



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Paul's Catholic College

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School Unique Reference Number: 126101

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| Headteacher: | Mr Rob Carter |
| Chair of Governors: | Mr Richard Goddard |
| Lead Inspector: | Mr Damian G Fox |
| Associate Inspector: | Mr Roger Galvin |
| Inspection date: | 9 th – 10 th May 2019 |

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| | Previous Inspection: 1 |
| Overall Effectiveness | This inspection: 1 |
| Catholic Life: | 1 |
| Collective Worship: | 1 |
| Religious Education: | 1 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND STUDENTS

St Paul's is an Outstanding Catholic school because:

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| <ul style="list-style-type: none"> • It is distinctively Catholic. It is an inclusive and supportive community that inspires young people to practise and deepen their faith. • The school's commitment to staff, students and families manifestly demonstrates its central mission of service, firmly built on Gospel values and the teachings of the Catholic church. • The Headteacher and his leadership team serve as powerful role models of Christian living and Catholic leadership. • There is a strong moral purpose that underpins the life and work of the community. • Pastoral care for students and staff is a significant strength of this distinctly Catholic school. It inspires students to respond respectfully and willingly to the mission of service to others. • Parents welcome the high level of engagement from the school. They are appreciative of the school and the Catholic education it offers. • Prayer and worship are central to daily life in the community. | <ul style="list-style-type: none"> • Standards of progress in Religious Education are outstanding and in line with whole school performance. • Teaching is highly effective in inspiring a sense of pride in students and an enthusiasm for learning. • Students genuinely enjoy Religious Education lessons. They spoke of the way teachers employ a range of styles and how learning was applicable to their lives beyond the school. • Students, relative to their age, make marked progress in religious literacy through their school career. • The Headteacher, supported by his leadership team, is wholeheartedly committed to the highest standards of Religious Education. • The subject leader provides outstanding leadership of the department. As a result, standards of teaching and student progress are excellent and reflect the central role of Religious Education in the school. • Assessment is used very effectively to inform students of their progress and targets. |
| <ul style="list-style-type: none"> • Prayer and worship are integral to the daily life of the school. Students have many opportunities to pray together and individually. • The theme of the week sets the focus for the mission of school life each week. • Thoughtful provision for daily prayer, the celebration of the Mass and weekly assemblies reflects the commitment of leaders and managers to deepening the spiritual ethos of the school. | <ul style="list-style-type: none"> • The Catholic life of the school is outstanding. It has a profound impact on the lives of all students and staff. • Students actively respond to the many opportunities to participate in events relating to the school's Catholic ethos. • Pastoral care systems are excellent. Students overwhelmingly articulate their appreciation of what the school offers. |

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| <ul style="list-style-type: none">• The new chaplain is having a significant impact on the quality of prayer experiences for staff and students. He is highly effective in providing liturgy and worship that engages all students and staff.• The chapel is a visually stunning feature of the school. It is placed at the heart of the school and is open for students and teachers throughout the day. The community is blessed to have the presence of the Blessed Sacrament.• Students respond enthusiastically and respectfully during acts of worship. They recognise the significance of the chaplain in providing opportunities for prayer, worship and spiritual development.• Prayer and worship is recognised as fundamental to deepening the spiritual life of the school. | <ul style="list-style-type: none">• The school is highly effective in providing a secure, spiritual learning environment in which all students feel valued.• Students demonstrate an awareness of the needs of others in the local and wider community and respond enthusiastically in supporting charitable endeavours.• The word 'family' was used by students and teachers to signify the main characteristic of the school.• The good order and harmony throughout the school reflects the mutual respect shown by all members of the community.• Parents overwhelmingly praise the school for what they do for their children.• The support of the chaplaincy team is a significant strength of the school, a view shared by all members of the community. |
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's Catholic College is a voluntary aided 11 – 18 secondary school in West Sussex. The roll is 1109. This includes 331 in the sixth form. The College serves the Lewes and Mayfield Deaneries of the Diocese of Arundel and Brighton. The school serves 10 parishes overall. The academic profile of the school reflects the full ability range. The attainment of students on entry in 2018 was 29.5 APS. The overall proportion of students who are baptised Catholic is 76%, with 89% in Year 7-11, this is due to a high number of external students joining the sixth form. A further 16% of pupil are from other Christian traditions. 22.5% of pupils are on the SEND register covering all categories of need. Of these, 31 pupils have a Education and Health Care Plan. The proportion of pupils eligible for support from pupil premium funding is lower than the national average at 7.3%. 75.29% of pupils identify themselves as white British, while 24.70% are from a variety of ethnic backgrounds. The proportion of homes where English is an additional language is 10.55%

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Increase the allocation of curriculum time for Religious Education in Key Stage 3 in line with the requirements of the Bishops' Conference.
- Continue to develop the professional development of Religious Education staff through learning communities to sustain high quality teaching.
- Extend the leadership of students to encompass chaplaincy provision throughout the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which students contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which students contribute to and benefit from the Catholic Life of the school is Outstanding.

- Students derive great benefit from and make a significant contribution to the Catholic life of the school. They are excellent ambassadors for Catholic education. In discussions and in lessons, they articulated their understanding of what it means to belong to a transformative Catholic school.
- Students show their commitment to living the mission of the school by the high level of mutual respect and trust between all members of the community. Each person is recognised as made in the image of God. Students' spiritual, moral and social development is evidenced in their behaviour towards one another and staff. Praise is freely given. As a result, students are happy and confident. They display a strong sense of compassion and support.
- The inclusion of all members of the school is a central goal and a shared vision. Students acknowledged that the school is welcoming of students with different strengths and challenges. It offers unstinting support to their families.
- The call to serve is evident in student leadership. This is a strength of the school and contributes effectively to creating an environment in which students know they are safe and cared for. Students are alert to the needs of their peers and are enthusiastic about assuming responsibilities, for example, as prefects or as Year 10 Guardian Angels who assume responsibility as peer mentors for Year 7 students. One student said that often it is just 'being there for them'. Sixth form student leaders are outstanding role models for younger students. They set an example of leadership and maturity to which students can aspire.
- Students play an active role in shaping the mission and ethos of the school as student governors. They serve on the Learning and Ethos committee. A growing number of students are becoming engaged in chaplaincy and are developing the youth ministry of the school.

- Students are aware of the needs of others in the local and wider community. In discussions with inspectors, they displayed an awareness of the needs of the school and wider community. They willingly participate in a range of activities that give the students a practical focus to their Christian mission of service. Students are aware of and seek to respond to their responsibilities towards others.
- One cause is of special significance for the school. Money is raised for 'Blood Wise' in memory of a former student. The way staff and students talked about this reflects the deep understanding they have of their responsibility to others.

The quality of provision of the Catholic Life of the school is Outstanding

- The impact of the mission statement is evident in the joyful and harmonious relationships throughout the school. All staff are fully committed to its implementation, as confirmed by students who spoke warmly of the support, praise and encouragement they receive.
- The school is distinctly Catholic. Testimony from staff and students of all ages emphasised an understanding of their own personal responsibility in building the kingdom of God within the school community. They overwhelmingly respond by creating an authentic Catholic school through prayer and service to others.
- The school environment reflects the Catholic mission and identity through tangible and effective signs of the school's character. Scriptural and spiritual quotations around the school serve to remind and inspire students of the fundamental purpose of St Paul's Catholic College. The chapel is at the physical centre of the school and the spiritual heart of the community. It is a permanent presence of God and a focus for prayer and worship.
- The induction into the Catholic ethos for new staff and regular inset on Catholic life are instrumental in developing a deep awareness of what it means to be a member of St Paul's Catholic College. Staff across the school expressed their understanding of their responsibilities to do the best for each other and for the students and their families.
- Pastoral care is a significant strength. They provide the highest level of pastoral care to students that they and their parents overwhelmingly appreciate. A significant strength of the school is the effective support for students who, for whatever reason, join during the school year. Their development and success demonstrate the passion and commitment of staff to all students regardless of ability, faith or circumstance.
- The efficacy of chaplaincy provision is profound. It is instrumental in providing a range of opportunities for students to develop the practice of their faith.
- Parish links are very strong. The school is well served by several clergy who are regular and welcome visitors. Seven priests came to celebrate the Sacrament of Reconciliation during Lent.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding.

- Leaders and managers are deeply committed to the Church's mission in education. They have a strong sense of their vocation in providing a school that responds to the needs and strengths of staff and students. In discussions with inspectors they articulated a clear vision for deepening the impact of the Catholic life of the school.
- Leaders have a well-informed understanding of the strengths of the provision for the Catholic life of the school and areas for development. They have not lost sight of the key features needed to ensure the Catholic life of the school remains at the heart of their work.
- Governors monitor the Catholic life of the school through the Learning and Ethos committee and through the chaplain's reports. Governors have committed themselves to further Diocesan training.
- The priority they give to the Catholic life of the school is reflected in the way staff and students work and pray together to sustain and deepen the spiritual nature of the school. They are supported by the chaplain who is enthusiastically renewing the spirit of prayer and friendship in the school.
- The professional expertise and leadership of the Headteacher is a significant factor in the efficacy of the Catholic faith in the life of the school. He is supported by all staff who demonstrate their own deep understanding of service in the way they conduct themselves. Students recognise that they are well supported.
- The powerful testimony from one parent, who was listened to and supported, encapsulates the view of the vast majority of parents. They overwhelmingly support the school and appreciate the care and education they provide.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well students respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well students respond to and participate in the school's Collective Worship and Prayer Life is Outstanding.

- Students respond reverently and respectfully to the many opportunities provided for them to experience and participate in prayer and worship. The prayerful silence and reverence in assemblies and prayer sessions observed during the inspection reflected the sincerity and integrity of students when praying. Visiting clergy confirmed this.
- Students are at the heart of the community life of prayer. They affirmed their level of participation and their readiness to prepare and participate as singers, servers and readers. Acts of worship are enhanced by the creative and resourceful support of the Music, Drama and Dance departments.
- Students recognise that prayer is part of the daily rhythm of school life. They acknowledged that the experience of living in a praying community has had a profound effect on the development of all, irrespective of ability or faith background. The assembly for students in Year 10 and Year 11, observed during the inspection, was an excellent example of developing the theme of the week and helping students understand the significance of being 'restored'.
- Leadership of collective worship is highly effective through the increasing number of students who are taking a more active role in preparing and leading chaplaincy activities. The new chaplain is building on good foundations to involve students of all ages in preparing and delivering acts of collective worship.

The quality of provision for Collective Worship and Prayer Life is Outstanding.

- Weekly assemblies, termly school Masses and daily form prayer, reflect the significance of collective worship in the life of the school. Students confirmed these extensive and varied religious experiences form the heart of school celebrations and are part of the daily routine of learning.
- Collective worship has a clear purpose, message and direction. Themes chosen for worship reflect a deep understanding of the liturgical season. Staff are integral to the provision of collective worship. Resources for each day based on the theme for the week, are provided for staff by the chaplain to enable the whole school community to participate in collective worship.

- The extensive range of weekly Masses, assemblies and prayer experiences offer outstanding provision for all key stages. St Paul's feast day Mass and the Lent and Advent liturgies were described by students as highlights of the year. Staff and students spoke of the role of music, dance and drama in enhancing the quality of acts of worship.
- Students affirmed that the main school chapel is open each day and is regularly used by staff and students for individual prayer and reflection. It serves as a prayerful oasis in the midst of a busy school life.
- The plans for developing an extensive retreat and reflection day programme for students demonstrate the school's commitment to providing further opportunities for students to reflect on their faith.
- The Chaplain is passionate about supporting each person on their faith journey. He provides extensive resources to staff that deepen their understanding of the purpose of collective worship. There are increasingly more opportunities for students to lead prayer and worship that is deeply spiritual. This has a profound impact on the community.
- Throughout the year, all members of the school are offered the Sacrament of Reconciliation. The school is becoming increasingly involved in the Deanery confirmation programme.
- The assembly for students in Year 10 and Year 11 was an excellent example of a prayerful experience that engaged over 300 students in reflection, discussion and prayer. It was led by the chaplain who used a variety of means to help students understand the theme of the week which was being 'restored'.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.

- Leaders and managers, including senior leaders and the chaplain, demonstrate a deep understanding of their responsibility to provide spiritual and liturgical experiences in line with the Church's liturgical year. They ensure that prayer and collective worship are integral to the growth of a distinctly Catholic school.
- Staff affirmed that school leaders are models of outstanding practice. They are highly visible leaders of collective worship.
- The appointment of the chaplain reflects the value leaders and managers place on the practice and efficacy of prayer and worship throughout each day. This is enhanced by the commitment of leaders and managers to develop the strong and growing chaplaincy team of staff and students.
- The Headteacher is passionately committed to building an authentic worshipping community. His personal faith and vision for the school are understood and shared by all teachers. It is evident in the detailed programme and quality of spiritual and liturgical experiences for staff and students.

- Governors monitor and evaluate provision through their attendance at Mass and seasonal liturgies. They are fully informed of the quality of collective worship through the new Learning and Ethos committee. The Chair of Governors recognises the quality of collective worship. He meets the chaplain and the Headteacher regularly who provide reports for the governing body.
- Chaplaincy constitutes a key strength of the school. The impact of the chaplain was affirmed by governors, staff and students. He is respected highly by all members of the community for his inspirational support.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well students achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well students achieve and enjoy their learning in Religious Education is Outstanding.

- Religious Education is held in high regard by students. They genuinely enjoy Religious Education and appreciate the range of opportunities to learn about Christianity and other world religions. They respond positively to the curriculum and enjoy their learning. This is evidenced by outstanding behaviour for learning and high levels of engagement noted in observations during the inspection.
- Students in all key stages were able to articulate to inspectors a high level of motivation to learn as a result of the praise and encouragement they receive for their work and attitude. They demonstrated an ability to work collaboratively and independently to great effect.
- Almost all students make at least good, and often outstanding, progress in Religious Education above the national average. Groups of students, including students with special educational needs and disabilities, make at least their expected level of progress, whilst some make outstanding progress.
- As a result of high-quality teaching, student attainment in Religious Education over the last three years has been consistently in line with the school GCSE average. Standards of attainment in two of the three GCSE components were significantly above the national average. Attainment at A level, particularly at grades A*/A is consistently above the national average, placing the school in the top 20% of schools.
- During the inspection, students displayed good, and in most cases, outstanding, age-appropriate standards of religious literacy.

The quality of teaching and assessment in Religious Education is Outstanding.

- Lesson observations and reviews of students' work during the inspection confirm the school's judgement that teaching is generally outstanding and never less than good. As a result, students make rapid and sustained progress in Religious Education.

- Students confidently work together and individually as a result of highly effective lessons that are characterised by excellent teacher subject knowledge and a range of methods that motivate students to engage in their own learning. Expectations are very high.
- Consistently inspiring and well-planned learning across the department was exemplified in nearly all lessons. For example, lessons planned on the challenging question of the presence of God during the Holocaust, were characterised by effective questioning and differentiated approaches.
- Teachers are confident in using a wide range of resources and strategies that inspire students' engagement and learning. Students confirmed that they receive support and extra challenge as appropriate to their needs. The effective support given to students with various needs was observed during the inspection.
- A rigorous and effective assessment process at all key stages is undertaken in line with the school's policy. It is used to measure progress against set criteria and identifies students' strengths and areas that need further support.
- Moderation within the department and across the school results in consistent and accurate assessment of students' attainment and progress. Students know their current grades and how to achieve their target grades.
- The recently re-planned Key Stage 3 curriculum and its assessment are in place using the new, end of key stage, Interim Standards for Assessment. The standards' statements will be integrated into the curriculum and reviewed this year.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Outstanding.

- Leaders and managers are ambitious for sustaining high standards of teaching and learning in Religious Education. Governors are proud of the school's achievements and are determined to lead the school in continually improving standards. They are informed of the strategic direction of the department through the Learning and Ethos committee. The Head of Department is on the committee and ensures that governors are provided with relevant information.
- The Headteacher and his senior team demonstrate strong and inspirational leadership of teaching and learning in Religious Education. They regularly monitor teaching and learning through learning walks and joint observations with the Head of Department. This results in consistent feedback and accurate judgement.
- Leadership of Religious Education inspires whole-hearted commitment from staff and students. The head of department has a high level of expertise and vision which focuses relentlessly on improving teaching and learning. As a result, Religious Education has a very high profile in the life of the school and is an integral part of the school's learning communities.

- Lesson observations and learning walks are used to identify areas for development for staff. Regular formal and informal meetings ensure staff are well supported. There is a culture of wanting to draw out an area of strength and an area for development.
- The curriculum across all key stages meets the requirements of the Religious Education Curriculum Directory. The allocation of curriculum time at Key Stages 4 and 5 meets the requirements of the Bishops' Conference but falls slightly below at Key Stage 3. The curriculum plan for 2019-2020 indicates governors' intent to meet the required timetable allocation at Key Stage 3 in line with the requirements of the Bishops' Conference.
- The Relationships and Sex Education programme is integrated into a new scheme, LOVEed, which is delivered weekly by form teachers and fortnightly by Religious Education teachers.
- The AQA B Specification is studied for GCSE. The second religion is Judaism. This meets the requirements of the Diocesan Bishop.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which students contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

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

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Collective Worship and Prayer Life

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How well students respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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How well students achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education

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How well leaders and managers monitor and evaluate the provision for Religious Education

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