



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ALL SAINTS' CATHOLIC PRIMARY SCHOOL

#### ANFIELD

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Tuesday 17 November 2009

Inspectors Rev. Desmond Seddon Mrs. Liz Peat Mr. Paul Cronin

URN 134250

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	430
Chair of Governors	Rev. Stephen Maloney
School address	Oakfield Anfield Liverpool L4 2QG
Telephone number	0151 263 9561
E-mail address	Allsaints-ht@allsaints.liverpool.sch.uk
Date of last inspection	June 2006
Head teacher	Mr. Jeremy Barnes

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005

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.

### Description of the school

All Saints is a larger than average Catholic Primary which serves the parish of All Saints, Anfield, part of the Liverpool Local Authority. Since the last inspection the school has been located onto one site. This is an area of considerable social and economic disadvantage. There are 430 on roll of whom 424 are baptised Catholics, 6 children are from other Christian denominations and none from Other *Faith* traditions. The vast majority of children come from a White British background. The percentage of children with learning difficulties and/or disabilities is above average. The school contains a resourced provision for severe learning difficulties for a number of pupils. There are 23 members of staff, all of which teach Religious Education, 22 of whom are baptised Catholics. There are 16 teachers who have a Religious Education qualification, a further three are in the process of obtaining the Catholic Certificate in Religious Studies.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **Overall effectiveness of the school**

All Saints is a good Catholic school with a number of outstanding features. It is a community underpinned by an exceptionally strong Catholic ethos. The gospel values of love, care and mutual respect very evidently underpin every aspect of school life. This is a school where the well being of every child is of paramount importance. As the Mission Statement states 'a school where we work, pray and play together and take care of each other'. Displays and areas all around the school show how nurturing children's holistic development is at the heart of school activity. Excellent relationships exist at every level. All staff show through their care and concern both for the children and each other that the 'Catholic ethos' is a tangible, living thing. The welcome extended to all is a real strength of the school. Achievement and standards are good. Overall learners achieve well and make good progress. Overall, teaching and learning is good. Some teaching is outstanding. Good assessment procedures are providing guidance on learning. Learners' behaviour is exemplary. The Religious Education curriculum meets the needs and interests of learners, enabling them to make meaningful connections between life and faith. The provision for learners' spiritual and moral development is good. Collective Worship makes a significant contribution to this development. The Religious Education coordinator, supported by the headteacher is outstanding in leading and managing Religious Education. She has an understanding of the areas where there is outstanding practice but is realistic in appreciating the collaborative hard work, effort and commitment that will enable such high achievement and standards to be developed further. The Collective Worship is good. The school is outstanding in promoting community cohesion. This is most evident in the manner in which the school serves the local and wider communities.

**Grade: 2**

### **Improvement since the last inspection**

The school was previously judged satisfactory. Since then it has made outstanding progress in all areas identified. This improvement is the result of the commitment of staff sharing a common vision. Ongoing in-service has been provided for all. This has significantly improved the planning and implementation of Collective Worship. Resources have been collated and developed so they are appropriate to support the Religious Education programme. The school sets itself targets in order to meet fresh challenges. Any new initiatives introduced by the Archdiocese are acted upon.

**Grade: 1**

### **Capacity to improve**

The school's self-evaluation is good. The school has clearly identified its strengths and areas for improvement. It has also a very clear understanding of the strategies that will enable this to happen. Parents and governors are aware of and greatly appreciate the work being undertaken and the dedicated

leadership that directs and guides every aspect of school life. The Religious Education coordinator supported by the leadership has a clear vision of what and how to improve and openness to new challenges. There is an outstanding capacity for further improvement as shown by the commitment to Religious Education and related whole school issues.

#### **Grade: 1**

#### **What the school should do to improve further**

The school should ensure the areas identified in its own self-evaluation document are addressed. Time needs to be set aside to monitor teaching and learning when it is appropriate.

### **Achievement and standards**

Learners' attainment on entry to the school is generally below that expected. Learners make good progress in the school. Standards in Religious Education overall are good, with most learners meeting learning objectives and outcomes set, according to their age and stage of development. There is no difference in performance by learners of different gender. Learners with special needs make good progress in Religious Education. Support provided by the excellent teaching assistants and some differentiation of tasks helps meet their needs. The school checks on the progress made by assessment and some positive and consistent marking. Children show a developing confidence in discussion and feedback, and a real knowledge and understanding of the subject and its relevance in their lives. Some children show enthusiasm and excitement for the subject when undertaking their work. Standards will continue to rise and further progress be made by the ongoing use of the information gathered through assessment, monitoring of planning, and the introduction of the monitoring of teaching and learning. The behaviour of children throughout the school is outstanding. The school is outstanding in the manner in which it manages children, kindly, fairly and consistently. The children are enabled to make an outstanding contribution to the school and wider community.

#### **Grade: 2**

### **Quality of Provision for Religious Education**

#### **Teaching and learning**

Overall, the quality of provision for Religious Education is good. Some of the teaching observed and the planning provided by those teachers show some teaching and learning is outstanding. Most teachers show an enthusiasm for the subject. The learning needs of all children, including those with additional needs, are addressed. Where teaching and learning is outstanding the use of some creative and imaginative teaching and learning strategies, including ICT, are employed there is some differentiation of tasks and additional support is provided by the excellent teaching assistants. Children show a real

enthusiasm for their work, enjoy undertaking the tasks set. Sharing outstanding practice through the introduction of the monitoring process of teaching and learning will enable teachers to share where excellence in practice has been identified and support the ongoing development of all. Learners engage with the material presented and thoroughly enjoy their lessons. Well prepared resources significantly enhanced the delivery of some lessons. Teachers and their assistants provide a most creative and stimulating environment in many classrooms and particularly around the school which supports and challenges all children.

Ongoing monitoring of planning and workbooks will ensure greater consistency across the school. The majority of lessons observed had good pace and timing, which maintained the interest and concentration of learners and kept them on task and focussed. Work is provided that enables some children to work well independently and collaboratively. All teachers must ensure that learners understand the purpose of the lesson by sharing the learning objective at the start of the lesson and then re-visit it during the plenary session. Learners' religious literacy is enhanced by the identification and use of the key words for each topic particularly during the Relate stage of the process. Formal assessment procedures have been introduced that show progress is being made and that learners are meeting the expectations in Religious Education. This information needs to direct future planning.

Parents and carers involvement in the children's Religious Education is starting to improve for example with 'Talk' homework. Displays and focus areas in the school related to the children's work in Religious Education are ways of sharing children's achievement with parents and visitors.

## **Grade: 2**

### **Curriculum**

The Religious Education curriculum is good in meeting the needs and interests of learners. The school, using the *Here I Am* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. The leadership of the school ensures suitable positioning of Religious Education on timetables.

Catholic beliefs and values are at the heart of learners' outstanding spiritual and moral development. There is evidence of this in classrooms and all around the school. It is very evident in the care that has been shown in creating the whole learning environment. Some beautiful displays, quiet areas for prayer and reflection, posters and photographs provide evidence of this excellent practice. Overall the Religious Education curriculum makes a good contribution to learners' spiritual and moral development. Children have a good sense of right and wrong.

Teachers make the curriculum challenging and relevant by creating some stimulating resources. Children have a good understanding of the life and teaching of Jesus and other significant Christians. Some creative strategies, including those using information communication technology are used to enable them apply this teaching to their own lives. E.g. drama, role play, and other cross-curricular links with music, art, dance, technology etc. Good work has been undertaken on *Other Faiths*. This has helped the children understand how others make sense of the world in which we live and also promotes tolerance and respect for those whose views differ from our own.

**Grade: 2**

## **Leadership and Management**

### **Religious Education**

Leadership and management in raising achievement and supporting all learners in Religious Education are good. There is a clear vision for the subject within the mission of the school with a focus on raising standards further. The Religious Education coordinator, supported by the headteacher provides outstanding leadership and support to all staff. They share enthusiasm and commitment. Good documentation guides and directs all staff in their delivery of the subject. There is also some evidence of the quality of practice and achievement in Religious Education and associated whole school issues. Coordinators' meetings are attended regularly and information is disseminated to all staff during staff meetings or in-service time. A rolling programme enabling all teaching staff to attend Archdiocesan in-service supports them further in their planning and delivery of the subject. Performance in Religious Education needs to be monitored. The ongoing scrutiny of planning and workbooks and effective use of the findings will enable even greater consistency and raise standards even further.

All Saints is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Pastoral care is a real strength of the school. Of the 23 staff, 23 teach Religious Education, 22 are Catholic and 16 have a suitable qualification in Religious Education. The school has encouraged other staff without a qualification to enrol for the *Catholic Certificate in Religious Studies*. Priorities for the subject are identified and targets set.

Funding for Religious Education is outstanding. Resources have been purchased or created by members of staff and are deployed to achieve some high standards. The school is making some good use of interactive white boards, and other technology in Religious Education and Collective Worship e.g. powerpoint presentations. The headteacher keeps the governors informed on matters relating to Religious Education.

The governors have a good involvement in the life and work of the school. They discharge their responsibilities effectively and are greatly involved in decision making.

## **Grade: 2**

### **Catholic Life of the School**

The leadership and management in developing the Catholic life of the school through the Mission Statement are outstanding. It is a community that believes and lives its mission, seeking to 'work, pray and play together and take care of each other'. All Saints is a real community reaching out to the local and wider community. It aspires to achieve the best for all. It is a community in which the gospel spirit of love, care and mutual respect permeates every aspect of its life and work. An example which illustrates this is the provision of the Rainbows Programme. Excellent relationships are at the heart of every activity. The Mission Statement is displayed around the school. The Mission Statement is scheduled for review by all who form the school community. This will enable it to be known and owned by all. The parents need to be consulted in this. Parents and governors greatly appreciate being invited to share in school celebrations.

## **Grade: 1**

### **Collective Worship**

The quality of opportunities and experiences offered for Collective Worship are good. The school provides Collective Worship in a variety of ways for each child daily, in class, and whole school gatherings. This fulfils government and Archdiocesan guidance. Guidelines that support the planning and delivery of Collective Worship wherever and whenever it takes place have been produced, including a simple format for planning. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. Creativity is used to support learners' ongoing spiritual and moral development during acts of Collective Worship e.g. use of different types of prayer, music and symbol. A focus for worship is provided in classrooms using suitable religious objects and artefacts. Other resources are stored centrally e.g. suitable materials, books and artefacts to support teachers in their delivery of Collective Worship. Children are encouraged to participate in a meaningful manner both in class and larger gatherings through prayer, poetry, song, dance mime etc. The inclusion of all children regardless of ability enables them grow in confidence and also feel they are playing an active part. All teachers should ensure time is given to individual reflection during Collective Worship and help children to develop skills which enhance this. Liturgical celebrations are planned and these take place throughout the year. Parents, governors and friends of the school community are invited to a variety of assemblies, services and Masses. This is greatly appreciated. Collective Worship needs to be monitored and evaluated. This will identify areas of excellence in practice. This needs to be shared, and thus further help consistency in the standard of worship throughout the school.

## **Grade: 2**

## Community Cohesion

The school is outstanding in promoting community cohesion. The leadership of the school is clearly dedicated and instrumental in enabling this to happen. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities.

Parents, carers and children are involved in the decision making and life of the school e.g. raising funds for charities like Jospice. The school continues to identify and develop strategies for strengthening community links even further e.g. with the local Liverpool Football Club through 'Truth 4 Youth', Show racism the 'Red Card' and 'Shoot Goals not Guns'. The school has been very involved also with Liverpool Charity and Voluntary Services. Collective Worship celebrates, reflects and respects the diversity within the school.

The use of the Religious Education Programme, *Here I Am*, supports community cohesion. Good use is made of materials provided by CAFOD. Children have explored the beliefs and values of other faiths and cultures. This helps promote tolerance and respect for those who think differently. The school has a clear sense of its mission in reaching out to those who are less fortunate supporting a variety of local, national and international charities both by becoming better informed and by raising funds and resources e.g. CAFOD, Nugent Care.

**Grade: 1**