



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST AIDAN'S CATHOLIC PRIMARY SCHOOL

### WINSTANLEY

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Date of Inspection	Tuesday 27 January 2015
Inspectors	Rev D Melly Mrs M Connolly Mrs J Farrimond
Unique Reference Number	106463

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

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Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	321
Chair of Governors	Mr E Walsh
Headteacher	Mrs C Mason
School address	Homes House Avenue Winstanley Wigan Lancashire WN3 6EE
Telephone number	01942 223544
E-mail address	headteacher@admin.saintaidans.wigan.sch.uk
Date of last inspection	17 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 Aidan's school is a larger than average sized Catholic Primary School situated in Winstanley and serving the parishes of St Aidan and St Jude.
- There are 321 children on roll of whom 303 are baptised Catholic, 14 come from other Christian denominations. 4 have no religious affiliation.
- There are 17 teachers of whom 14 teach Religious Education and 11 have a suitable qualification in Religious Education. Thirteen teachers are baptised Catholic.
- Since the last inspection two new assistant headteachers have been appointed who now co-ordinate Religious Education. Three Newly Qualified Teachers have also been appointed who have good mentors.

### Key for inspection grades

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

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# Overall effectiveness:

St Aidan's is an outstanding school in providing 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.
- During the Autumn Term the children took full advantage of the opportunities the school provided for them to consider their role within the mission of the school. This is displayed most attractively and serves as a reminder to them. At the next review, it would be good to make the mission more concise so that it is more readily understood and accessible to all.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. They are very proud of it.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. they are play leaders, playground buddies, members of the safety squad, young voices and the eco squad. They also plan and lead acts of Collective Worship.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement and care for each other, take part in Masses and Collective Worship and above all by the concern they show for those who are less well off. A shining example of this is the way they raised a staggering £4,000 in one morning for a local hospice.
- Pupils benefit from participation in away days and retreat activities in the Lake District (Low Bank Ground and Hinning House). There they develop self-esteem, self-discipline, responsibility and team work. They also engage in moments of prayer and reflection and have time to appreciate the awe and wonder of the world.
- 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.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith and religious communities and the immediate neighbourhood served by the school and the wider community. They support the work of Fairtrade, Operation Christmas Child, the local UCM and ladies' Fellowship Groups, Joining Jack, Joseph's Goal, Wigan and Leigh Hospice, Save the Children, Nugent Care, Sports Relief and the Junior Diabetic Research Foundation. Y6 pupils take part in the Rotary Clubs annual 'Junior Speaks' competition and this prepares them well for future life. They show respect and understanding of other faiths and religions. This is developed by the work carried out during the 'other faiths' weeks.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils were very involved in the celebration of the 40<sup>th</sup> anniversary of the parish and produced sterling creative work, including art work and dance, they were rightly proud of.

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

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.

- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have the knowledge and understanding of the Catholic faith that would be expected of pupils of this age.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good. This would be enhanced if there was greater differentiation.
- Analysis of assessments undertaken provides evidence of pupils generally attaining above the appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity, while many exceed.
- 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 outstanding as shown by their interest, enthusiasm and behaviour. Their excitement is tangible.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are enthusiastic about learning and improving their knowledge, understanding and skills as they become independent learners.
- The stimulating and creative learning environment provided in each classroom truly enhances the work undertaken in Religious Education.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show great interest, respond very well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are very open to the Word of God in the scriptures which is well proclaimed.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.
- The Collective Worship observed on the day of inspection was deeply reflective and provided evidence of the manner in which pupils are enabled to develop their skills of contemplation.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Overall it is effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Generally teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and there is some evidence of differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources including other adults and Information and Communication Technology to maximise learning.

- Pupils are informed of their progress and how to improve both orally and through marking. There is evidence of some opportunities to discuss their work and how to improve. Where marking is most effective, next steps are used and children are given opportunities to respond to them. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils. This information should be used to further develop differentiation of tasks to meet the varying needs of pupils. Teachers should ensure all attainment records are completed fully.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Evidence of pupils assessing their own work was observed in some lessons and work books. Greater consistency in this area would further enhance provision.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities including the lunchtime and after school sports and music based activities and the residential have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. They have studied Judaism and Islam and are due to study Hinduism this year. They have visited a local Mosque and are hoping to visit the Hindu Temple on Edge Lane in Liverpool in the future. This helps to promote tolerance and respect for those who think differently. It was suggested that provision would be enhanced if speakers from other faiths and religions were to be welcomed into school.

### **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 and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. Outstanding displays and photographs evidence this.
- 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 including the staff.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.

- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- 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.

**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 the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. However, it would be good at the next review of the Mission Statement to form a more concise set of aims and objectives to ensure they are more readily known and owned and accessible to all.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school especially in the way they care for and treat each other and in their contributions to Collective Worship. They are truly committed to the Catholic life and mission of the school.
- The outstanding Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self-challenge. Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. It is relevant in its detail and accurate in its evaluation. It obviously impacts very powerfully on the Catholic life of the school.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Teachers are encouraged to avail of the in-service opportunities offered by the Department for Christian Education. Where necessary the content of the in-service is disseminated to the members of staff who did not receive it first hand.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A wide range of opportunities for spiritual and moral developments are provided for staff and pupils. A Mass or liturgical service is celebrated at the beginning of each school year where the contribution of each member of staff to the Catholic life of the school is highlighted and celebrated and an invitation to re-commit is offered.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life is a key feature of this school. It reflects and respects the religious diversity within the school.
- There are very positive and caring relationships at every level within the school. The school has a 'big heart'.

- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are given information about what is being taught in the various topics and are invited to the celebrations of these topics. They are also invited to school Masses and the various celebrations of the liturgical year.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the very generous sharing of their time and expertise. They are obviously passionate about the school and want only the best for all.

**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 the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated. Experienced teachers are always more than willing to model both class lessons and Collective Worship where necessary.
- Continuing professional development opportunities, especially those offered by the Department for Religious Education, are provided for all.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leaders are outstanding in guiding Religious Education. They show commitment and enthusiasm and introduce new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated. Celebration is an important element of this truly outstanding school.

**What does the school needs to do to improve further?**

- At the next review of the Mission Statement consider ways of making it more concise and accessible to all.
- Enhance provision for the less and more able, ensuring that the outstanding differentiation observed on the day becomes more standard practice.
- Enhance provision in curriculum Religious Education by making greater use of next step marking.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

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

<b>How good outcomes are for individuals and groups of pupils</b>	
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**

<b>How effective the provision is for Catholic Education</b>	
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**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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