



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ALL SAINTS CATHOLIC PRIMARY SCHOOL

ANFIELD

Inspection Date	Tuesday 21 st November 2017
Inspectors	Mrs Julie Rourke Mrs Joanne Farrimond Mrs Jude Ryan
Unique Reference Number	132208

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

Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	416
Chair of Governors	Rev. Canon Stephen Maloney
Headteacher	Mrs Claire Hartley (Acting Head Teacher)
School address	Oakfield Anfield Liverpool L4 2QG
Telephone number	0151 263 9561
E-mail address	allsaints-ao@allsaintsanfield.co.uk
Date of last inspection	27 th November 2012

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 Catholic Primary School is a larger than average sized Catholic primary school situated in Anfield, Liverpool serving the parish of All Saints in Anfield and the wider surrounding area.
- There are four hundred and sixteen children on roll of whom three hundred and seventy-nine are baptised Catholic, ten come from other Christian denominations and four from other faith or religious traditions. Twenty-three children have no religious affiliation.
- Since the last inspection, there is an acting headteacher, a new governor responsible for Religious Education and a new Religious Education co-ordinator.

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 Catholic Primary School is a good school in providing Catholic Education.

CATHOLIC LIFE

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 good with many outstanding features.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- Pupils participate in the school's evaluation of its Catholic Life and mission. They revisit and reflect on their school's mission statement at the beginning of each school year, *'We shine on our own, but we shine brighter together.'*
- Pupils enjoy the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They are aware of the needs of others and seek justice for them within and beyond the school community.
- The school council enjoys their role within school. They have actively promoted anti-bullying, developed areas around school and more recently promoted Foodbank collections to support the local community. A *Mini Vinnies* club has begun in school by aiding mass for their All Saints Feast Day.
- Pupils fundraise for a variety of charities, for example, CAFOD, Operation Christmas Child, Alder Hey Hospital and Fano International School in Sierra Leone.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They show a great understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. This was evident throughout the day of inspection in classrooms and in discussions with the pupils.
- Pupils value and participate the opportunities provided by the school. They enjoy residential to for example, Colomendy, Crosby and Belgium. They enjoy visits and varied activities with both local and wider communities, such as, St. Vincent's School A Specialist School for Sensory Impairment and other needs and experienced working with an orchestra in Seville.
- Pupils have enjoyed visitors from the Jewish faith and have also learnt about Islam and Hinduism appropriate to their age and capability. This helps to promote tolerance and respect for those who think differently.
- Pupils respond well to the opportunities the school provides for their personal support and development. The Learning Hub within school supports children with severe and complex difficulties. Rainbows and Sunbeams groups nurture those children who have experienced any loss. As a result, children feel safe, happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities for a variety of liturgical celebrations.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good.
- The school Mission Statement expresses the educational mission of the Church. It has a clear statement, '*We shine on our own, but we shine brighter together.*' There are also clear aims that stem from the mission. The school would now benefit from developing objectives to show and celebrate how the mission is lived every day.
- Reviewing and revisiting the Mission Statement would highlight its implementation across the curriculum and the whole of school life.
- There is a clear sense of community within the school, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment is an abundance of bright and exciting displays around school and many which reflect the Catholic character of the school. The beautiful mosaic in the schools' entrance is a reminder of how each member of the school is called to be a saint.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- There are some regular liturgical opportunities for the spiritual and moral development of pupils and staff. This can be further improved by developing *Come and See for Yourself* reflections and providing retreats for both staff and pupils.
- The parish priest provides support and promotes the Catholic Life of the school. Staff and children are encouraged to attend parish Masses and to explore and enquire about the many things found in church.
- Policies and structures are in place, which provide pastoral care to pupils, and there is a tremendous commitment to the most vulnerable and needy in both policy and practice, particularly the care shown to children and families through the *Learning Hub*. All Saints is an inclusive school, welcomes all abilities and has a high regard for their pastoral needs.
- Pastoral programmes, such as, Relationships and Sex Education are being implemented. The staff and governors have received training and the school is due to share the *Journey in Love* programme with parents.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- Staff questionnaires showed positive and affirming responses. One staff member commented, '*I feel so valued and respected at All Saints. The religious ethos of the school has been so beneficial and enlightening for me.*'
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation. There are planned improvements to further enhance the Catholic Life of the school.
- The school has strategies for engaging with all parents and carers to the benefit of pupils. The school has encouraged training sessions, such as, safeguarding and classroom support. As a result, parent and carers have a good understanding of the school's mission, they feel included, involved and are supportive of it.
- Parent questionnaires about the Catholic Life of the school were positive. One parent commented, '*The Catholic ethos is apparent in every aspect of the school.*'

- The parish priest, who is the Chair of Governors, ensures and steers the Catholic Life of the school. He ensures that collectively as staff and governors, pupils have an understanding of and relationship with God.
- Governors make good contributions to the Catholic Life of the school in fulfilling the school's mission.
- Policies relating to the Catholic Life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and promotes this vision for the Archdiocese throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils with special educational needs, are supported through careful planning for teaching assistants and support given to them in their work.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Pupils concentrate well and are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils respond well to opportunities which extend their learning. Behaviour in lessons is exceptional because pupils enjoy Religious Education and on the day of inspection there were no disruptions in lessons.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment. This has been sustained for the last three years.
- The subject leader is keen to develop tracking of pupil progress and introduce Religious Education groups that will use tracking to inform planning.
- Formal assessments provide good evidence to the pupils' overall progress. They show good evidence towards higher levels. Teachers are beginning to scaffold pupils work to ensure they know their expectations. As a result, pupils are beginning to respond well to further challenges in their formal assessments.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks celebrate their achievements. There is some evidence of developmental marking with the use of driver words. This should be shared across the school to be consistent. This will enable pupils to benefit from challenges, know how well they are progressing and know how to keep improving.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers consistently plan good lessons, are confident in their subject expertise and have a good understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and over time.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. This will enable them to communicate high expectations for Religious Education.

- Teachers manage time well to secure good learning in lessons and across sequences of lessons.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Teachers employ a range of appropriate strategies, including individual and collaborative work. They create calm environments for learning. Consequently, pupils concentrate in lessons.
- Teachers use observation and questioning during lessons well to adapt tasks and explanations, so improving learning for pupils. Driver words are used to show differentiation and this practice now needs to be embedded and consistent across the school.
- Teaching assistants are used well to optimise learning for pupils. They show great care and consideration of the needs of pupils in their care.
- Teachers ensure some pupils are involved in evaluating how well they are achieving but this is inconsistent. This contributes to their progress and provides them with a high level of confidence in making further improvements. More opportunities for assessment for learning will enhance progress.
- Teachers share and celebrate pupils work. Plenary sessions are reflective on work they have completed. At times, teachers give pupils a question to consider, a challenge and what they will be learning about next. This good practice would benefit from being shared across the school.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- There is a new governor responsible for Religious Education. He is keen to develop and attend training provided by the archdiocese to further his understanding of his new role.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of frequent assessment, tracking, and some monitoring. Monitoring of Religious Education needs to be further embedded to ensure leaders and governors can analyse, evaluate and share current best practice.
- The curriculum leader for Religious Education has worked tirelessly to ensure any new initiatives are in place and staff are supportive of those changes. She has a vision for Religious Education. She attends an Archdiocesan Cluster Group of schools to share best practice and has begun to share this with other local schools. She is keen to continue to work closely with the Archdiocese, seek training and share good practice.
- There is some good evidence through planning that leaders and governors are ensuring that Religious Education is planned to meet the needs of different groups of pupils. Planning shows some differentiation using the driver words. This now needs to be consistent across all planning, teaching and learning to match the tracking of pupils' progress across the school.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, given opportunities to reflect in silence and join in community prayer appropriately and with confidence.
- Pupils regularly prepare and lead worship with enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy.
- On the day of inspection younger children enjoyed gathering for worship and being a part of setting the focus. Pupils were supported throughout by the class teacher and teaching assistants in a great partnership. All members of the classroom were together in prayer, worship and were reverent throughout.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and are supported in the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose and a message. The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship has been given a high priority by the subject leader in terms of planning, evaluating and resourcing. Pupils are supported in their planning and leading worship and there are good portfolios of evidence to support this. The subject leader is keen to share this good practice on the school's website to share prayer and worship with parents and governors.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have experiences of the Church's liturgical life.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- They have a good understanding of the Church's liturgical year, seasons and feasts.
- They are able make these accessible to the pupils in a contemporary context.
- The subject leader has worked hard to review Collective Worship practice across the school and there is good evidence to show the impact of monitoring, resources and training.

- Further support and training, sharing good examples of worship would enable all staff, as leaders of worship, to enrich and embed their own practices as role models for worship across the school.

What the school needs to do to improve further

- Continue to develop the Catholic Life of the school by;
 - seeking guidance from the Christian Education Department to develop the school's mission statement with aims and objectives to impact across the curriculum and the whole of school life.
- Continue to develop Religious Education standards by;
 - developing the use of driver words to show how they impact planning, teaching and learning, pupils work and assessment;
 - developing the tracking of pupil progress across the school and link this data with planning which will enhance challenges and high expectations for pupils;
 - embedding the monitoring of Religious Education to share best practice, analysis and evaluation with staff, leaders and governors.
- Continue to develop the good work in Collective Worship by;
 - sharing good worship practices across the school;
 - continuing to seek ways to develop staff spirituality and well being through worship and retreat opportunities.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

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