

# Inspection of St Paulinus Catholic Primary Academy

Temple Road, Dewsbury, West Yorkshire WF13 3QE

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Inspection dates: 24 and 25 October 2023

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sophie Hayes. This school is part of The Blessed Peter Snow Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Williams, and overseen by a board of trustees, chaired by Antonia Dorsey.

## **What is it like to attend this school?**

Leaders have established a curriculum that has increasing ambition for pupils. This ambition has not yet been fully realised in classrooms. The school is in the early stages of developing the curriculum, including in the early years. Pupils do not learn consistently well across all areas. In some subjects, the curriculum does not define precisely enough what leaders want pupils to learn and remember. Too often, the tasks that pupils are given do not help them to develop their learning sufficiently well. Leaders are taking the right actions to improve the education that pupils receive. The impact of these actions is not yet apparent.

Adults help pupils to manage their own feelings and behaviour well. Pupils understand what adults expect of them and rise to these expectations. As a result, pupils behave well. Adults teach pupils how to treat everyone with respect. Pupils live this out in their relationships with each other. They treat each other, and those around them, with the utmost respect. Leaders do all that they can to help pupils to attend school consistently.

There is a real sense of community at St Paulinus Catholic Primary Academy. Some pupils contribute as 'Mini Vinnies', following the example set by St Vincent De Paul. Others contribute as well-being ambassadors. These opportunities are helping pupils to contribute to their community and to be prepared for their future lives. The school has created an inclusive culture that helps pupils to feel happy and safe.

## **What does the school do well and what does it need to do better?**

Leaders are in the process of developing the curriculum, from early years to Year 6. In some subjects, the school has not defined the most important knowledge that it wants pupils to learn sufficiently clearly. In geography, for example, the school has not made clear how pupils should build and connect their knowledge over series of lessons. This leads to variation in what pupils know and remember. In some subjects, such as mathematics and science, the curriculum is more developed. This is beginning to impact positively on pupils. However, pupils have too many gaps in their knowledge. The tasks that pupils are given do not always address these gaps or help pupils to connect new learning. This impacts particularly on pupils with special educational needs and/or disabilities (SEND). Currently, pupils are not learning well enough in subjects across the curriculum.

In some areas, curriculum improvements are gaining traction. For example, leaders have made reading a priority. They ensure that staff have the training that they need to help pupils to learn to read. From the early years, the school has made sure that children develop their phonics knowledge to become confident readers. The books that pupils read are matched to the sounds that they know. When pupils struggle with reading, including those with SEND, staff give them exceptional support to catch up. Pupils talk enthusiastically about the books that they read in class. They explain in detail about the characters and stories that they are reading.

In early years, staff help children to build positive relationships with each other. Children cooperate consistently well with each other. Adults encourage children to use new vocabulary and extend their talk. However, the school has not thought carefully enough about how the important knowledge and skills that children need to develop will build during the year. Many of the activities that staff provide for children are not helping them to develop the knowledge that they need to be ready for Year 1.

Leaders' work to promote pupils' personal development is very well developed. Pupils talk with maturity about issues such as consent and staying safe online. Pupils encounter well-chosen scenarios that help them to understand any risks that they might face. Pupils understand that they live in a diverse world. They treat those around them with kindness and respect. Many pupils apply to be leaders and ambassadors. They take their status as role models very seriously. Some pupils contribute as school councillors. Others work as well-being ambassadors, supporting their peers at breaktimes and throughout the day. Many pupils contribute to the 'Silver Stories' initiative. They share stories with older residents in the area, contributing to their community and supporting the well-being of all. Pupils know that this work matters. One pupil summed this up, saying that their key mission is to 'be better than the person you were yesterday' and to 'do good as you go'.

Those responsible for governance are knowledgeable about some aspects of the school. However, they do not have an accurate view of the quality of education that the school provides. This makes it more difficult to check that leaders are focused on the right things to improve the quality of education for pupils. The workload and well-being of all staff are priorities for governors and leaders. Staff are proud to work at this school. They are committed to the community that they serve.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school has not defined the most important knowledge that it wants pupils to learn consistently well across all areas of the curriculum. This means that pupils are not consistently able to build the important knowledge that they need and address gaps in knowledge. The school should ensure that the knowledge it wants pupils to learn and remember is precisely defined.
- Too often, the tasks that pupils are given to complete are not focused precisely enough on the things that pupils need to learn. This means that sometimes pupils are not learning the most important things that they need to know. The school should make sure that teachers receive the support that they need to choose tasks which support the intended learning more precisely.

- The curriculum in early years does not provide children with the foundations and experiences that they need to be prepared for Year 1 sufficiently well. The tasks and activities pupils are given too often do not help them to secure the learning that they need. The school should ensure that the early years curriculum equips children with the knowledge, skills and attributes that they need for Year 1 and beyond.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148485
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10268047
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Antonia Dorsey
<b>CEO of the trust</b>	Richard Williams
<b>Headteacher</b>	Sophie Hayes
<b>Website</b>	<a href="http://www.stpaulinuscps.org.uk">http://www.stpaulinuscps.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a larger-than-average primary school.
- An external provider runs a breakfast club and an after-school club for pupils in the school.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- St Paulinus Catholic Primary Academy joined The Blessed Peter Snow Catholic Academy Trust in April 2022. When its predecessor school, St Paulinus Catholic Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with governors, including the chair of the local governing board. The lead inspector held a separate meeting with the director of education for the trust.
- The inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work where available. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour and leaders' evaluation of the school.
- To gather the views of pupils, inspectors took account of the pupil survey. Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from Ofsted Parent View, Ofsted's online questionnaire, including free-text comments. One inspector also spoke with parents at the start of the school day.
- To gather the views of staff, inspectors took account of the staff survey.

### **Inspection team**

Jen Sloan, lead inspector	His Majesty's Inspector
Jo Bentley	Ofsted Inspector
Jo Robinson	Ofsted Inspector

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