



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ALL SAINTS CATHOLIC PRIMARY SCHOOL

ANFIELD

Inspection Date Tuesday 27th November 2012

Inspectors Miss Julie Lockett
Mrs Anne McNally Mrs Dorothy Martin

Unique Reference Number 134250

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 391

Chair of Governors Fr S Maloney

Headteacher Mr Jeremy Barnes

School address Oakfield
Anfield
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Date of last inspection 17th November 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 Catholic Primary school is a larger than average sized Catholic Primary School situated in Anfield, Liverpool and serves the parish of All Saints in Anfield and the wider surrounding area.
- The school contains a resourced provision for up to 20 pupils with complex and severe learning difficulties.
- The percentage of disabled pupils and those supported at school action plus is above average. The proportion with a statement of special educational needs is above average.
- There is a children's centre on the same site as the school and is managed by the governing body.
- There are 391 children on roll of whom 366 are baptised Catholic, 17 come from other Christian denominations, and 7 from other faith or religious traditions.
- There are 27 teachers of whom 27 teach Religious Education. Twenty three are Catholic. Twenty one teachers have a suitable qualification in Religious Education.
- Since the last inspection Religious Education is led by a team structure. The headteacher, is the lead Religious Education co-ordinator supported by an experienced teacher and assisted by staff members, who all contribute to Religious Education.

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.

Inspection Judgements

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

- Pupils show a good knowledge and understanding of the schools' Mission Statement and understand the part they play within it.
- All Saints Mission Statement is beautifully represented pictorially in the schools' entrance and displayed in all classrooms. This ensures that the schools' mission is lived out and referred to daily.
- Pupils have a good sense of belonging to the school community and value and respect others.
- Pupils enjoy opportunities to meet their potential in all aspects of school life. They actively participate in developing the Catholic character of the school.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. by raising money for local and national charities, for example, the Shoebox Appeal and Poppy Appeal.
- Pupils show respect and understanding of others through their many community projects. They are involved in service to the local and wider communities.
- Pupils work with community groups such as Liverpool Lighthouse, and have strong links with neighbouring schools, taking part in a variety of events. They are linked to schools in the North East of England and Sierra Leone.
- Pupils benefit from participation in away days, for example, visits to Liverpool's cathedrals and pupils with severe learning difficulties are taken to London bi-annually to widen their life skills and use experiences such as this to stimulate learning.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. All Saints provides emotional support through the Rainbows and Sunbeams programmes.
- Pupils' behaviour is outstanding. Pupils have a very good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

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

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievements in Religious Education are mostly above average.
- Pupils' attainment and progress in relation to their starting points and capabilities in Religious Education is good.
- Outcomes for pupils with additional or special needs are excellent. Pupils with severe learning difficulties are supported and inclusive. There is provision in a nurture based classroom, 'The Hub', where specific learning is explored through a variety of stimuli.
- Assessments undertaken shows evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.

- Moderation for formal assessment tasks show pupils' good understanding for the lower attainment levels and an increasing understanding for higher levels of attainment.
- 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 outstanding behaviour.
- Pupils work collaboratively through talking partners and group work which supports and encourages their learning and is a tool used effectively throughout the school to reinforce prior learning.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective worship is good.
- Pupils 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 appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, and join in community prayers appropriately and with confidence.
- They are developing their skills in preparing and leading worship from their earliest years. Pupils are supported well with pre prepared ideas and pupils would build confidence by focusing on one area of worship at a time.
- Pupils have a good understanding of the religious seasons and feasts, for example, by worshipping as a whole school community on All Saints day and regular Lenten and Advent services each year.

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

- The quality of teaching is good and in some year groups outstanding. Teaching is effective in ensuring that pupils are interested and engaged.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- In lessons observed, well planned lessons and good questioning ensured pupils were engaged and showed good attitudes to their learning.
- Good opportunities are given for pupils to develop their learning for example, through the use of talking partners.
- Excellent use is made of meaningful plenary sessions. Pupils are given time to reflect on their learning, share and celebrate. Appropriate age related assessment of learning by using 'driver words' would enhance this good practice.
- Teachers plan well to create an atmosphere of reverence, awe and wonder. For example, pupils reflected silently on being a servant of God, a travelling crib was introduced to pupils with respect and dignity.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. For example, pupils gained excellent understanding of the Advent wreath through a practical introduction capturing the pupils' attention.

- Planning is annotated and shows good content. It is detailed showing good differentiation and useful evaluations of pupils' learning.
- In the Foundation Stage, themes are reinforced through appropriate and well planned continuous provision. Progression of the themes across the Foundation stage is highly effective.
- Teachers provide good opportunities for pupils to work independently and collaboratively. Information Technology is used to enhance learning and teachers are beginning to use, for example, i-pads to maximise learning.
- Teaching Assistants provide excellent support and care to pupils. They are deployed effectively and show great sensitivity to pupils' needs. In lessons observed they ensured all pupils in their care reached their full potential.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is positive and shows some opportunities that pupils are responding to teachers' feedback.
- The assessment of pupils' work is good. The school assesses pupils' achievements well and now needs to track pupil progress across the school.
- Effort and achievement at all stages of learning is celebrated.

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

- The curriculum is good in meeting pupils' needs and the school has successfully implemented the new Religious Education Programme, 'Come and See'.
- The school using the *Come and See* programme recommended by the Archdiocese 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.
- Planning ensures full coverage of the Religious Education programme. Well planned strategies are deployed to enrich pupils learning.
- The curriculum supports the needs of groups and individuals. The new Religious Education Programme will provide opportunities to match the higher level learners to more challenging tasks.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. The school invites visitors from the Jewish faith and Hindu religion and pupils' also have opportunities to learn about the Islamic religion.
- Enrichment activities such as residential visits to Colomendy and projects involving Liverpool Football Club have a positive impact on the curriculum.

The quality of Collective Worship provided by the school.

- The Collective Worship provided is good in reflecting the Catholic character of the school and takes into account any Faith backgrounds among the pupils.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Some good opportunities are provided to enable full, active and conscious participation of the whole school community.

- The school has provided recent training in Collective Worship from a governor who is a member of the Christian Education team, enabling staff to develop their skills in planning, leading and evaluating Collective Worship.
- Planned themes for the year provide excellent opportunities staff and pupils to continue their understanding of the Church's mission and develop spiritually.
- Focus areas for Collective Worship are reflective of the themes chosen each week and presented thoughtfully and create a prayerful atmosphere.
- The teachers provide quality resources to aid children in developing the skills to plan, lead and participate in Collective Worship.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Some opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the Church's liturgical year.
- Some monitoring of Collective Worship is evident. More formal and regular feedback to staff of their planning and leading Collective Worship will continue the work of enabling pupils and staff to grow spiritually.

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 commitment to the Mission of the Church.
- This is reflected in the schools' own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the development and review of the Mission Statement. Its aims guide every aspect of school life and are revisited by staff members each year.
- The schools' Mission Statement aims are a useful tool by which the school can evaluate its effectiveness. An addition of written objectives from the schools' aims would show how, in practical ways, aims are being achieved.
- The Self Evaluation Document provides some evidence of the schools monitoring, analysis and self challenge. Greater detail within the Self Evaluation Document of the schools strengths and areas for development would provide a more firm and thorough diagnosis.
- The Chair of Governors, as the Parish priest provides a key connection to the parish and local community. He is a regular visitor to the school and is a familiar face to parents, children and staff. He regularly welcomes pupils and staff into church in supporting the themes of the new Religious Education Programme, Come and See.
- Governors are good in fulfilling their responsibilities and help to shape the direction of the school. They are proud of the schools' inclusivity and each governor is allocated to a particular class. Leadership respects difference, values diversity and ensures equal opportunities for all.
- Governors receive updates from the headteacher regarding the Catholic life of the school.
- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it e.g. a high proportion of teachers hold a suitable Religious Education qualification. Some staff members are currently studying for the Catholic Certificate in Religious Studies.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and mission of the school e.g. the school's partnership with FANO International

School in Sierra Leone enables the whole school community to build relationships and aid the school through fundraising for a new classroom.

- The headteacher has plans to provide opportunities for Spiritual and Moral developments for staff that will continue and deepen the positive relationships at all levels within the school.
- The quality of Collective Worship is a priority for the school. It is evaluated well by members of staff. Leaders, governors and managers have begun to monitor its effectiveness. Adaptation of the Collective Worship policy would show how it is evolving and progressing.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school, in particular through the themes that the school focuses on throughout the year.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. the school website has a wealth of up to date information for parents . Parents are also invited to weekly key stage celebrations.

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 good in the way they promote, monitor and evaluate the provision for Religious Education
- The headteacher leads Religious Education as a team and an experienced teacher is a key support, they both have specific responsibilities in managing Religious Education and Collective Worship. Other staff members form part of the team structure.
- The key supporting teacher on the team attends regular training and updates provided by the Archdiocese. She shows very good knowledge and understanding of her key role and it is very evident that she disseminates her enthusiasm and standards to other members of staff. She is aware of the next targets for managing the subject and is well aware of the tasks ahead of the team.
- The subject is managed well in particular the expectations for annotation of planning and moderating of assessments.
- Governors receive updates from the headteacher regarding Religious Education and its place on school action plans.
- Using the wide range of expertise within the Governing Body to define a clear role for the Religious Education Governor, would ensure that Governors have full knowledge and understanding of their expectations for Religious Education.
- Policies relating to Religious Education and the Catholic life of the school are in place. A review of the policies including the Religious Education handbook would ensure that some minor updates needed will continue to guide and direct all staff in the delivery of the subject.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment across the year groups from evidence shown within files gathered show good progression. Moderation is very good and an effective tool in guiding planning.
- Assessment evidence collected needs now to be collated and tracked for each class, year group and across the whole school. This will ensure that planning closely matches pupils' attainment and standards can be shared with the leadership team, governors and parents.
- There is good evidence of standards in Religious Education found through pupils' workbooks, teaching and learning and appropriate levels given to formal assessments. The Religious Education team are aware that a more robust

programme for monitoring and evaluation is needed to effectively evaluate the schools' performance and plan for future improvements.

- The Self Evaluation Document identifies targets, timescales and lines of accountability. The Self Evaluation Document would be improved by detailing the impact of Archdiocesan and school staff training that is contributing to the schools' strengths and actions.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. There is a dedicated Religious Education newsletter sent to parents and a detailed specific area for Religious Education on the school website. The Wednesday Word is also sent home for pupils and parents.
- Parents receive good Religious Education formal written reports. They specify well the achievements of the pupils. Placing Religious Education as the lead subject on the written reports and indicating successes for attainment levels achieved, will continue to ensure it as high priority and the core subject in All Saints School.

What does the school needs to do to improve further?

- Improve the quality of the Self Evaluation Document by:
 - providing greater detail of the schools strengths and areas for development;
 - detailing the impact of Archdiocesan and school staff training.
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- Continue to improve standards in Religious Education and Catholic Life by:
 - embedding formal monitoring and feedback for planning, workbooks and teaching and learning;
 - collating assessment evidence for each class, year group and track pupil progress across the whole school;
 - including Religious Education as the lead subject on formal written reports;
 - amend minor details for policies relating to Religious Education and Catholic life.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
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

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

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