



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ANTHONY OF PADUA CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 20 January 2015

Inspectors Mrs. Denise Hegarty, Mr. Andy Cocker

Unique Reference Number 104676

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 211

Chair of Governors Mrs. Denise Hart

Headteacher Mrs. Paula Jacobs

School address Sands Road,
Mossley Hill,
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Date of last inspection 10 November 2009

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Anthony of Padua's is an average-sized Catholic Primary School situated in Mossley Hill in the Liverpool district of the Archdiocese and serves the parish of St. Anthony of Padua.
- There are 211 children on roll, all of whom are baptised Catholic.
- There are 10 teachers at the school, all of whom 9 are Catholic. Ten teachers teach Religious Education and 8 have a suitable qualification in Religious Education. One teacher is currently studying for the Catholic Certificate in Religious Studies.
- The headteacher and the Religious Education Co-ordinator were both in post at the time of the last inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St Anthony of Padua school provides outstanding Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding. They are excellent ambassadors for the school and express their own views and opinions confidently and maturely.
- They know and understand the school's Mission Statement and their motto, '*Growing Together, Following Jesus*' and are keenly and actively involved in shaping and supporting it. Representatives were involved in its evaluation and review. Child friendly statements, understood by all members of the community, have been produced so all pupils can access it at their own level.
- Pupils have an excellent sense of belonging to this school community. They understand the demands and responsibilities that the living the mission places on them especially in how they treat each other with respect and work together so co-operatively.
- Pupils are encouraged to take on roles of responsibility in the school and wider community and do so proudly e.g. as school councillors, e-safety ambassadors and playground buddies. Within these roles, they learn organisational skills and the importance of teamwork. As school councillors, pupils are involved in decision making about school improvements and charity work. They even report back on their effectiveness at the end of their term of office.
- They are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including, for example, Marie Curie Cancer care and Zoe's Place Children's Hospice. They are alert to the needs of others and seek justice for all within and beyond the school community e.g. discussions about water supply in Geography led children to become involved in CAFOD's, 'Make a Splash' campaign.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sports and music. Through them, they learn the values of commitment, sportsmanship and responsibility.
- Pupils benefit from participation in the school's Inspiration Weeks and outward bound activities. These experiences impact greatly on the pupils' social, spiritual and moral development. They are happy, secure and confident in their own stage of spiritual and emotional growth.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. The Code of Conduct devised by the community is known, understood and followed by the pupils. It provides a clear, consistent agreed moral framework and subsequently behaviour throughout the school is outstanding.
- Education for personal relationships has fostered positive attitudes in pupils and respects the dignity of all.
- Pupils praise and acknowledge the contribution of others. They show respect for the views of others and display a readiness to embrace and celebrate their lived experiences.

- They are involved in service to the local faith and religious communities. Several pupils read at Mass and serve on the altar. Other pupils work with older students from a local secondary school exploring Gospel Values in sport, and others serve the common good as they organise fund raising events for local charities. Pupils have attended the 'Good Shepherd Mass' at the Metropolitan Cathedral.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and other religions within the curriculum.

Pupils' achievement and enjoyment in their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- They make very good progress in relation to their starting points and capabilities.
- Pupils' attainment in Religious Education is high. Analysis of assessments undertaken provides evidence of pupils generally attaining or exceeding the appropriate level for their age and stage of development in each key stage.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is generally outstanding as shown by their interest, enthusiasm and excellent behaviour in lessons. They take great pride in their work and enjoy discussing ideas.
- On the day of inspection, all children were remained fully on task throughout their lessons showing sustained concentration and great application to their activities. They were engrossed in their work and responded enthusiastically to the questions and challenges set by adults.
- They appreciate the efforts staff members make to make their lessons interesting, respond enthusiastically to the challenge and strive to succeed. At interview, pupils agreed that teachers were fair and always listened to them especially when they needed help.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work and paired activities. They listen attentively to each other and share their thoughts freely. Across the school, children are very respectful of each others' views and opinions.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. They are enabled to reflect purposefully on their work and contemplate the significance it holds for them.
- They are consistently and willingly involved in self-assessment and peer assessment against the lesson objectives and in marking conversations with teachers.
- They are familiar with the 'driver' words from the *Levels of Attainment* and with their own targets for improvement.

Pupils' response to and participation in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings showing interest, enthusiasm and enjoyment for all aspects.

- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles. They pray at key points during the day using formal and informal prayers.
- Pupils enjoy the visual elements of worship especially the use of Information and Communication Technology and music and they are keen to bring in their own artefacts and write their own prayers for inclusion in worship.
- Pupils appreciate and are open to the Word of God in the Scriptures treating Scripture with great respect.
- Pupils sing joyfully and join in community prayers appropriately and with confidence. They are developing a deeper awareness of the importance of stillness, silence and reflection.
- They are becoming increasingly more confident and skilled in preparing and planning worship from their earliest years. They make excellent use of the Archdiocesan resources and planning sheets. A plethora of evidence supports this.
- Children are enthusiastic in their leadership of Collective Worship and enjoy sharing these celebrations with peers and their families. They particularly enjoy celebrating the *Rejoice* part of the *Respond* process in *Come and See*.
- Examples of Collective Worship observed on the day of inspection demonstrated how teachers and pupils work effectively together to plan and deliver worship of a high quality.
- Their liturgical skills are highly developed. They have an excellent understanding of the Church's liturgical year, its seasons and feasts.

The quality of teaching and purposeful learning in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Teaching is highly effective in ensuring that pupils are interested, engaged and make very good progress with steady progression across the school.
- A purposeful learning environment is consistently created across the school. Classroom displays over time show the quality of work that goes on. Relationships within classrooms are outstanding. Adults work closely together to meet the needs of all.
- Teachers plan exceptionally well and generally display very good subject knowledge. They work hard and are excellent role models for the children to emulate.
- A range of teaching styles and strategies are deployed to motivate, inspire and enthuse pupils that are appropriate to their age, learning style and interest. These include drama, hot seating and use of puppets. The needs of all types of learners are thus duly considered and catered for.
- Teachers take into account pupils' prior learning and ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding to challenge the higher achievers and support those with additional needs.
- They provide opportunities for pupils to work independently and collaboratively. The use of paired/shared work is very effectively used and boosts confidence and self-esteem. Time is often created within lessons for personal reflection and investigation.
- Teachers have high expectations of the pupils they teach in terms of work, attitude and behaviour.
- Excellent use is made of time and resources especially Information and Communication Technology to maximise learning.
- Teaching assistants and additional adults are deployed extremely efficiently and effectively to extend and support learning. They make considerable contributions to pupils' progress and achievement. There is good communication between teachers and support staff members to ensure all adults are aware of pupils' tasks, needs and issues.
- 'Assessment for Learning' strategies are generally used very effectively across the school. This helps children understand where they need to go next and how best to get there.

- Effort and achievement are celebrated through marking and verbal encouragement. Displays and 'working walls' in classrooms are used to celebrate work, reinforce learning and provide opportunities for reflection. Children have the opportunity to celebrate their work during the Rejoice part of the process in *Come and See* and in celebration assemblies.
- Marking of pupils' work is exemplary. Teachers use lots of positive comments and indicate the next steps for pupils to take. They frequently pose further questions for pupils to answer thus extending thinking and advancing learning and understanding.
- The assessment of pupils' work in Religious Education is outstanding. Teachers use their assessments very well to inform future planning. Underachievement is addressed through discussion with children and parents, task selection, marking, feedback and appropriate target challenges.
- The school has excellent assessment strategies which provide detailed information on the achievement of all the pupils. Levelling and moderation meetings are held each term following the formal assessments and an exemplar portfolio of levelled work is kept.
- Teachers track individual progress and enter data onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving, target their next steps and tackle any underachievement.
- P - Levels are used to very effectively to assess pupils with special and additional needs.
- Continuous provision activities in Reception are based around the Religious Education topics. This is excellent practice and indicates how teachers and leaders consider Religious Education to be the core subject in the school.
- Teachers evaluate each topic effectively and enable pupils to evaluate their work and assess how well they are doing.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding. Religious Education is clearly seen as the core curriculum subject in this school.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory.
- Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. The subject is positioned carefully on the timetable to ensure quality time is spent on it thus enabling the best learning opportunities for pupils.
- Planning ensures full coverage of the Religious Education programme. Imaginative and creative strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. It embraces opportunities to improve. A generous budget is allocated for the subject.
- A good range of extra-curricular activities enhance and support learning. These promote respect for the gifts and talents of each individual and help to raise self-esteem.
- Enrichment activities such as Inspirational Weeks, circle time, visits and visitors, including an Olympic gymnast, have a positive impact on the curriculum by supporting and enhancing the children's enjoyment and development.

- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation. Pupils are able to relate the teachings of Jesus to their everyday lives.
- Opportunities to raise awareness of and to experience the awe and wonder of God's world are sought especially during the school's Awe and Wonder Week.
- Every opportunity is taken to weave the values from the Gospel and Church teaching into the curriculum.
- All children have explored the beliefs and values of the Jewish faith. Different year groups spend a further week learning about another religion. This helps to promote tolerance and respect for those who think differently. A range of visits and visitors enrich topics, for example, there have been visits to a variety of places of worship.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- It reflects the Catholic character of the school very well, has a very high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- A variety of experiences are provided including phase groups and class. Focal areas are created in classrooms, the school hall and sometimes in the outdoor environment. These enable the children to make links to the theme and create sacred spaces to enhance worship.
- Collective Worship is well-planned and adults provide outstanding role models for pupils to emulate.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils and staff members reflect upon their lives and mission.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. Traditional prayers, children's own prayers, litanies and hymns are chosen appropriately.
- A good policy and guidelines are in place. Senior leaders monitor the quality of provision. A wealth of evidence shows how staff and pupils plan effectively.
- The Religious Education co-ordinator ensures that suitable resources are purchased and used effectively.
- Staff members have received training and good practice has been shared.
- Timings are age and stage appropriately. This ensures it is a suitable, personal experience for the children.
- The teachers are able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. Pupils are now central to the planning and delivery of class Collective Worship.
- Many opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- The school works closely with the parish clergy to facilitate Eucharistic and other services and celebrations to mark the liturgical seasons in a variety of ways – Mass, liturgy etc. These include Holy week tableaux, nativity plays and carol concerts, feast day Masses.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in how they plan and implement improvement to outcomes for pupils.
- They are wholly committed to promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement – 'Growing Together, Following Jesus' and in its aims and objectives. All who form the school community were involved in its development and regular review. They are fully committed to its implementation across the curriculum and throughout the whole of school life.
- Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- It is used on all documentation and prominently displayed throughout the school. It is the root from which all policies and procedures stem.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- Relationships across the school are outstanding. This is a very cohesive community where all are made welcome and have equal opportunities. Pupils thoroughly enjoy their life and work here.
- Staff members act as positive role models and endeavour to live the mission each day. They, too, enjoy their life and work as part of this community and are loyal members of it.
- The school's code of conduct sits firmly within its mission and encourages children to treat everyone with respect and to follow the Golden Rules in all situations.
- Leaders, governors and managers use the monitoring data available very well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It gives an accurate picture of the Catholic Life and work of the school.
- The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying timescales for completion of initiatives and lines of accountability.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. All teachers are encouraged to undertake the *Catholic Certificate in Religious Studies*.
- In-service sessions at LACE are regularly attended and Religious Education features regularly on the staff meeting agenda. Time is allowed for whole school continuing professional development e.g. in Collective Worship training and staff-meeting times are given to staff spirituality sessions, information sharing and to moderation of work following formal assessment.
- The headteacher is involved in coaching and mentoring potential school leaders as part of the Catholic Leadership Programme.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by senior leaders. An excellent up to date policy and guidelines are in place. It is extremely well-planned by adults and children alike.
- A Rosary Club, led by a parishioner, meets during May and October to pray the rosary together. This is well attended by pupils.

- Policies for spiritual and moral development are in place and reviewed annually by the Governing Body. Staff members are well-supported in their individual faith journeys. A range of experiences are provided for staff and pupils, such as *Come and See for Yourself* and 'Awe and Wonder' weeks. These provide good opportunities for reflection and to appreciate the presence of God in their lives.
- Children who have suffered loss through bereavement, separation or divorce are supported very well by the school's *Rainbows* programme.
- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. CAFOD, Missio etc.
- Leaders seek new ways to improve the Catholic life of the school and endeavour to find opportunities to explore spiritual and moral dimensions across the wider curriculum especially as the schools' new curriculum is embedding.
- Through assemblies and Inspiration Weeks, children's awareness of Christian values and environmental issues are raised. Outside providers e.g. speakers from 'Barnado's' and 'Guide Dogs for the Blind' contribute to this.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The school supports the Archdiocesan sacramental preparation programme, *With You Always* very well. The Religious Education co-ordinator attends the family catechesis meetings and liaises with parish catechists and clergy to plan the celebrations. A representative from Nugent Care has been invited to school support pupils with additional needs through the programme.
- Parents are consulted regularly and are involved in a variety of ways in the life of the school. They are kept well-informed through newsletters, the school website and text messages. The Mission Statement, Religious Education information and newsletters are prominently placed on the school website.
- Through schemes like the Rosary Week, sending home Missio information, Advent and Lent reflection sheets and the Year 4 Crib Project, prayers and reflections are shared with the community.
- Parishioners, governors and parents are invited to school Masses, concerts etc.
- Governors fulfil their responsibilities very well. They are fully committed and kept well-informed about the Catholic life of the school. They have effectively helped to shape the direction of the school through their cohesive and challenging practice. They regularly attend the whole school celebrations, Acts of Worship and special liturgies throughout the year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in how they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in St Anthony of Padua, and high expectations are set.
- All school leaders work together to ensure the effective delivery of the Religious Education curriculum through their development strategy and by setting clear objectives. This is evident in their self evaluation process and the subject action plans. Leaders monitor and evaluate the impact of initiatives, challenge when appropriate and oversee provision.
- A generous budget is provided to enhance the subject.
- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching of Religious Education.

- There is a rigorous programme for monitoring and evaluating the subject which has been consistently in place for a long period of time and has ensures continuing improvements in provision.
- Teaching and learning is monitored through scrutiny of pupils' work and planning and through regular classroom observations. Appropriate feedback and support is given as necessary. Good practice is celebrated and shared.
- Continuing professional development opportunities are regularly provided and additional support and induction opportunities are given to new or inexperienced staff members.
- Staff meetings are arranged to plan topics and other opportunities taken to disseminate new information to staff.etc.
- The quality of planning is outstanding. Tasks are always clearly differentiated to meet the needs of all and assessments made consistently inform future planning.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are familiar with and secure in their levelling of work. Termly moderation meetings are held and progress is evidenced on tracking sheets. These trackers are used to identify how well pupils are achieving, so as to tackle any underachievement and provide extension activities for higher achievers.
- Whole school assessment information is collated and tracked by the subject leader and shared with the senior leaders, governors and parents.
- Both tracking and monitoring impact directly on pupil progress, particularly for vulnerable groups and children requiring additional support.
- The Religious Education co-ordinator is outstanding in guiding Religious Education. She is well respected by staff and shows great commitment, enthusiasm and diligence. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. She has exceptionally good subject knowledge and advises, supports and leads staff in an outstanding manner. She is given utmost support from the headteacher and her hard work is appreciated by all staff members.
- Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- A range of visits and visitors enrich topics etc. visits to places of worship and a member of the Jewish faith shared her faith commitment with the children.
- Governors are kept well-informed by the subject co-ordinator and headteacher. They are interested and proactively involved. They access training as necessary. Senior leaders welcome them in the life of the school.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can help to support their children's Religious Education.
- Parents receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. They are consulted on different issues depending on the topic being covered and encouraged to support their child's learning.
- Achievement and effort are celebrated especially at the whole school celebration assemblies which are much enjoyed by all.

What the school needs to do to improve further?

- Continue to implement the areas for development that have been identified by the school in the Self Evaluation Document. This includes:-
 - reviewing the Relationships and Sex Education Policy in the light of Archdiocesan recommendations;
 - enhancing music provision for Religious Education and Collective Worship;
 - incorporating Religious Education into the wider curriculum e.g. by using CAFOD resources in Geography.
- Celebrate all the outstanding work that goes on in the school and share it with others.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<i>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</i>
