



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ALL SAINTS CATHOLIC PRIMARY SCHOOL

#### GOLBORNE

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Inspection Date 10 February 2015

Inspectors Mrs. Denise Hegarty, Miss Julie Mosinski

Unique Reference Number 106505

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 258

Chair of Governors Mrs. C. Atkinson

Headteacher Mrs. Wendy Hughes

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Date of last inspection 1 December 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

- All Saints is an average-sized Catholic Primary School situated in Golborne in the Wigan district of the Archdiocese and serves the parish of St Catherine of Siena and All Saints (formerly the parish of All Saints).
- There are 258 children on roll (including nursery pupils) of whom 148 are baptised Catholic and 62 pupils are from other Christian denominations. Forty seven pupils come from another faith or religious tradition. One pupil has no religious affiliation.
- There are 11 teachers at the school of whom 8 are Catholic. Nine teachers teach Religious Education and 3 have a suitable qualification in Religious Education. A further 2 teachers are currently studying for the *Catholic Certificate in Religious Studies*.
- The headteacher and the Religious Education co-ordinator are both new to the post since 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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## Overall effectiveness:

All Saints 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.
- Pupils know and understand the school's new Mission Statement and understand the part they play within it. They enjoyed a wonderful review day where they undertook many activities to really explore what values were dear to their hearts during their 'Vision and Values' Day.
- Pupils have an excellent sense of belonging to the school community and value and respect others. They are polite and considerate towards each other.
- They are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, house team captains, play leaders etc.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and funds for a wide variety of charities including CAFOD, Nugent Care and Guide Dogs for the Blind.
- Pupils benefit from participation in away days and residential activities. Visits have been made to Formby beach, where Year 6 pupils led Collective Worship for younger students and to various places of worship including Liverpool Cathedral. Older students attend Robin Wood Activity Centre where they learn organisational skills and the importance of working as a team. Such experiences impact greatly on pupils' social and moral development as they develop in confidence and self esteem.
- 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 and show great care and respect for one another. They understand that their school promotes values that will shape their lives and strive to behave appropriately at all times. On the day of inspection, behaviour throughout the school at all times was outstanding.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. They respond well to the programmes promoted by the school and particularly enjoyed their visit from a theatre company. They have a sense of personal worth, are able to express their feelings positively and behave confidently in new situations.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. They take full advantage of the opportunities the school provides for their spiritual and emotional growth and as a result, they are happy, secure and confident.
- They embrace opportunities to meet their potential in all aspects of school life and thoroughly enjoy the extra-curricular activities on offer at the school especially music and sport.
- Pupils are involved in service to the local faith and religious communities the immediate neighbourhood served by the school and the wider community. They enjoy planning and participating in a variety of liturgical celebrations, Remembrance and Harvest Celebrations etc.
- Pupils show respect and understanding of other faiths and religions and have learned about Judaism and Hinduism. Year 1 pupils enjoy their visit to Manchester Jewish Museum and all pupils enjoyed visits from a member of the Jewish faith and another of the Hindu religion.

## **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 high.
- They make excellent progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no significant difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage with some exceeding expected levels.
- 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 outstanding as shown by their interest, enthusiasm and excellent behaviour. At interview, pupils commented that they found Religious Education lessons to be fun. In an infant class, pupils were observed squealing with delight and excitement as they role played their activities. One older pupil thought their lessons were 'awesome'. Pupils also indicated that they really liked the range of activities offered to them by their teachers.
- Pupils are encouraged to work independently, in paired/shared activities and collaboratively. They take full advantage of the time they are given to reflect on their work, are keen to answer challenging questions and work towards personal learning and thinking targets which encourage them to work together to become creative thinkers and inquisitive learners.
- They enjoy opportunities to share their views and opinions and know that they are listened to by adults. Pupils' views were sampled recently and findings indicated that pupils enjoyed their lessons and appreciated efforts made by staff to make them interesting.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent and reflective learners.

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

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond 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 become familiar with a variety of prayer styles. They understand the difference between formal and informal prayer and enjoy writing their own prayers unprompted by adults. They pray at key points during the day and are developing an awareness of the need to reflect purposefully in an age appropriate way.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts.
- They are becoming increasingly more confident preparing and leading worship from their earliest years. They thoroughly enjoy setting the table for worship and contributing to ideas for responding to the Word and taking its message forth.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently very effective in ensuring that pupils are interested and engaged and make excellent progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. They are great role models for pupils to emulate and provide positive, stimulating climates for learning.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. Adults expect high standards of behaviour and attitude from the pupils.
- Teachers take into account pupils' prior learning and consistently ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- All types of learners are catered for and lessons are consistently differentiated to meet all learning needs. This also includes the use of targeted questions as well as choice of task.
- Teachers use 'Big Questions' to promote discussion and independent thinking skills.
- They provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources especially other adults and Information and Communication Technology to maximise learning. A generous number of additional adults are consistently deployed extremely effectively to support and challenge learning. This is a real strength of the school and makes a significant contribution to the children's enjoyment of the subject and to the progress they make.
- Effective use is made of all aspects of the *Come and See* website to enhance learning.
- Pupils are given opportunities to discuss their work and are informed of their progress and how to improve both orally and through marking. Marking is of a high standard. It celebrates effort and moves learning on by indicating the next steps pupils should take. Time is given for pupils to reflect on work and to respond to any questions posed.
- Effort and achievements are also celebrated through use of praise, displays of work, use of the school blog and through celebration assemblies.
- The assessment of pupils work in Religious Education is exemplary.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers track individual progress. This data is entered onto school tracking sheets which are used effectively to identify areas for development for individuals and groups of pupils. Members of staff are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work and encourage pupils to reflect on their work and 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.
- The curriculum fully meets pupils' needs. It is fully customised to suit the needs of groups and individuals.
- 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. The programme is now fully embedded throughout the school and staff members have developed resources and teaching strategies for each of the topics.

- Of the total curriculum time at least 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 and ensures that pupils' needs are fully met through consistent differentiation. Imaginative and well planned strategies are deployed to enrich and enhance pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support.
- Enrichment activities such as visits to church led by the parish deacon and visitors into school have a positive impact on the curriculum as does the way the school promotes the development of personal learning and thinking skills.
- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of other faiths and religions. There have been visits made to places of worship and visitors from other faiths and religions have come into school to share their experiences. This all helps to promote tolerance and respect for those who think differently.

### **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. It is well-planned by staff and a list of themes is available for use throughout the year. A variety of settings is used to enhance worship.
- 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. The school's 'Stay and Pray' sessions are very popular and much appreciated by parents and carers.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. Prayer books compiled in many classes indicate the emphasis placed in this area.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide 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. Resources are stored centrally and updated as necessary.
- 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 and review of the Mission Statement. The most recent of which took place on a 'Vision and Values Day' held in school last term. Pupils were able to share ideas and explore values promoted by the school and then all parents, carers and governors had the

opportunity to visit school one evening to share their views about what makes their school special.

- The aims and practical objectives emanating from the Mission Statement direct and guide every aspect of school life and are a very useful tool by which the school can evaluate its effectiveness.
- The Mission Statement is visible to all who enter the school as it is depicted in the entrance area and displayed in every classroom. It is regularly referred to throughout the day and underpins all curriculum and school policies.
- Many opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- Throughout the school, there is a strong Christian ethos which is welcoming and caring. There are extremely positive relationships throughout the school ensuring a tangible sense of community at all levels. All adults in school are excellent role models for pupils. They fulfil the school's Mission Statement through their interactions and caring attitudes. This is a nurturing community which promotes values rooted in the teachings of Christ and where all can flourish.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge. It is compiled and monitored by staff members and is rigorous in identifying targets, timescales for completion and lines of accountability.
- It provides a basis to celebrate the school's strengths and outlines areas for development. Leaders should streamline the document to avoid too much repetition as they evaluate the impact their provision makes.
- The school provides very good induction and in-service training to enable staff to further understand the Church's Mission in Education and to play their unique part in it.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers to ensure provision is appropriate and engaging. All staff have completed peer observations for Collective Worship and subsequently discussed the strengths and areas for development that were found. An up to date policy is in place.
- There is a plethora of evidence on the school blog sharing examples of liturgies, Collective Worship and general Catholic life of the school.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils.
- The pastoral care of pupils is of paramount importance to school leaders. The Pastoral Care manager is deployed effectively to ensure pupils are nurtured.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school fully reflects and respects the religious diversity within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They receive a copy of the 'Wednesday Word' to share at home.
- The school works well with the parish and supports the 'With You Always' sacramental preparation programme. The parish has provided books and prayer leaflets for pupils.
- Links have been forged with Hope University and the Leigh, Lowton and Golborne consortium. Through these links, the school receives support for school improvement and in turn provides support for other schools.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their support of the school and in how they challenge leaders. They are kept up to date through the head teacher's report and their presence in school. They have accessed training from the Archdiocese and the local authority to enhance their skills and ensure they fulfil their roles appropriately.

**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.
- They ensure staff members offer high quality Religious Education for the pupils and provide suitable financial resources to enhance the subject.
- Monitoring data is used extremely effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle that has been in place over a period of time.
- Teaching and learning, planning and pupils' work are monitored regularly and appropriate feedback and support given to staff as necessary. Good practice is shared and celebrated. Displays are regularly monitored and highlight the excellent work that takes place in classrooms. Photos are now shared on the school blog.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation meetings are held each term to ensure levelling is consistent across the school. Once the levels and progress have been analysed, teachers are then given a list of children to monitor carefully over the following term. Interventions used are logged in line with school practice. Records of Attainment are updated after each formal assessment based on the tasks given as well as teacher assessments made throughout the topic.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents. This information is used to great effect.
- The subject leader is outstanding in guiding Religious Education and inspires confidence and commitment from colleagues. She shows great dedication and introduces new initiatives when appropriate. Very good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Staff members are enabled to improve their subject knowledge through continuing professional development provided by the Christian Education team and opportunities provided through in-house training. Induction and additional support are given to new and inexperienced staff members.
- The Self Evaluation Document and subject action plan are updated regularly. They are carefully monitored and evaluated by leaders throughout the year.
- Curriculum outlines are provided for parents who are regularly consulted and involved in their children's learning. They are kept well informed about their children's progress and achievement throughout the year. Levels achieved are reported and explanations for these provided each time.
- There is a designated governor for the subject who comes into school regularly and meets the subject leader to discuss matters related to Religious Education. All classes have a governor assigned to them who is encouraged to spend time with their class, observe lessons and attend trips.
- Achievement and effort are celebrated especially at the end of week assemblies which are thoroughly enjoyed by all who participate.

## What the school needs to do to improve further?

- Further improve the provision for Collective Worship by:-
  - continuing to ensure that Scripture is used consistently in the 'Listen' part of the process.
- Further improve the school website by:
  - providing more detailed curriculum information for parents;
  - including *Come and See* letters for parents that are customised to the school.
- Continue to implement the targets set out in the School's Self Evaluation Document and the Subject Action Plan. This includes:
  - developing links with another local school for cross-moderation and share teaching ideas;
  - developing a spiritual garden to enhance worship;
  - continuing to develop the children's skills in planning and delivering worship in an age appropriate manner.

# 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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