



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

### St Paul's Catholic School

Spencefield Lane, Evington, Leicester, LE5 6HN

<b>School URN:</b>	120307
<b>Inspection Date:</b>	05 February 2018
<b>Inspectors:</b>	Mr Sean McClafferty and Mr Chris Maher

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Paul's Catholic School is an outstanding Catholic school.**

- The overall effectiveness of the school is outstanding. All members of the community benefit from belonging to this Catholic school, which has a clear mission lived out each and every day. High standards are expected in all areas of school life. Pupils are given rich opportunities to develop their potential and they are supported in their faith journey through prayer and liturgy.
- Collective Worship is outstanding. Morning Prayer takes place daily for staff and pupils. Senior leaders show their commitment to Collective Worship on a daily basis and are true witnesses. Appropriate and effective training and support for staff, along with careful monitoring help to ensure that Collective Worship remains central to the life and core purpose of the school.
- The Catholic Life of the school is outstanding. All members of the community are valued as unique individuals. The school is a happy place where joy is the intended norm. The care of individuals is paramount and this is evidenced in a well-planned pastoral programme and through the chaplaincy provision.
- The quality of Religious Education is outstanding. Pupils enjoy Religious Education and achieve very well at all key stages. Outstanding leadership demonstrated by the head of department ensures that an appropriate curriculum is in place. Robust tracking systems bring about swift actions to tackle any underperformance. Assessment is rigorous and frequent; marking is a real strength of the department.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Paul's Catholic secondary school is a larger than average school.
- There are 1,085 on roll; 48% are baptised Catholic; 27% are from other Christian denominations, 14% from other faith backgrounds and 11% with no religious affiliation.
- The following parishes are served by the school: Sacred Heart & St Margaret Mary, Leicester; Holy Cross Priory, Leicester; St Thomas More, Knighton; St Mary's, South Wigston; Our Lady of Victories, Market Harborough; St Joseph's Leicester, St Joseph's Oakham; Immaculate Conception, Oadby; St Paul's Polish Community, Leicester.
- 7% of pupils are at 'school support' stage of the special educational needs and/or disability record
- 0.7% of pupils have an EHCP (education health care plan) or a statement of special educational needs and/or disability.
- 26% of pupils are eligible for the pupil premium.

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

- Further improve Catholic Life by:
  - Ensuring that its place as a key priority is clearly reflected in the school Improvement plan and all related whole school documents.
  - Inviting governors on the 2 day retreat to work alongside the Senior Leadership Team in shaping the spiritual direction of the school.
  - Appointing volunteers to support the work of the lay chaplain as in previous years.
- Further Improve Collective Worship by:
  - Involving pupils further in the planning and delivery of liturgical prayers and events so that they themselves shape the provision.
  - Providing a more formulaic process of involving governors, leaders and pupils in the evaluation of Collective Worship so that the response is more immediate.
- Further Improve Religious Education by:
  - Sharing the outstanding practice within the Religious Education department with other schools in the Diocese.
  - Ensuring that the school will fully meet the episcopal requirement for 10% Religious Education curriculum time in all year groups in September 2018.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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- 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.

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

- The school prayer is central to the mission of the school and is the bedrock upon which they build and develop their relationships. The Restorative Justice approach and the RESPECT programme reinforce the Gospel values of tolerance and forgiveness, and as a consequence, pupils work confidently and effectively with one another, taking responsibility for their behaviour.
- The school has developed within all pupils a strong 'social conscience'; supporting charities and those who are disadvantaged is a strong feature of the school. 'Team Ghana' has been in operation since 2008 and has involved large numbers of pupils and staff visiting the Dioceses of Kumasi and Obuasi and raising over £200,000 to support those communities. The school is also an official partner of the National Holocaust Centre and pilots resources on behalf of the centre.
- The diversity and inclusive nature of the school is a real strength and a source of great pride. The school caters for children of faith and none, as well as a large number of ethnic minority pupils. These pupils feel a real sense of community and fully involve themselves in the Catholic Life of the school.
- Weekly Masses, 'Think' days (retreats), daily form prayer, whole school liturgies, celebration of feast days allow opportunities for pupils to develop and lead in the prayer life of the school. Stations of the Cross in the chapel have been drawn/painted by pupils. Each year group selects a Saint which will be their patron throughout their time at the school.
- St Paul's is a happy place and deliberately so. The headteacher and senior leaders are relentless in their determination that there is joy on the corridors and purposeful learning in the classrooms; beyond the school, pupils have enthusiastically joined the school 'Parish Ambassadors' initiative. They go out into the local parishes representing the school and communicating latest news from St Paul's.

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

- The school is demonstrably a supportive, welcoming and friendly community. Policies derived from Gospel values of care, respect and forgiveness inform the pastoral programmes, PSHE and RSE to benefit all pupils. There is an explicit and concrete commitment to the most vulnerable and needy in the community and beyond. Chaplaincy is well established and central to the development of the Catholic Life of the school.
- The school chapel, with the Blessed Sacrament reserved, is a beautiful setting and is open daily for prayer. Morning Prayer takes place daily attended by staff and pupils and a weekly form Mass takes place on Wednesdays. A prayer tree stands in the chapel with many prayers written by pupils.
- The school council together with the Year 10 Peer mentors provides chaplaincy support for the student body. The Year 10 mentors run the Savio Club (for Year 7) and run anti-bullying, anti-racist work with groups of pupils.
- The chaplaincy office is situated next to the chapel and Inclusion room (the Bosco room). Restorative justice and reconciliation is at the heart of the school's approach to behaviour and the lay chaplain plays a leading role in this. The lay chaplain is a member of the Senior Leadership Team and this position helps to reinforce the priority that the school places on strong chaplaincy provision.
- The welcoming reception area and first impression of visual displays and school prayer demonstrate the Catholic nature of this school. Throughout the school buildings and classrooms, the Catholic nature of the school is promoted.
- The quality of relationships which exist between all members of the community is very strong. Staff talk about help and support received from senior leaders in times of personal stress and bereavement. Pupils value teachers having time for them. Staff induction on the Catholic Life of the school is excellent.
- The Relationship and Sex Education (RSE) policy is in line with both Church teaching and diocesan advice.

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

- The school's leadership is deeply committed to the Church's mission in education and is a source of inspiration for the whole community. This is exemplified by the headteacher who leads the school by living out the school prayer; of acting justly, loving tenderly and walking humbly.
- All senior staff acknowledge with humility the great responsibility they have to promote the provision of Catholic Life. This responsibility manifests itself in the headteacher leading the senior leadership team on an annual retreat for 2 days of prayer and fellowship, where the Catholic Life of the school is explored and deepened.
- Leadership at all levels within the school is constantly being developed in order to promote potential and share best practice. Central to this shared vision is a desire to self-evaluate and drive improvement. For example, chaplaincy and Religious Education reports are presented termly to the Mission Committee to review and evaluate.
- Quality Assurance walks of Collective Worship during form time are carried out by school council members as well as senior staff and governors. The feedback is positive and where further improvements are suggested, these are used to plan further improvements.
- Staff are extremely positively about the Catholic Life of St Paul's and the rewarding impact on their working life and on the pupils. Colleagues new to the school welcome the in-service training to develop their understanding of the Church's mission in education. The 'Random Acts of Kindness' initiative launched by senior staff helps to communicate this sense of community.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>1</b>
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- Daily prayer plays an important part in the life of the school. Pupils participate well and are supported by resources provided by the lay chaplain. Pupil participation is exemplary for example, for the All Souls' day service over 200 pupils visited the chapel to light a candle, 6th formers distribute ashes on Ash Wednesday.
- The 'Think Days' for Years 7 and 8 always end with a celebration of the liturgy, prepared and led by pupils and staff. Hymn singing has become an important element of this. The high uptake for retreat opportunities, reflect the value pupils place on the prayer life of the school.
- Both staff and pupils spoke warmly of the sensitivity to the openly inclusive approach of the school in both Catholic and other faiths. The Collective Worship observed was prayerful and focused on the story of Jesus and how pupils need to keep writing their own story. Pupils spoke positively about Collective Worship with 6th form pupils referring to 'Team Ghana' and its leadership of Collective Worship and charity work.
- Key Stage 3 and 4 pupils spoke passionately about 'Respect' assemblies and how this encouraged all pupils to care and respect others in the wider community.

### **The quality of provision for Collective Worship – outstanding**

- A spacious chapel, where the Blessed Sacrament is present, is regularly used by this community and it is a place of celebration, of witness and calm.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Staff prayer is an integral part of all school activity, is creatively planned and is an inspiration to the whole community.
- The lay chaplaincy provision is very strong and continues to develop, supporting the pastoral and spiritual needs of everyone. The lay chaplain, supported by school council and peer mentors, plans and demonstrates a wide range of prayer and liturgical celebrations.

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

- The liturgical life of the school is planned by the senior leadership team as part of their whole school planning during their 2 day retreat. They have expert knowledge and understanding of how to plan and deliver quality experiences of Collective Worship.
- Leaders ensure that all staff (teaching and support) receive formation in the development of spiritual and liturgical understanding as a staff training priority.
- Views of pupils and staff are regularly sought regarding the quality and significance of Collective Worship in school and leaders respond to these findings in a systematic and thorough way.
- The school is inclusive, loving and compassionate towards all and looks to personalise any care to individuals based on their particular circumstances.
- Leaders and managers are highly visible, lead by example and embody the mission of the school. Governors monitor the quality of Collective Worship with regular reports to the 'Mission Committee' as well as experiencing for themselves weekly Mass at the school and other liturgies.
- Leaders now need to ensure that systems are in place to ensure that the views of pupils, staff and parents/carers regarding the quality and significance of Collective Worship in school are regularly sought and acted upon.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>1</b>
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- 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.

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**How well pupils achieve and enjoy their learning in Religious Education – outstanding**

- Attainment in Religious Education is well above the diocesan average for GCSE outcomes. In 2016, the attainment results were: 71% A\* - C and in 2017 79% A\* - C. Pupils make outstanding progress in Religious Education at the school. The 2017 examination cohort made +0.94 progress from FFT Aspire.
- The Religious Education department has addressed the improvement areas from the last inspection as all groups of pupils are making good progress; the numbers of disadvantaged pupils who reached their target in Religious Education went from 45.2% in 2016 to 61.4% in 2017. Current progress in Year 11 shows that this positive trend will continue.
- Feedback is consistently good, which means that pupils have a very detailed understanding of what they need to do to improve. The Religious Education department has a consistent approach to assessment and assessment for learning.
- Pupils demonstrate very articulate and deep knowledge of theological concepts and were able to answer complex questions.
- Progress and attainment in Religious Education in the 6th form is outstanding. The value added for the groups in 2016 was +0.4 and in 2017 this improved to +1.2. The General Religious Education programme is both innovative and engaging for all pupils.
- Evidence from pupils' Religious Education books demonstrates good learning across lessons. The effective assessment procedures in place mean that teachers build upon pupils' prior learning. Marking of assessments provides constructive feedback and pupils respond appropriately.

### **The quality of teaching and assessment in Religious Education – outstanding**

- The Religious Education department is a lead department in the school, particularly with its focus on 'Growth Mindset' to build pupils' resilience and ensure that learning is challenging. Pupils enjoy their lessons and behaviour for learning is good as a result of the consistently high expectations set for all pupils.
- Teachers communicate high expectations, passion and enthusiasm for the subject to the pupils. All teaching within the Religious Education department is good or better. Teachers have a very high level of subject expertise and consistently use time to maximise learning opportunities.
- The Religious Education department moderates assessments effectively within the department and across the school. The school also works in partnership with other Leicestershire Catholic schools to moderate GCSE work and to share good practice.
- The curriculum for Religious Education is currently in a developmental stage as the school is moving to a three-year Key Stage 4. Pupils appreciate the use of the 'knowledge checkers' to help with their learning.
- Questioning in lessons provides challenge and pupils were very positive about the relentless support and challenge from teachers in the Religious Education department to help them achieve their potential.
- Disadvantaged pupils are supported in their learning through extra revision lessons, targeted questioning, strong relationships with teaching staff, parental engagement and afterschool support sessions.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding**

- Leaders share a common purpose and understanding of the importance of Religious Education. It holds a place of significance within the school and is seen by all as a core and leading subject. The head of department for Religious Education has a clear vision and high expectations of both staff and pupils, which results in Religious Education having a high profile in the life of the school.
- This vision and high expectations is fully supported and encouraged by the headteacher who rigorously challenges the subject area so that it continues to have high outcomes. The headteacher reviews the department every year as part of the annual quality assurance cycle in the school. Learning walks and work scrutiny are carried out once a half term and any under performance is challenged.
- Governor monitoring and evaluation of Religious Education is strong, through reviews carried out by the Religious Education link governor. These reports are then shared with the head of department. For example, the leadership of the department has addressed the fact that the new GCSE does not allow for a full coverage of moral issues, with moral teachings now introduced into the Key Stage 3 curriculum. In a recent review, the link governor recognised and supported this.
- The recent improvement in the leadership capacity within the Religious Education department with the appointment of a second in department is beginning to have an impact on raising standards and improving the level of challenge in Key Stage 3.
- The school does not yet fully meet the episcopal requirement for 10% Religious Education curriculum time in all year groups, however, plans are in place to ensure that the school will meet this requirement for September 2018. Religious Education is well resourced and the school has achieved its aim of a department with only specialist teachers.

## SCHOOL DETAILS

<b>School Name</b>	St Paul's Catholic School
<b>Unique Reference Number</b>	120307
<b>Local Authority</b>	Leicester City

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed **7** Religious Education lessons and **1** Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the chair of governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Laura O'Brien
<b>Headteacher:</b>	Mr Neil Lockyer
<b>Date of Previous School Inspection:</b>	14 March 2013
<b>Telephone Number:</b>	0116 241 4057
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.