



## ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ALL SAINTS CATHOLIC PRIMARY SCHOOL

GOLBORNE

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Tuesday 1 December 2009

Inspectors            Rev. D. Melly    Mr. D. Ashley

URN                    106505

Inspection carried out under Section 48 of the Education Act 2005

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|-------------------------|--|
| Type of School          | Catholic Primary                                     |
| Age range of pupils     | 3 -11  |
| Number on roll          | 188  |
| Chair of Governors      | Mrs C. Atkinson                                      |
| School address          | Hazel Grove,<br>Golborne,<br>Warrington,<br>WA3 3LU. |
| Telephone number        | 01924 747655   |
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| Date of last inspection | 28 November 2006                                     |
| Headteacher             | Mrs. M. Middlehurst                                  |

## 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.

## Description of the school

All Saints School is an average size primary school. It is situated in Golborne and serves the parish of All Saints. The school is part of the Wigan Local Authority. There are 188 learners on role of whom 94 are baptised Catholics, and there are no pupils from *Other Faith* traditions. The number of learners eligible for free school meals is below average. The number with learning difficulties and/or disabilities is about average. There are 10 members of staff 6 of whom are Catholic. Eight teachers teach Religious Education, 1 of whom has a Religious Education qualification. Three teachers are in the process of obtaining the Catholic Certificate in Religious Studies.

## Key for inspection grades

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

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## **Overall effectiveness of the school**

All Saints is an outstanding Catholic school. It is a loving and Christ centred community where all are enabled to achieve their potential. A strong Catholic ethos is certainly evident in the caring and secure learning environment, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are good. Learners achieve well and make outstanding progress. Teaching is outstanding. Assessment is in place and is outstanding. The curriculum planning is outstanding and results in an outstanding delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher and senior management team have a clear understanding of the school's strengths and a vision of how to meet development needs.

**Grade: 1**

### **Improvement since the last inspection**

Following the last Inspection in November 2006 the school has taken effective steps to address the issue highlighted in the last report. All staff are now attending Archdiocesan in-service courses on a rolling programme. Collective Worship has been developed. The Mission Statement has been revised and renewed. Links with the parish and the local community have been strengthened and developed.

**Grade: 1**

### **Capacity to improve**

The school's self-evaluation is accurate and fairly comprehensive. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is an outstanding capacity for further improvement.

**Grade: 1**

### **What the school should do to improve further**

- Continue to implement the targets set out in the school self-evaluation document.

## **Achievement and standards**

Learners' attainment on entry to the school is lower than expected of children for their age. Learners make outstanding progress in the school and by Year 6 meet the expectations of the *Here I Am* programme while a significant number exceed expectations. Standards in Religious Education overall are good. There are no significant differences in performance by learners of different gender. Learners with special needs make outstanding progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through assessment and this is outstanding. Learners' work is marked, sometimes with constructive and challenging comments that affirm and support the learning process and highlight strengths and ways to further improve. Learners are very confident and articulate in discussion and are not afraid to ask questions. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy their work. They have a very good understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They all have a very good sense of right and wrong. The Gospel values of love, respect, tolerance and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other. All are polite, helpful and very welcoming.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of teaching is outstanding overall. All teachers are secure in their knowledge and understanding of the *Here I Am* programme and this is reflected in their planning and delivery of the topics. In every class an atmosphere was created that was relaxed, respectful and purposeful. This enabled the pupils to achieve outstandingly well. Some extremely impressive use was made of information communication technology and especially power-point. Question and answer techniques in classes are outstanding and recall previous learning well. The pupils responded in an outstanding and confident way to the energetic and enthusiastic teaching. There was excellent use of *God's Story*, particularly the pictures. Outstanding use was made of role-play, drama and freeze framing. Excellent cross-curricular links were also made in lessons. Children's behaviour and relationships are outstanding

in all lessons. Learners are obviously valued in class. They are listened to and treated with respect not just by the teachers and support staff but also by their peers. Affirmation is used to support children's learning. The tasks observed on the day were appropriate, exciting and differentiated catering well for the needs of all the children. Because of this approach the children are able to learn and make progress; also it was not possible to identify pupils assessed by the school as having challenging behaviour. There is very good structure to lessons, which, together with the diligence of the teachers and other adults, helps learners stay focussed. Monitoring of teaching and learning through observation of planning and learners' workbooks is in place and is outstanding. Outstanding use is made of teaching assistants and other adults to support learning and inclusion. It is clear that they are well trained, highly organised and empowered to deliver a very professional level of support. The learning objective is shared at the beginning of most lessons and is sometimes revisited at the end. This ensures that the sharp focus of the lesson is adhered to and the work recommended in the *Here I Am* programme is covered. Learners' work is marked, sometimes with comments that are affirming and encouraging giving details of how the learners can make further progress. This best practice needs to become more consistent throughout the school. The work is formally assessed once a term, following the directions of the Department for Christian Education. This is outstanding.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. Newsletters are sent to pupils' homes each term outlining, among other things, the religious elements of the curriculum. Parents are also invited to open evenings and to attend school Masses, assemblies and special celebrations. Grandparents too are valued and celebrated in school. The school also reports on progress in Religious Education. Replies to the parents' questionnaire show that parents are very appreciative of the work of the school.

**Grade: 1**

## **Curriculum**

The school is very effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school 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 diocesan requirements. Of the total curriculum time at least 10% is allocated to Religious Education, which is a requirement of the Bishops of England and Wales. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development.

**Grade: 1**

# **Leadership and Management**

## **Religious Education**

The leadership and management in Religious Education are outstanding. There is a vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. It is obvious that the leadership team are extremely committed to the cause of Religious Education and the Catholic life of the school. They are making an outstanding contribution in leading and supporting staff. An excellent handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, teaching and workbooks is in place and is outstanding. The process of assessment recommended by the Department for Christian Education has been put in place and is outstanding. Of the 8 staff teaching Religious Education 1 has a suitable qualification. A further 3 are in the process of obtaining the Catholic Certificate in Religious Studies. The inspection team is encouraged by this initiative. Teaching assistants are very effectively deployed. The headteacher facilitates training for them where appropriate. This is having a very profound effect on the life of the school. The coordinator attends coordinators' meetings and information is disseminated to all staff during staff meetings. All staff are now given an opportunity to attend courses provided by the Department for Christian Education on a rolling programme. Priorities for the subject are clearly identified and targets set. Religious Education is very well funded and money has obviously been well spent. The Religious Education coordinator keeps governors informed on matters relating to Religious Education. Governors are keen to discharge their responsibilities effectively. They are very involved in the life of the school and are both supportive and at times challenging. They are obviously passionate about their school.

**Grade: 1**

## **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. All Saints is certainly an environment that is permeated by Christ's teaching and example where all can learn, love and live. The learners are obviously valued as individuals, affirmed, respected and encouraged to fulfil their potential. This helps them to be confident and happy. The Mission Statement has been revised since the last inspection and is summed up in the school's motto 'Learn, Love, Live'. This is well known and understood by all, especially the learners. Aims, flowing from the Mission Statement with practical objectives, showing how the aims are to be achieved, are also in place.

**Grade: 1**

## **Collective Worship**

The quality of Collective Worship is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, key stage or whole school gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship included music and outstanding focus tables to create a prayerful atmosphere. Very good use was made of ICT. Excellent use was made of scripture to which all responded well. There was prayer, both formal and informal, with time for quiet reflection which was well used. There was enthusiastic hymn singing. Learners and adults responded positively to the warm and affirming worship experience. All pupils, even the youngest were confident in giving their personal responses to the Advent theme which was being explored. Focus tables and displays in each classroom are outstanding. They are colourful, attractive and inspiring, expressing well the topic of *Preparations*. In many lessons the focus table was integral to the lesson being observed. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

**Grade: 1**

## **Community Cohesion**

The school's leadership and management in promoting community cohesion are outstanding. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. It is obvious that every person matters, particularly the disadvantaged. The school has developed very close links with the local Church of England and Community schools. Close links have also been developed with the local community where the school is involved in a variety of ways particularly with their school choir. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism, Hinduism, Sikhism and Islam. They have visited places of worship of other faiths and had visitors to the school to share their faith and culture. All show a concern for the well being of those less fortunate than themselves in their support of Nugent Care, CAFOD, NSPCC, Help the Aged and Mission Together.

**Grade 1**