



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ALL SAINTS CATHOLIC PRIMARY SCHOOL

### BOOTLE

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Inspection Date	7 May 2013
Inspectors	Mrs. Denise Hegarty Mrs. Meg Buckley Mr. Andy Cocker
Unique Reference Number	132208

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	351
Chair of Governors	Mr. E. Kavanagh (Acting)
Headteacher	Mrs A. Holleran
School address	Chestnut Grove, Bootle, Merseyside L20 4LX
Telephone number	0151 288 6420
E-mail address	admin.allsaints@schools.sefton.gov.uk
Date of last inspection	27 September 2011

# 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 a larger than average sized Catholic Primary School situated in Bootle, Merseyside serving the parish of St. James, Bootle.
- There are 351 children on roll of whom 212 are baptised Catholic, 17 come from other Christian denominations, and 3 from another faith or religious tradition. There are 119 pupils with no religious affiliation.
- The school serves a community recognised as one of the most disadvantaged nationally with many families living in challenging circumstances.
- There are 19 teachers at the school including the headteacher of whom 14 are Catholic. Fifteen teachers teach Religious Education and 8 have a suitable qualification in Religious Education.
- The headteacher and both the Religious Education co-ordinators were in post at the time of the last inspection. One is currently on maternity leave.

### 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 a good school in providing Catholic Education.

## **Inspection Judgements**

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

- Pupils make an outstanding contribution to the Catholic Life of the school and greatly benefit from it. They are good ambassadors for the school.
- They have a strong sense of belonging to the school community and value and respect others.
- Pupils are encouraged to become independent and take on roles of responsibility in the school and wider community e.g. as play leaders and in proactively supporting Fairtrade.
- They are actively involved in developing the Catholic character of the school through their fund raising for local, national and global charities and in how they raise awareness of the less fortunate. Children recently gave up treats and donated the money to support the parish HCPT pilgrimage to Lourdes.
- All pupils, from their earliest years, benefit from participation in retreat activities. These opportunities give the children time to come together to reflect, pray and are thoroughly enjoyed by all who attend.
- 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 as they follow the school's code of conduct. Through restorative justice, they see and understand how the consequences of their behaviour have an effect on others. Their behaviour throughout the day of inspection was outstanding across the school.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. They understand that discrimination of any kind is not tolerated.
- Pupils praise and acknowledge the contribution of others. They show a readiness to celebrate their lived experiences.
- They embrace opportunities to meet their potential in all aspects of school life.
- There are links with the local community which are helping children to become responsible citizens both in and out of school. Through their contact with local senior citizens at Chestnut Court care home, and with volunteer readers from the parish Mama Margaret Club, pupils learn to value the contribution of the older generation.
- They show respect and understanding of other faiths and religions.
- The school has compiled a wonderful portfolio of evidence to support the contribution made to the Catholic Life of the school. This celebrates all the great things that go on and can be shared with families and visitors.

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

- Improvement is required in this area.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievement in Religious Education is good. There is some underperformance.
- Observation of work books and assessments provide evidence that pupils' attainment in Religious Education is average. They make the progress expected of them given their starting points and capabilities. Some make good progress.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are good. The more able pupils require further challenge.
- 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 good as shown by their interest, enthusiasm and behaviour. They carry out their learning tasks with sustained concentration.
- They are encouraged to work independently and collaboratively.
- To become consistently good in this area, information gleaned from formal and informal assessment must inform planning so teachers can accurately plan differentiated tasks to meet the needs of all pupils. Standards in Religious Education have to improve in all strands of both attainment targets.

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

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and act with reverence and respect at such times. They willingly take part in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass. They undertake readings and prayers, sing hymns - some with actions - and respond enthusiastically.
- They appreciate, show reverence, and are open to the Word of God in the Scriptures showing reverence.
- Pupils sing joyfully, reflect in silence from an early age and join in community prayers appropriately and with confidence at various times throughout the day. They are familiar and comfortable with a range of prayer styles.
- They should now be encouraged to take a leading role in preparing and delivering Collective Worship in an age appropriate manner.

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

- The quality of teaching and purposeful learning is good.
- It is consistently effective in ensuring that pupils are interested, engaged and make progress.
- Teachers are good role models for the children to emulate.
- They provide opportunities for pupils to work independently and collaboratively.
- A range of teaching styles and strategies are deployed across the school to inspire and motivate pupils e.g. role play, art etc. Work is recorded in a variety of ways and opportunities are given for the children to develop as independent learners who can investigate and are able to reflect on their work.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Adults have high expectations of the pupils they work with in terms of attitude and behaviour. The school's code of conduct ensures that clear boundaries are set and consequences for inappropriate behaviour understood. Children remain on task during lessons, are praised for their efforts and their contributions are valued.

- Effort and achievement are also celebrated through positive marking and verbal encouragement. Some teachers mark work with developmental comments which help to move children's learning on further. This practice should be encouraged.
- Good use is made of resources including other adults. Displays are used to reinforce learning.
- The assessment of pupils' work in Religious Education is still at an early stage of development. Informal assessment is in place, but formal assessment is inconsistently undertaken across the school.
- Teachers should take account of pupils' prior learning and ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding and fully meets the needs of each individual.

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

- The Religious Education curriculum is good at meeting pupils' needs and promoting pupils' learning.
- 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.
- There is full coverage of the Religious Education programme. Imaginative and suitable strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable, modern resources in support.
- Displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem. The SEAL programme and circle time both enrich the curriculum as do a variety of extra-curricular activities e.g. drama, music.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Each year group has the opportunity to participate in retreat activities. The outdoor environment, especially 'Sadie's Garden' provides a quiet space for reflection and contemplation.
- The Bosco Club, run by a Salesian Sister, provides a nurture base for vulnerable children and those who find lunch times difficult.
- Children have explored the beliefs and values of the Jewish faith and the Sikh religion. This 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 is good and reflects the Catholic character of the school well.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Teachers frequently include prayer time within plenary sessions of lessons and set aside time for reflection.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.

- There is a liturgical structure to all acts of worship.
- The timings and frequency of Collective Worship are appropriate. Timetables and policy statements confirm that all the fundamental and essential requirements are met.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils reflect upon their lives and work within the community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Good use is made of music, artefacts and information and communication technology to enhance worship.
- The co-ordinator monitors the quality of provision and ensures that appropriate resources are purchased and used effectively.
- There are suitable devotional areas in each class base and focal points around the school.
- Many opportunities are provided for parents, carers and the local community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- Provision is enhanced by the contribution of the parish priest who, in his role as chaplain, is generous with his time and energy.
- Teachers should now 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.

**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 good in promoting and developing the Catholic life of the school and show a good understanding of and excellent commitment to the Mission of the Church.
- They affirm the worth of each individual and strive to help each one reach their potential.
- Values lie at the heart of what the school does.
- The school community 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 evaluates its effectiveness. Leaders recognise the need to review and renew it.
- The Salesian commitment to the young, which permeates from parish to school, provides all staff with a clear mission and moral purpose.
- A calm, welcoming, stimulating learning environment has been created both inside the building and in the outdoor provision.
- Leaders, governors and managers use the monitoring data available to evaluate the schools performance, celebrate, and plan future improvements.
- Monitoring of teaching and learning requires greater rigour and a more systematic approach to be more effective. This will enable senior leaders to ensure there is consistency across year groups.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- The Self Evaluation Document identifies targets and areas to celebrate and develop. It needs to be prioritised more carefully to get the essentials fully in place.

- The school provides induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is important to the school. It is monitored and evaluated by the Religious Education co-ordinator. An up to date policy is in place.
- A range of opportunities for spiritual and moral development are provided for staff and pupils. These include the provision of retreats which take place every year for all members of the school community. They allow time for reflection and contemplation. The introduction of the values curriculum and restorative justice has helped pupils to understand the consequences of the choices they make and to consider the needs of others.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. This is a very inclusive school which promotes the worth of every individual and celebrates the gifts they bring. Positive attitudes to differences in culture and religion are encouraged.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- Respect for all is evident in the interaction between all members of the school community. There are exceptionally close and effective links with the wider parish community.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. On the whole, they are content and appreciate the schools' provision.
- The governing body is strengthened in its task by a membership comprising of active parishioners, members of the parish team and youth team.
- On the whole, governors require improvement in their potential to fulfil responsibilities. They are all committed and supportive of leaders, but there is some inconsistency in their capacity to contribute effectively to the Catholic life and curriculum. Training in this area and how to achieve an appropriate balance of challenge and support would greatly benefit the school community and ensure a uniform approach.

**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 require improvement in monitoring and evaluating the provision for the Religious Education of the school and planning and implementing improvement to outcomes for pupils.
- The subject is led by two co-ordinators (one of whom is on maternity leave) and it is supported by a team of other adults from the school and the parish. This team approach is very effective in creating a cohesive community.
- The co-ordinator guides Religious Education very well. She shows great enthusiasm and supports the staff well. Good documentation guides and directs all staff in the delivery of the subject. This should be updated on the school website and shared with the community.
- The Self-Evaluation Document identifies targets and areas to celebrate and develop. It needs to be prioritised more carefully and monitored regularly to check progress towards targets.
- Continuing professional development opportunities are available.
- Achievement and effort are celebrated.
- Teaching and learning should be monitored rigorously to allow appropriate feedback and support given as necessary.

- To become good in this area, a more robust programme for the monitoring and evaluation cycle in Religious Education is needed so that findings can be used efficiently to evaluate the school's performance and plan more effectively for future improvements. Formal assessment tasks, in line with Archdiocesan guidance, should be undertaken more consistently and rigorously across the school and assessment information collated and tracked so that underachievement can be identified and tackled. Success can also be celebrated.

## **What the school needs to do to improve further:**

- Raise attainment and accelerate progress further by:
  - consistently providing more differentiated tasks to fully meet the needs of all pupils;
  - monitoring and evaluating teaching and learning in Religious Education more rigorously through classroom observations to identify and share good practice and provide support as necessary;
  - undertaking formal assessments in line with Archdiocesan requirements consistently across the school;
  - enabling all governors to be aware of what standards in Religious Education are like so they can celebrate achievement and challenge and support staff.
- Improve the provision for Collective Worship by:
  - providing children with opportunities to develop the skills necessary to prepare and lead Collective Worship in an age appropriate manner.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
  - ensuring that the assessment process is more rigorous;
  - moderating work in Religious Education to ensure staff members are confident in levelling work;
  - adopting the Assertive Mentoring recording system for Religious Education;
  - continuing to develop staff confidence in the delivery of Collective Worship;
  - showing that feedback relates to learning objectives and ensuring pupils have opportunity to act on feedback given.
- Review the school's Mission Statement.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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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	3
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

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