



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PAUL & ST. TIMOTHY'S INFANT SCHOOL

LIVERPOOL

Inspection Date Wednesday 1st October 2014

Inspectors Miss Julie Lockett
Mrs Mary Kearsley Mr Andy Cocker

Unique Reference Number 3413606

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

Type of School Catholic Infant

Age range of pupils 4-7

Number on roll 360

Chair of Governors Mr Mark Thompson

Headteacher Mrs Joanne Starkey

School address South Parkside Drive,
West Derby,
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Date of last inspection 22nd January 2008

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. Paul & St. Timothy's Infant school is a large Catholic Infant School situated in West Derby, Liverpool serving the parish of St. Paul's and St. Timothy's.
- There are 360 children on roll of whom 356 are baptised Catholic, 3 come from other Christian denominations, and 1 from other faith or religious traditions.
- There are 16 teachers of whom 12 teach Religious Education and 10 have a suitable qualification in Religious Education. Twelve teachers are baptised Catholic.
- Since the last inspection there is a new chair of governors, headteacher and Religious Education subject leader.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Paul & St. Timothy's Catholic Infant School 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 Mission Statement, *Love, Learn, Believe, Achieve* and understand the part they play within it. They are fully involved in its evaluation.
- Pupils spoke well about their mission and know how others were living it out daily. Pupils photographed evidence of their mission which is celebrated in a professionally published book.
- Their behaviour is outstanding; they have a good sense of right and wrong and apply this in their personal relationships. They lead by example, show respect to one another and responsibility for themselves and their actions.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, e.g. through the school council, play leaders and class monitors.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Zoe's Place, Good Shepherd and the Poppy Appeal.
- They also have close connections with a former parish member, who is involved with building schools in developing countries. Pupils regularly raise funds; send books and uniform to aid ongoing school projects abroad. This is an outstanding opportunity for pupils who are sent regular updates to see the immediate effects of their fundraising and are made aware of different backgrounds and cultures.
- Pupils are involved in service to their local community. They have links with, for example, Knights of St. Columba, Union of Catholic Mothers and local supermarket in a '*Farm to Fork*' project.
- They are fully involved in liturgical events. In a welcome Mass each year for new pupils, the school and parish community gathers together to mark this occasion with parents and pupils who are presented with a family Bible.
- Pupils are fully supported by their parish priest. Pupils lead a wide range of Masses and celebrations, such as, Easter prayers, Remembrance Day, Advent, a variety of community Masses and the schools' feast days.
- Pupils enjoy and benefit from participation in many educational day trips, such as, Crosby Hall, sports days with a local teaching college and a variety of '*welly walks*' each year.
- Older pupils are offered the chance to aid their transition to junior school through joint activities giving pupils a sense of independence and confidence in their next steps.
- Education for pastoral care and personal relationships is outstanding and has fostered positive attitudes in pupils. There is an invaluable network of support for vulnerable families through the *Rainbows* programme, building positive attitudes with *KIND* and the bereavement *Oak leaf* project.
- Pupils have access to a learning mentor who supports the individual needs of pupils with social, emotional, behavioural difficulties and is a support to families.

- St. Paul's & St. Timothy's praise and acknowledge the contribution of others, evident in their weekly *Reward Assembly* and *Golden Book* rewarding work, behaviour or living their mission. Pupils show a readiness to embrace and celebrate their lived experiences.

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 a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate level for their age and stage of development.
- Pupils' standards of work will continue to improve by developing moderation of assessments and continuing to raise expectations and challenging pupils in their work.
- 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 behaviour. On the day of inspection, pupils spoke keenly about their Religious Education work.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. Progress is excellent and pupils are on task for extended periods. Pupils are enthusiastic when challenged and show a commitment to succeed.

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.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are involved in preparing and leading worship. On the day of inspection pupils led a Harvest worship attended by members of the school staff and many parents. This joyous celebration was outstanding. It engaged all who were present and inspired pupils in heartfelt responses through words, actions, prayers and singing.
- In one other worship, very young pupils were able to pray reverently in the environment created for them. They made the sign of the cross and acclaimed the Gospel reading.
- All pupils are engaged in preparing and leading worship at appropriate stages. This is evident in their involvement of well presented prayer books and variety of photographs and film clips.
- Scripture is often role played by children for children, for example, the Stations of the Cross are displayed and portrayed using pupils in the photographs which engages interest and develops understanding.

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 effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour and expectations of pupils. There are established routines.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teachers display excellent subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion. Lessons are timed well and there is a wealth of activities to motivate and inspire pupils and quality resources are used.
- On the day of inspection lessons included prior learning, extended learning in all plenary sessions, differentiation, quality resources and positive and affirming feedback to pupils. Learning objectives were shared and revisited to reinforce understanding. Learning begins with the pupils and all learning develops from them.
- In one lesson observed pupils explored how it feels to belong. A wide variety of activities kept pupils engaged and on task. In another lesson, pupils were tackling differences between signs and symbols with effective differentiation and excellent levels of challenge.
- Younger pupils understood about welcoming with a variety of continuous provision and adult supported tasks, discussions with and between pupils was focused and pupils were guided well.
- In the Foundation Stage there are excellent portfolios of pupils' work. Work is presented to a high standard and Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide outstanding care and support to pupils and teachers. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Opportunities for Information Technology were used well, including the use of an interactive whiteboards and ipads.
- Planning is produced on planning formats recommended by the Archdiocese and shows some differentiation, a range of activities, some driver words and evaluations. Planning can continue to improve with use of differentiation and use of the driver words. Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding.
- Effort and achievement at all stages of learning is celebrated.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is positive, affirming and supportive which can continue to improve by introducing developmental marking in manageable ways to enable pupils to respond to comments in their work.
- The school has outstanding assessment strategies in place which provides detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement. The school tracks the achievement of all the pupils and specific groups are identified.

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 and teachers ensure that visual, auditory and kinaesthetic learners are considered.
- The curriculum is customised to meet the needs of groups and individuals.
- The school implements new curriculum developments as appropriate.
- Curriculum themes are linked, where possible, to tie in with Religious Education themes.
- The school environment is vibrant with well presented areas that reflect the hard work and dedication of staff and pupils. Outside the school entrance there is a well kept prayer space with a statue of Our Lady and inside the entrance is welcoming and inviting with quality resources and displays.
- Pupils take part in many after school clubs such as, Spanish, yoga and cookery. The school promotes a range of extracurricular activities as they motivate and encourage responsible attitudes.
- Enrichment activities such as the school council, nurture groups, gardening club and social language groups have a positive impact on the curriculum and improve spiritual and moral development. The schools' spiritual and moral opportunities are outstanding and promoted throughout the curriculum.
- The school remembers a priest from their parish and celebrates Fr. Peter's day. Pupils experience a variety of art forms such as, awe and wonder through music and dance.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism and Hinduism are taught each year. Members of Jewish communities have visited school and pupils would benefit from further visits and visitors of other faiths and religions to gain understanding from first hand experiences.
- There are excellent transition links with St. Paul's Junior school. There are links with a network of local schools, such as, a Special Educational Needs Consortia, Infant heads, Liverpool Learning partnership, local Catholic schools and links with local high schools, Broughton Hall and Cardinal Heenan.

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.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- 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. Good and outstanding practice is shared.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, Harvest worship, nativity plays and Welcome Mass.

- Opportunities are provided for parents, carers and the local parish to participate in a variety of celebrations of the Come and See programme and the Church's liturgical year. The school welcomes evaluations following each worship gathering and these are collated, shared and acted on.

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, *Love, Learn, Believe, Achieve*.
- 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. 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, governors and managers use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools' monitoring, analysis and self challenge. It provides a basis to celebrate strengths and outlines areas for development.
- Leaders, governors and managers at St. Paul and St. Timothy's are deeply committed to the Church's mission in education and are an inspiration to the whole community.
- Governors have full knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Governors are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the Headteacher regarding the Catholic life of the school. Pupils are given opportunities to voice their thoughts to governors, for example, with their ideas and plans for a 'mud kitchen.'
- Governors are a visible and supportive presence in the school. They ensure the catholic character of the school has a high profile particularly through the close links with parish and home.
- The Parish priest supports and visits school regularly celebrating masses, whole school events, such as 'Welcome' Mass for the new intake of children, end of year services, staff and governor masses and on a variety of liturgical occasions with the school community.
- The Parish priest, who is also a governor, promotes the importance of close bonds and responsibilities of parish, school and parents, *'we ensure, as best we can, children are safe and secure knowing God's love and the blessing of learning for life.'*
- Staff ensure that they play an active part in the Catholic life and mission of the school. It is an inclusive school where all are made welcome. The headteacher and all staff are exceptional role models to pupils. They play an active part in their Catholic mission and vision ensuring children are at the very heart of everything they do.
- Senior leaders attend spirituality sessions ran by the Archdiocese which is then shared in staff reflections. *Come and See for yourself* is delivered to staff at the beginning of each new theme. Staff have also attended a well being session and there are retreat days for staff planned.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. All staff members teaching Religious Education either have their Catholic Certificate in Religious Studies or are working towards the completion of it.

- The quality of Collective Worship is a priority for the school. An up to date detailed policy is in place suiting the needs of the school. It is effectively monitored and evaluated by leaders, governors and managers.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgies, celebration and fundraising events. Parent views of the school are extremely positive, *'the mission statement is lived out daily and my child is loved, supported and challenged.'*

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.
- The subject leader is outstanding in guiding Religious Education and ensuring that it is the core subject and central to the curriculum. She leads Religious Education with rigour and commitment. She has introduced new initiatives when appropriate and adapts them to suit the needs of staff and learners.
- The Self Evaluation Document is a reflection of rigorous monitoring and self challenge. Action plans are accurate and detailed.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.
- Governors are fully informed of standards in Religious Education, for example, in partnership with the subject leader, they assess data from formal assessments and are informed of monitoring.
- Monitoring is embedded and data from this is used effectively to evaluate the schools' performance and plan for future improvements.
- Detailed and comprehensive documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education subject leader and staff members.
- Assessment information is outstanding and is collated and tracked by the subject leader and shared with the leadership team, governors and parents. Tracking data is detailed to include pupil groupings such as boys, girls and special needs.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

What the school needs to do to improve further?

- Use the schools' Self Evaluation Document and action plans to continue to develop the Catholic life and Religious Education at St. Paul's and St. Timothy's Infant school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

How good outcomes are for individuals and groups of pupils	
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

How effective the provision is for Catholic Education	
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

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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

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