



# St Paulinus Primary Catholic Voluntary Academy

(Part of Nicholas Postgate C.A.T.), The Avenue, Guisborough, TS14 8DN

School Unique Reference Number: **141456**

<b>Inspection dates:</b>	04 – 05 July 2019		
<b>Lead inspector:</b>	Mrs. Margaret Swinhoe		
<b>Team inspector:</b>	Mr. Andrew Krilic, Mrs. Kaye Fox(Trainee inspectors)		
<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>	Outstanding		1
<b>Collective Worship:</b>	Outstanding		1
<b>Religious Education:</b>	Good		2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Paulinus Primary Catholic Voluntary Academy is a good Catholic school because:

- St Paulinus is a good Catholic school. Pupils benefit enormously from the ethos of kindness and support which radiates within the school and which form the basis of the excellent relationships which exist across the entire school community. The headteacher is an inspirational leader and passionate in the drive for school improvement. The mission of the school and the school’s mission in education is understood by everyone and this forms the basis for the decisions taken by the leadership team, which includes governors. However, monitoring by governors is still insufficiently rigorous to ensure sustained improvements.  
The chaplaincy work supports the mission of the Church in education and consists of a group of pupils (‘St Paulinus Pals’) and a separate group of adults. Pupils plan and lead a very imaginative and inclusive Act of Worship every week, which has pupils from each class in each group. Pupils of all ages respond to these peer-led Acts of Worship enthusiastically. Acts of Worship are central to the life of the school, and include many imaginative prayer-styles. Pupils would benefit by more overt modelling of varying prayer-experiences by staff.
- Many examples of pupils reaching out and supporting the local and global community are in place, planned and led mainly by adults. Pupils must now begin to evaluate how these initiatives impact upon them as individuals in their everyday life, and begin to understand that ‘in giving, we receive’, and take greater responsibility for these initiatives.
- Religious Education (RE) is good overall. Pupils are generally well-behaved during lessons. Lessons are planned appropriately for each age-group and individual pupils are supported extremely well through structured support and personalised planning. Vulnerable pupils throughout the school progress well in relation to their peers. Pupils make good progress overall, and attainment in RE is good. Appropriate tracking and moderation is in place. However, a small but significant group of pupils do not engage with RE and are not as theologically or ethically literate as they have the potential to be.
- Teaching is good overall, and some outstanding examples of enquiry-based learning was seen in early years and key stage 1. However, insufficient time is given consistently to the older pupils for discussion and probing questions. School must consider the teaching of RE from an enquiry-based learning approach, across the school, thus developing the pupils’ critical thinking skills to a much greater extent.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St. Paulinus' is a smaller-than average sized primary school, situated in the small market town of Guisborough in rural North Yorkshire.

The school currently has 209 pupils on role and a capacity number of 210. There is also a nursery on site with 40 pupils. Approximately 50% of pupils are baptised Catholics.

The school is within the parish of St Paulinus and the recently built, beautiful, parish church is situated on the same site as the school.

In October 2014 the school joined the Nicholas Postgate Academy Trust which widened to include 25 schools into the newly formed Nicholas Postgate Catholic Academy Trust (NPCAT) in September 2019

7% of pupils are eligible for free-school meals, which is well below the national average.

There are currently 25 pupils (11%) on the special education and disabilities register (SEND) and a very small number of pupils who have English as a second language (EAL).

The school offers 'wrap-around' care on site- with breakfast club starting at 7.30 a.m. and after-school club until 6.00 p.m. Both of these clubs are run by the school and a number of staff have dual roles in other parts of the school.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

Improve the Catholic Life of the school by:

- governors taking more direct responsibility in monitoring the Catholic Life of the school

Improve teaching and learning of Religious Education (RE) by:

- reviewing the pedagogical basis for the teaching of RE, to incorporate an independent, enquiry-based approach using the excellent verbal skills which the majority of the pupil population enjoys;
- teachers using much more probing questions in order to facilitate more meaningful discussion between pupils and to enable staff to understand more clearly what the pupils know, understand and what they want to know;
- pupils evaluating their learning in RE more carefully so that they are able to articulate clearly how to improve their learning;
- revisiting the marking of RE in order to align the marking more closely with the objectives of the lesson and to correct misconceptions as they occur;
- improving the quality of written work and presentation of work in order to demonstrate the value that all pupils place on their learning.

Improve leadership in school by:

- establishing a system of collegiate leadership, taking full advantage of the wide range of teaching skills and subject specialisms which already exist within the school.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

1

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The vast majority of the school population of St. Paulinus' are fully committed to living out fully the mission of the Church in education and the school motto, 'Love one another as I have loved you'
- Relationships at all levels are excellent. Pupils demonstrate a genuine warmth and care towards one another, understanding that this is because 'Jesus loves us so we try to copy him' and 'Jesus told us to love another'.
- Behaviour across the school is generally very good and pupils of all ages have an understanding and expectation that they will be treated fairly and respectfully. The behaviour policy is known and accepted by all pupils. This is enhanced by the deliberate mixing of all ages, for example in: pupil-led Acts of Worship; lunch-time. This means that pupils know one another by name and have an understanding of each other.
- Pupils are happy and feel very safe and well-cared for in school.
- Pupils are active in a number of groups who work for the good of the school and the wider community. 'Minnie Vinnies' are well developed and pupils really enjoy working alongside school-leaders and parishioners to promote the mission of the school within the local community. Pupils are very capable to increase the responsibility for planning, leading and organising more suggestions from the school council.
- School council is very active and members take a white-board out at lunchtimes to gain the views of as many pupils as possible on a variety of topics. This is then fed back to school leaders but pupils were unclear what or how their suggestions progress from there.
- Pupils have been involved in a number of initiatives such as rosary club, first Holy Communion, singing at local care home, coffee mornings and fund-raising. Pupils realise that what they do is very important and helpful in the lives of others. They have a lesser understanding of the impact of these actions on their own lives. This perception is not actively addressed and can give some pupils a feeling of being 'better' than others.
- Pupils have enjoyed the 'Called to Serve' initiative, which is Trust-wide. They understand the importance of service to the community in litter-picking, singing for others, eco-work etc.
- There is a clear acceptance of anyone within their community who is not of the Catholic faith. Equality in everything is totally understood, articulated and supported by pupils.

### **The quality of provision for the Catholic Life of the school is outstanding.**

- The provision for the Catholic Life has, very clearly, the highest priority for the school. All staff, led by the inspiring headteacher, try to live out the school motto in their daily lives and are involved in reviewing the mission statement.
- Staff enjoy prayer before meetings and staff prayers at the beginning of the school day. This is usually led by the headteacher. They also attend the family Masses which are held in the parish church and all other prayer-experiences that the school and parish offer.
- The environment of St. Paulinus' is a delight for the senses and a stimulus for good behaviour, calmness and curiosity. The school exudes warmth and welcome at the entrance door and all staff are aware of the importance of the welcome which they give to everyone. Displays and areas for display are of the highest order. Celebration of pupils' work, topics studied, art-work and many reflective statements are a source of enjoyment, inspiration and conversation for the school community.
- The early years foundation stage (EYFS) area is overflowing with colour, vibrancy and opportunities which invite the pupils to investigate its many areas both inside and outside of the classroom. A very stimulating outside learning and play area is used extensively for teaching. The 'sheds' in the play-area, include a 'church' which the pupils suggested and then put together, co-ordinated by the staff.
- Every classroom has a sacred space which is beautifully kept and of importance to the pupils. It is a focal point for prayer in the classroom and is dressed in the appropriate liturgical colour, which is demonstrated by the headteacher at a whole-school liturgy at the beginning of a change to the liturgical season.
- Continuous professional development (CPD) is very important to the school. All appropriate staff attend diocesan training whenever possible. School leaders, including governors, attend diocesan training and are in the process of implementing monitoring policies.
- Pastoral care is of the highest importance and many parents spoke of the utmost care that their children had received, especially in periods of vulnerability or when ill. Staff care is given priority by school-leaders, including governors.
- St Paulinus' school community has been heavily involved in the Trust-wide 'Called to Serve' initiative. Pupils spoke of their litter-picking, singing at a local residential home and gardening at Tudor House.
- Chaplaincy provision is given a high priority among pupils and adults in the parish. Prayer-clubs, rosary club and services of Remembrance, Advent, Lent and other key-periods in the Church year, are well-planned and celebrated with joy and enthusiasm.
- Personal, health, social and emotional education (PHSE) is delivered in line with Church teachings, as is the relationships and sex education (RSE)

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

- The school leadership, including governors, is fully committed to ensuring the Catholic Life at St. Paulinus is of the highest importance and this belief drives all their decisions. This united commitment underpins the integrity of the leadership team. Formal, regular monitoring of the Catholic Life of the school by governors is not fully in place.
- The leaders' common understanding of the core purpose of Catholic leadership means that resources are directed towards this end. Funding for continuous professional development (CPD), pastoral care, staff

well-being, and vulnerable pupils, are therefore of priority and are given all the resources required in order to fulfil their educational and pastoral needs as far as is possible.

- School leaders, including governors, are involved in reviewing the school improvement plans and in checking for implementation. Leaders, particularly at school-level, are tireless in pursuing strategies to improve the outcomes for its pupils and for the pupils to be well prepared for the next stage in their educational and spiritual journey.
- Developing staff is a priority for the school leaders and all staff are encouraged to attend any appropriate training, particularly from the diocese. Implementation of this training is apparent in terms of relationships, use of resources and in the school priorities.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

1
---

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

1
---

1
---

1
---

#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Pupils enjoy and participate with enthusiasm in Acts of Collective Worship. They recognise the centrality of Worship in their everyday school-life. Pupils act with reverence and respect during Acts of Worship and join whole-heartedly in singing and responses in whole-school Acts of Worship.
- 'St Paulinus' Pals' are of great significance to the whole school. The 'Pals' are the year 6 class who plan, prepare, lead and organise weekly Acts of Worship, facilitated by a member of staff) and deliver these Acts of Worship in class-rooms to groups of pupils drawn from every age-group, reception to year 5. A teacher is present in the room but is there as a support if needed. This means that all pupils are involved in the same Worship but in much smaller groups. As the 'Pals' have the same cross-section of pupils each week, pupils get to know each other really well in a spiritual context. They show great empathy with one other, older and younger pupils sit side-by-side and share activities, prayers and singing together.
- Pupils have devised their own school hymn, which is the mission statement put to song. It is patently important to them. The pupils sing it with passion and understanding.
- The Nicholas Postgate Trust hymn has also been written by pupils from across the schools, and is very meaningful to the pupils. When witnessed, the singing of the Trust hymn, 'Called to Serve' was evidently enjoyable to the pupils, some instinctively dancing to the rhythm. One year 5 boy was moved to 'do the floss' thinking he was unseen at the back of the room. The singing of the Trust hymn and school hymn were simply beautiful.
- Pupils from all classes are involved in preparing, planning and leading Acts of Worship at an age appropriate level. Staff have modelled the 4-part liturgy to their pupils and pupils have responded well, thinking of themes which interest them.
- Pupils have the confidence to try a variety of prayer experiences in their class-rooms, for example, including elements of Lectio Devina and 'mindfulness' which their teachers have introduced them to.
- All classrooms have sacred spaces which are beautifully kept. Pupils are responsible for changing the liturgical colours in classes and in prayer spaces, but at the direction of staff. Pupils are not given sufficient responsibility in leading the school and each class, to follow the liturgical year. However, almost all pupils have an excellent understanding of the Church's liturgical year and significant colours.
- Pupils keep their own prayer-journals, which are treasured by most pupils and are of importance to them.
- 'Statements to Live by' are introduced at the Tuesday whole-school Act of Worship. They are then given out to all classes, areas and parents so that they can be reflected upon during the week.

- There is a palpable advantage for pupils living in a prayerful organisation and there is an expectation that everyone will endeavour to follow the Gospel values, regardless of faith background or none. This is demonstrated in the trust, respect and sense of fair play which pupils display.

### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school and all staff know recognise the connection between the school's mission statement 'Love one another' and their Acts of Collective Worship.
- Prayer is at the heart of the school for both pupils and staff. Staff prayers are said every morning and before all meetings and is a time for staff to reflect and connect with one another in their spiritual formation.
- Traditional prayer is included with more contemporary prayer experiences such as that which is developed with guidance from the adults and St. Paulinus Pal's.
- Singing is a huge part of prayer experiences for pupils at St. Paulinus, and it is led with passion by an expert musician and staff member. The school hymn, 'Love one another' and the Trust hymn 'Called to Serve', are of great importance to the school community and was put to music by a local musician and pupils.
- CPD is very important to the school leaders and all staff are given every opportunity to attend all relevant training, particularly by the diocese. The headteacher sets the example in this. Training needs are identified and the impact of training is discussed. This is less apparent with the training that governors have attended.
- All of the liturgical seasons are celebrated with great joy and parents are included in everything that the school provides. A May procession to honour Mary, Pentecost celebration, Lent and Holy Week are all given high priority in planning for memorable prayer experiences, led mainly by the headteacher and RE leader, together with the parish priest, but all staff are fully involved.
- Parents spoke of the welcome that they receive whenever they come into the school. 'Stay and Pray' sessions are held in every class on a weekly basis and are well attended by parents.
- A whole-school Act of Collective Worship is held at the beginning of the week when the Gospel from the previous Sunday is read by the headteacher. Pupils lay the altar table with the appropriate liturgical cloth and candles, acolytes bring in candles to indicate the Gospel reading and all pupils stand to greet the Gospel. All pupils are very familiar with the responses.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Leaders, including governors, are very visible as leaders of Collective Worship and model very good practice. Collective Worship is at the heart of the school
- Staff, especially school-leaders, have very good knowledge and are confident to introduce more imaginative and creative Acts of Worship and enjoy doing so. Less-experienced staff too, are not overly worried if the Worship that their pupils prepared does not go to plan, for example when year 1 pupils decided to hold their Worship about 'Creation' in the wicker walk-way outside, but didn't plan for the excitement of young pupils sitting with a troop of ants!
- CPD is very important to everyone in the school, including governors. The school takes full advantage of all opportunities offered, especially those provided by the diocese. Evaluation of CPD is not fully developed.

- The school leaders have taken full advantage of the Trusts' Catholic Life officer, and has been proactive in seeking advice and support in improvement from him. This is seen for example, in Collective Worship and in the development of 'St Paulinus' Pals'. School leaders have visited outstanding schools to extend their knowledge and understanding of planning imaginative and creative Acts of Worship.
- Leaders are active in monitoring Acts of Collective Worship and in attempting to evaluate their effectiveness. This is not extended sufficiently to pupils or governors.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
---

- How well pupils 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.

2
---

2
---

2
---

#### How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils' attainment is good across the school and progress in each phase is also good. However, neither progress nor attainment is as strong as it could be because a small but significant group of pupils do not engage fully with their learning in RE lessons. Older pupils are not as theologically or ethically literate as they have the potential to be when they leave school. Pupil voice is not sufficiently or regularly taken into account and discussion with pupils indicate that there is insufficient challenge and opportunities for critical thinking and discussion during RE lessons.
- Staff in early years and key stage 1 have worked with passion and understanding of their pupils' needs to provide a very stimulating, rich environment both inside the classrooms and in the outside areas. All areas are crammed with exciting learning opportunities for the pupils to enjoy. Pupils and staff take full advantage of this. Young pupils have decided, planned and put together a 'church' in one of the many 'sheds' in the outside area and spend much time in simulating 'church' and revisiting what they have learned in the classroom RE lessons. However, not all pupils are given the opportunity to follow this investigative and experiential learning approach and a significant group of older pupils do not recognise that what they are learning in RE lessons could impact on their own lives. A significant number of pupils are not confident to articulate what they have learned and how to improve their learning.
- Pupils generally apply themselves well in their lessons and behaviour is good. Pupils concentrate well and are considerate and respectful when another pupil is answering a question or making an observation. However, some pupils can try to too hard without having the time to discuss their thinking and this leads to misconceptions which are not always corrected.
- Classrooms are extremely well cared for and pupils show great pride in their environment. Displays are current and colourful, demonstrating what pupils are learning at present and celebrating what they have achieved.
- Sacred spaces are a focal point in each classroom and are beautifully kept, with pupil prayers and relevant scripture readings accessible to everyone.
- Presentation of work is good overall, but standards and pupils' pride in their work is variable.

#### The quality of teaching and assessment in Religious Education is good.

- The quality of teaching across the school is good, with some outstanding aspects. In the best lessons, high quality questioning is used to probe pupils' understanding and to accurately assess what pupils know and understand. This is not consistent across the school as staff skills are not shared sufficiently well.

- Teachers plan lessons well and include a variety of activities, following the 'Come and See' programme. The challenge for teachers is to incorporate a more independent enquiry - based approach to learning in RE across the whole-school school, using the obvious verbal skills that the majority of pupils of St. Paulinus' possess.
- On-going formative assessment is used to great effect in the early years and in key stage 1, leading to a good grasp of learning objectives, in-depth learning and very good progress. Teachers here know their pupils well.
- All teachers track pupils' progress on a regular cycle and attend all diocesan cluster moderation meetings and so have some external validation. The work in pupils' books match their teacher assessment.
- Recently qualified teachers (RQT's), those new to Catholic education and those without a background in the Catholic faith, are extremely well supported. All experience teachers are accessible to them for on-going support and advice in the teaching of RE, as well as more formalised mentoring and attendance at diocesan training events. This really helps to ensure consistent progress for pupils across school. These teachers spoke of their enjoyment and confidence in the teaching of RE because of the support they receive from their colleagues and RE leader.
- Teachers have a good understanding of the 'driver words' and attainment in pupils books show improvements.
- Teachers' mark pupils' work regularly and often write out questions at the end of piece of work, but this is not always answered by the pupil and can lose impact if marked at a later date. On-the spot marking is not used to any great extent.

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

- School leaders are determined to offer a high quality RE curriculum, and ensure that the pupils are given 10% curriculum time, as well as all other liturgical celebrations as the time devoted to prayer and Acts of Collective Worship.
- School leaders, including governors, are committed to encouraging all staff to attend training and all CPD opportunities, including those without a background in Catholic faith and those new to Catholic education. Recourses are allocated towards this end. Evaluation of any CPD is not fully embedded.
- Governors attend all training that the diocese offers. The impact of training is not felt because insufficient rigour is given to holding the school leaders to account in aspects of RE. Governors are well known in school but visits are of limited value as feed-back is not evaluative. This would support the headteacher's drive for improvement in RE.
- Individual pupils with pastoral needs are extremely well supported and parents spoke with great appreciation of the efforts that the school has made to support them and their family when their child was experiencing difficulty. Time and resources are given freely by all leaders and staff to ensure that any vulnerable pupil receives their full entitlement. Leaders consider that this is a core responsibility.
- Leaders, particularly at school level, ensure that all relationships and sex education (RSE) and personal, health, social and emotional education (PHSE) are in accordance with the teachings of the Catholic Church.
- The outside area of the school, particularly in the early years and key stage 1 has been resourced to an exceptionally high standard and leaders, in conjunction with staff, have ensured that pupils are given the very best start to their education.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****CATHOLIC LIFE:****1**

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

1

The quality of provision for the Catholic Life of the school.

1

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

1

**COLLECTIVE WORSHIP:****1**

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

1

The quality of provision for Collective Worship.

1

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

1

**RELIGIOUS EDUCATION:****2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

2

## School details

<b>School name</b>	St Paulinus Primary Catholic Voluntary Academy
<b>Unique reference number</b>	141456
<b>Local authority</b>	Redcar & Cleveland
This Inspection Report is produced for the Rt Reverend Terence Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr Francis Campbell
<b>Choose School Leadership Type</b>	Head Teacher- Mr Simon Geaves
<b>Date of previous school inspection</b>	June 2014
<b>Telephone number</b>	01287 637978
<b>Email address</b>	enquiries@stpaulinus.npcat.org.uk