litter picking and a fair trade sale. The Year 6 Chaplaincy team takes its responsibilities very seriously and is empowered to regularly lead the rest of the school.

The provision for the Catholic life and mission of the school is rooted in the commitment of the headteacher, deputy head and governors to Catholic tradition and practice. Leaders are passionate about ensuring that every child, is welcome, provided for and not just included but celebrated. Relationships between staff and pupils are excellent. Staff display love and care for pupils and promote high standards of behaviour, which are rooted in Gospel values. They are strong role models. A parent commented, "I feel that the values are very well known, and the pupils are encouraged to embrace and live by them." The school newsletter and website enable

parents to deepen their understanding of the Catholic mission of the school. Staff say their well-being is supported and they feel valued. The whole school environment reinforces its Catholic identity and ethos showing that they are fully alive in the daily life of the school. The chaplaincy provision further supports the Catholic life of St Paul's. The use of an external facilitator for the Year 6 chaplaincy team results in strong, enthusiastic pupil leadership. Personal, social and health education (PSHE), and relationship, sex and health education (RSHE) are well thought through, planned and delivered to reflect Catholic teachings and principles.

Leaders and governors see promoting the Catholic life of the school as a core leadership responsibility and ensure the whole curriculum contributes to the spiritual and moral development of pupils. They embrace and promote the bishop's vision through active participation in diocesan initiatives and attendance at training and conferences. Leaders and governors continually strive to build on the school's strong Catholic tradition and links with the parish are exceptionally strong. Governors are highly ambitious for the school and offer appropriate challenge and support. Regular, scheduled monitoring of the Catholic life and mission of the school is undertaken by senior leaders and the Catholic life link governor. Monitoring activities include learning walks, pupil interviews and feedback from parents. The priorities identified from monitoring are linked to the school development plan. Feedback to the Ethos, Environment and Enrichment Committee and the full governing body is regular, although at times more descriptive than evaluative. Professional development opportunities are varied and valued by staff, who are also appreciative of the support and care that senior leaders and governors provide for them.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

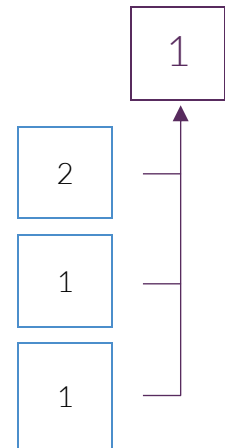
How well pupils achieve and enjoy their learning in religious education

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 develop strong knowledge and understanding in their learning of religious education (RE). Given their varying starting points, there is no significant variation between groups of learners. Older pupils are given opportunities to produce extended pieces of work to demonstrate the depth of their understanding. The religious literacy of pupils is extremely strong, and pupils of all ages confidently use keywords. Pupils' attitudes to all aspects of their learning in religious education are consistently positive and many pupils are aware of the demands of religious commitment in everyday life. Pupils enjoy their religious education lessons and as a result behaviour and motivation are excellent. They can work independently but, in some classes, have less frequent opportunities to do so. Pupils take immense pride in their work as evident not only in its presentation, but also in the quality of their work and their participation in question-and-answer sessions. They are confident in explaining what they are learning and in assessing their progress against the topic overview sheets in their exercise books. They understand the pink and green pen system of teacher feedback and regularly respond to the feedback given. Pupils enjoy the regular Wednesday morning opportunities they have to share their work and learning in religious education with members of the parish.

Teachers are extremely committed to the teaching of religious education and display high levels of confidence in its delivery. They have high expectations of pupils in relation to learning, progress, participation, and behaviour. Teachers are effective in consistently planning quality lessons which consolidate and extend pupils' learning. They structure lessons so that prior learning is checked before new content is modelled and shared. Teacher questioning skillfully identifies where pupils are in their understanding and maximises learning. Teachers are aware of the different needs of pupils in their class, and together with a team of committed teaching assistants, effectively support individual learners. The praise and affirmation provided to

learners by staff impact positively on pupil attitudes and behaviour. Teachers provide pupils with a variety of learning tasks and use a wide range of quality resources effectively, as seen in a Year 6 lesson where pupils were using *YOUCAT for Kids* to extend their understanding. The learning environment is purposeful and focused with class displays supporting learning. The feedback provided by teachers to pupils is regular, celebrating progress and typically enabling them to progress in their learning.

Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops' Conference and are meticulous in implementing the new *Religious Education Directory*. The required amount of curriculum time is given to religious education, which has parity with other subjects. Leaders are proactive in ensuring that high-quality resources are available for the teaching of religious education and that staff at all levels receive appropriate training and support. 'Before we begin' sessions build staff confidence and collaboration in the delivery of religious education, as does the support of the parish priest. The RE leader models best practice and shares her clear and inspiring vision for outstanding learning in religious education. She is focused on improving attainment and supports teachers to make accurate judgements. She is well respected and contributes to diocesan work on developing teaching in religious education. Leaders and governors understand the importance of monitoring and assessment. There are strong, well-embedded systems for tracking and monitoring the delivery of religious education. The RE leader regularly undertakes a range of monitoring activities, which include lesson observations, book scrutinies and pupil interviews. The link governor for religious education undertakes monitoring visits which are reported and scrutinised by governors. Improvement plans for religious education are accurate and demonstrate ambition and self-challenge.

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

2

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

Prayer and liturgy are a central part of the school, enabling pupils to participate frequently. During class prayers, at Mass, and during whole school worship pupils are respectful and participate prayerfully. Pupils of all ages greet the reading of the Gospel with appropriate reverence. They enjoy the regular opportunities to visit the school chapel and parish church and engage with the prayer tables in each classroom and the prayer stations around the school. Pupils of all ages have a secure knowledge of traditional Catholic prayers and the school prayer, which they enthusiastically share with visitors. They can talk about how prayer makes them feel but are less confident in expressing how it impacts their lives. Pupils have a strong understanding of the liturgical year. Chaplaincy team members monitor that liturgical colours are correctly used on prayer tables and school displays. Older pupils confidently use planning sheets and lead worship for their class. They always evaluate the prayer sessions they have led and identify ways in which they could be improved. Class floor books record and celebrate class worship. The format for class worship tends to follow the same pattern each time. The chaplaincy team enthusiastically plan voluntary lunchtime prayer activities for pupils of all ages. They have been particularly successful in encouraging devotion to praying the rosary.

Prayer is the heartbeat of every school celebration and is central to its life. The rhythm of the school day is punctuated with prayer and a focus on the liturgical year offers a variety of opportunities and experiences. The provision for the prayer life of the school makes a significant contribution to the life of the whole school community, both in times of joy and sorrow. The headteacher and deputy headteacher are strong role models in the prayer life of the school and additional support is provided by an external consultant, commissioned by the leadership team. The school chapel lies at the heart of the school and is cherished by all members of the community. Displays around the school are engaging and supportive of prayer, often in an

interactive way. Pupils have opportunities to contribute to the displays and to write their own prayers. Links with the parish church are very strong and pupils are regularly involved in parish worship. Bidding prayers from school Masses are shared with housebound parishioners. Parents are positive about the school's work in nurturing faith and of the opportunities to join their children in prayer.

Leaders and governors are passionate about the centrality of prayer in the life of the school and have a deep understanding of quality collective worship, as expressed in the school policy. They have a secure understanding of the liturgical year, seasons, and feasts, and ensure that prayer and collective worship are relevant and have a clear purpose and message. Leaders have developed a strategy for pupils to build up knowledge of prayers in an age-appropriate way as they progress through the school. The positive impact of this is evident in all classes. Staff are effectively inducted into the prayer life of the school, and they value the modelling and support provided by leaders. They have the opportunity to participate in professional development opportunities to support prayer and collective worship. As a result, staff understand and embrace the centrality of prayer in the life of the school and their role in promoting it. The governing body is passionate in its commitment to the prayer life of the school and governors frequently attend school worship. Leaders and the link governor undertake regular, thorough monitoring activities which inform the school development plan.

Information about the school

Full name of school	St Paul's Catholic Primary School
School unique reference number (URN)	109269
School DfE Number (LAESTAB)	8033438
Full postal address of the school	St Paul's Catholic Primary School, Sundridge Park, Yate, Bristol, BS37 4EP
School phone number	01454 866790
Headteacher	Maxine Sewell
Chair of governors	Carol Lawler
School Website	www.stpaulscatholicprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	September 2017
Previous denominational inspection grade	Good

The inspection team

Basia McLaughlin
Tracey Sessions

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