



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST OSWALD'S CATHOLIC PRIMARY SCHOOL

COPPULL

Inspection Date 8 February 2011

Inspectors Mrs Marie Connolly Mr Michael Halford

Unique Reference Number 119675

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 122

Chair of Governors Fr. Laurence J Mayne

Head teacher Mr Simon Thompson

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Date of last inspection 25 January 2008

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

St Oswald's is a smaller than average sized Catholic Primary School situated in Coppull, Lancashire serving the parish of the same name. There are 122 children on roll of whom 95 are baptised Catholic, 21 come from other Christian denominations. There are 5 children from other faith or religious traditions and one child has no religious affiliation. There are 7 teachers 6 of whom teach religious education. Six are Catholic. Four teachers have a suitable qualification in Religious Education. Since the last inspection the same Headteacher who is also the Religious Education co-ordinator, and Parish priest who is Chair of governors have remained in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

3

Main Findings:-

This is a good school in providing Catholic Education. There is a clear vision for Catholic Education which is reflected well in its Mission Statement. This ensures that its distinctive Catholic nature permeates throughout the school. Self evaluation is honest, however the judgements overestimate many of those made in this report. This is largely due to the fact that there is little formal evidence to support judgements. The leadership appreciates that it needs to put effective strategies in place for monitoring and assessing Religious Education throughout the school. When implemented consistently across the school these strategies will ensure provision and standards improve consistently. Outcomes for pupils overall are good. Achievement is good. Attainment is average and pupils' progress is good. There is no significant difference in performance between groups of pupils. Outcomes for those pupils with additional or special needs are satisfactory. The school has made limited progress in successfully addressing those areas it has identified for improvement. The headteacher, who is also the coordinator, is motivated and communicates high expectations to staff and Governors in order to secure improvement. This must be underpinned by appropriate strategies that are implemented thoroughly. Staff are affirmed and supported. Realistic and challenging plans need to be based on formal analysis of pupils' achievement. This is not currently undertaken.

Overall the school has satisfactory capacity for sustained improvement.

What the school needs to do to improve further

- Provide in-service to ensure planning and assessment are undertaken consistently throughout the school using the guidance provided by the Archdiocese.
- Formally and systematically monitor planning, teaching and learning to ensure excellence in practice is shared and celebrated, and teachers gain greater confidence and creativity in selecting the teaching strategies and methods of recording to be used.
- Ensure that accurate information gained through formal assessment impacts on future planning, enables differentiation and challenge by:
 - moderation;
 - monitoring;
 - tracking and analysis to be reported back to relevant bodies i.e. teachers, children, parents and governors;
 - keeping portfolios of annotated assessment;
 - undertake the excellent initiatives planned to further enhance Community links;

- provide more opportunities for children to plan and deliver Collective Worship;
- provide more opportunities for parents to engage in Collective Worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school the majority of children have a limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is broadly average but improving and children make good progress in relation to their starting points and capabilities. This is based on evidence in children's workbooks and other samples of work as analysis of assessments has not yet been undertaken formally. Evidence of pupils' work in books and on display shows they are generally attaining the appropriate level for their age and stage of development in each key stage. There is no significant difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are satisfactory. 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 think spiritually, ethically and theologically and are starting to become more aware of the demands of religious commitment in everyday life. The systematic and accurate analysis of assessment outcomes will ensure any underachievement is challenged. Pupils are encouraged to work independently and collaboratively. Some pupils showed enthusiasm for and enjoyment of their learning in Religious Education. This was when the tasks undertaken were more interesting and creative. Pupils' behaviour is outstanding. This is a real strength of the school. Children are considerate and caring of others both in school and the wider community and take an increasing responsibility for themselves and their actions. Children have a real sense of belonging to the school community and value and respect others. Pupils have been actively involved in developing and evaluating the Catholic character of the school by reviewing the Mission Statement. Pupils are encouraged to take on roles of responsibility in the school for example school council and after school gardening club, and also in the wider community e.g. organising fund raising events for charity e.g. for CAFOD and Help for Heroes to name but a few. Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They appreciate that good behaviour is an expectation. Evidence was provided in classrooms of the many initiatives that help support positive behaviour e.g. class rules, school competitions etc. Children show a readiness to embrace and celebrate their lived experiences through music and participate well at liturgical events and have sung at the M.E.N. Arena.

Children are good in responding to and participating in the schools Collective Worship. They are keen to participate in acts of worship for example by reading, or using objects symbolically. They sing joyfully, act with reverence and join in traditional and community prayers appropriately. All show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They are becoming more familiar with a variety of prayer styles. They are learning to appreciate and are open to the Word of God in the scriptures using some creative ways to explore it and recognising its relevance today. Greater use could be made of ICT in this area. Teachers need to encourage children to

become more confident in preparing and leading worship from their earliest years.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	3
<ul style="list-style-type: none"> the quality of pupils' learning and their progress in Religious Education 	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	2

How effective the provision is for Catholic Education

The quality of teaching overall is satisfactory in ensuring that pupils are interested and engaged and make good progress. Some teaching observed was outstanding. Teachers must take into account pupils' prior learning. Differentiated tasks need to be employed and must be indicated when planning. This needs to be consistent throughout the school and should also take into consideration the 'driver words'. This is so much more vital in mixed age classes. The work planned needs to consolidate, build and extend on pupils knowledge and understanding and meet the learning objectives and outcomes set in the Here I Am programme. Teachers provide opportunities for pupils to work independently and collaboratively. Some creative and imaginative teaching and learning strategies are employed. When this happens children show a real enthusiasm for and enjoyment of their work. Formal monitoring of teaching, planning and workbooks will indicate where this happens and this good practice should be shared to ensure greater consistency throughout the school. In-service needs to be provided to support this. Time management is effective. The school is well resourced. Teachers ensure that resources are used efficiently but greater challenge and creativity needs to be provided to stimulate learning consistently throughout the school. Greater use needs to be made of ICT in classrooms. This has started and good practice needs to be shared to further enhance teaching throughout the school. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. marking, rewards and positively affirming pupils throughout lessons. When marking is more personalised and challenging teachers should expect a response in workbooks that show pupils understanding. Teaching assistants provide good support.

The assessment of pupils work in Religious Education is unsatisfactory. The school has made a start implementing assessment strategies. Unfortunately the tasks chosen have not accurately identified children's attainment. In-service needs to be provided to ensure assessment information is recorded fully and accurately on the attainment record of all pupils. Teachers will then be able to identify how well pupils are achieving and begin to use this information to differentiate appropriately and tackle any underachievement. Teachers need to provide pupils with greater opportunities to evaluate their own work particularly during plenary sessions. This is undertaken well in some classes. Assessment information should then be collated by the subject leader and shared with all concerned e.g. teachers, governors and parents. Achievement and effort are

celebrated through some positive and challenging marking, praise and affirmation and initiatives such as 'tea with the headteacher'.

The curriculum is satisfactory in meeting pupils' needs. The school using the Here I Am programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and 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. Timetables indicate that Religious Education lessons are appropriately distributed. This fulfils the requirements of the Bishops of England and Wales. Planning is unsatisfactory. Teachers must ensure full coverage of the Religious Education programme when planning to meet the learning outcomes. All the elements required for short term planning must be included. Appropriate materials need to be employed when delivering the programme. Some imaginative and well planned strategies enrich pupils learning. Greater creativity e.g. use of the interactive whiteboard, art, music, drama etc should be encouraged. Differentiation needs to be evidenced in planning to ensure all children's needs are being met appropriately. Parents are sometimes informed of the Religious Education topics to be covered, and consulted when necessary. The school needs to implement new curriculum developments appropriately. The Religious Education curriculum provides some good opportunities for nurturing pupils' spiritual and moral development e.g. in the current topic 'Memories' children were encouraged to look at outstanding memories and how they cherish them.

The Collective Worship provided is good in reflecting the Catholic character of the school. It takes into account the variety of Faith backgrounds among the pupils. Collective Worship plays an important part in meeting the Spiritual needs of all staff and pupils. Key seasons of the Church's year are celebrated and other festivals and feast days. A prayerful atmosphere is created to ensure all gather respectfully. Creativity in presentation enables children engage with the theme, readings and prayers. Opportunities are provided to enable the participation of all those present when listening and responding. Children are enabled to pray formally and informally. The coordinator has provided opportunities for Staff to develop their skills in planning and leading Collective Worship. This needs to be passed on to pupils. Opportunities are sometimes provided for parents, carers, parishioners and governors to participate in celebrations.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	3
The effectiveness of assessment in Religious Education	4
The extent to which the Religious Education curriculum meets pupils' needs	3
The quality of Collective Worship provided by the school	2

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement. This has recently been reviewed by all who form part of the school community. The children's own work on what it means to be a child at St Oswald's enables the mission to be owned and known by all. They are given regular opportunities to reflect on what it means 'to live, love and learn in light of the example set by Jesus and the teaching of the Catholic Church'. Those whose beliefs are different are respected. All are proud of their beliefs and have a real sense of personal worth. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school for example the work undertaken on other Religions, charity work etc. Pastoral care and mutual respect are key features of the school. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils' such as staff praying together, links with the parish and local community, use of 'Before You Begin' by staff, and pupils celebrating together throughout each year etc. Pupils have a keen awareness of their need for outreach and support many local, national and international charities first hand and through fundraising e.g. baby clothes for Africa, support for the victims of the flood in Pakistan and the shoebox appeal. Initiatives such as the voluntary Rosary are very well supported. Parents and governors greatly appreciate the schools commitment to its Catholic Mission.

Leaders and managers are unsatisfactory in the way they use self evaluation and monitoring data to evaluate the schools performance, celebrate, and plan future improvements. A start has been made in this area but there is a lack of understanding generally. Targets, timescales and clear lines of accountability need to be clearly identified. Key areas for development are to be tackled systematically. Statistical analysis needs to be produced in order to impact on future planning. Any excellent practice needs to be shared through formal monitoring of teaching. Lesson observations must ensure that there is creativity and differentiation when appropriate. Plenary sessions should include pupils self evaluation of learning. Clear documentation must be put in place to guide and direct all staff in the delivery of the subject. Some documentation guides the planning and delivery of Collective Worship.

Governors are satisfactory in fulfilling their responsibilities. They are helping to shape the direction of the school through setting priorities for improvement and generally guiding and evaluating the Catholic character of the school. With the help of, and information provided by the Headteacher, they will be enabled to have a good understanding of practise and achievement in Religious Education. Their relationships with staff are constructive and supportive. They engage effectively with parents and children.

Leaders and managers are good in promoting community cohesion. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the limited religious diversity within the school. Leaders and managers facilitate pupils' involvement in service to the Parish, local and wider communities' e.g. the work planned with Deepdale School. Parents are

consulted regularly and involved in a variety of ways in the life of the school e.g. Sacramental programmes. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions. A Muslim parent has provided children with a much deeper understanding of the Muslim faith through work undertaken in school. This helps to promote tolerance and respect for those who think differently. This has been excellent. It would be good to visit places of worship for other religions to support this further.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	4
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	3
How effectively leaders and managers promote community cohesion	2