



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ANDREW THE APOSTLE CATHOLIC PRIMARY SCHOOL

HALEWOOD

Inspection Date Tuesday 7 June 2011

Inspectors: Rev D Melly Mr M Halford

Unique Reference Number: 104470

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 246

Chair of Governors Mr M Helme

Head teacher Mrs J Cunningham

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Date of last inspection 16 September 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. Andrew the Apostle school is an average sized Catholic Primary School situated in Halewood and mainly serving the parish of St. John Vianney. There are 246 children on roll of whom 218 are baptised Catholic, 27 come from other Christian denominations, and there is one pupil from another faith or religious tradition. There are 12 teachers of whom 9 teach Religious Education. Seven are Catholic and 4 teachers have a suitable qualification in Religious Education. Since the last inspection a number of new teachers have joined the staff and a new classroom with wheelchair access has been built.

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**

1

The school's capacity for sustained improvement

1

Main Findings:-

The school is outstanding in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained and built on previously good performance. Self Evaluation is rigorous and accurate. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The school is successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure further improvement. Staff are constantly affirmed and very well supported. Teachers are provided with in-service to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes. Any underperformance is challenged.

The school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Continue to improve assessment procedures by:
 - implementing the planned identification of the higher and lower achievers in order to give more focus.
- Improve moderation further by:
 - developing the understanding and appreciation of the levels of attainment.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have a limited or no knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is good. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken provides evidence of pupils generally attaining levels expected for their age and stage of development. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. 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. Any underachievement is challenged. It is hoped to develop this work further. Pupils are encouraged to

work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by their care and respect for each other, by their involvement in the review and living out of the Mission Statement, their participation in Collective Worship, the school council, the buddy system and Green Knights. Pupils have an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community as seen above. Pupils benefit from participation in the away days and residential's that are organised and where Collective Worship is very much part of the experience. Pupils are considerate and caring of others both in school and the wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Pupils 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.

Pupils are outstanding in responding to and participating in the schools Collective Worship. They act with reverence and are keen to participate in a variety of gatherings. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. 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. It is now hoped to encourage pupils to take a more active part in preparing and leading Collective Worship.

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 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
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	1

How effective the provision is for Catholic Education

The quality of teaching is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources: IWB (particularly PowerPoint), lap tops, the internet, cameras, photographs, quiet music and personal stories. Teachers and others adults use a variety of strategies to sustain and motivate pupils: very creative use of the Here I Am programme, challenging questioning, talking partners, exciting and challenging tasks, calming music, time for reflection, affirmation and links with home and parish. Pupils are informed of their progress and how to improve both orally and

through marking. They are given opportunities to discuss their work and progress.

The assessment of pupils work in Religious Education is very well developed and teachers are becoming more confident with this work. The school has excellent assessment strategies in place which provide accurate and detailed information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving. Teachers enable pupils to evaluate their own work. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, staff, governors and parents. Achievement and effort are celebrated. Pupils are constantly affirmed, know how well they are doing and know what they need to do to improve further. The school is anxious to continue to develop the assessment procedures paying particular attention to consolidating the levelling of work.

The curriculum is outstanding 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. 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. Curriculum outlines are provided for parents who are consulted and invited to be part of the learning process. The school hopes to share the curriculum outlines with the parish in the future through the parish newsletter. The school implements new curriculum developments as appropriate. Enrichment activities such as the before and after school clubs, visits to places of interest (Chirk Castle), 'residential' which always have elements of reflection at the end of each day and involvement in the Mayor's Award all have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development of all.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. The school has provided opportunities for Staff to develop the skills in planning and leading Collective Worship. The teachers are now to provide the necessary resources and opportunities to help children to develop the skills necessary to plan and lead Collective Worship. The development of this work is a priority for the school. Outstanding opportunities are provided for parents and carers to participate in a variety of celebrations of the Here I Am programme and the Church's liturgical year.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

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 outstanding understanding of and commitment to the Mission of the Church. This is reflected in the School's own Mission Statement which is summed up in the motto 'Dream it! Believe it! Reach it!' All who form part of the school community, including the children, were involved in the last 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 can evaluate its effectiveness. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through their respectful treatment of all, their involvement in Collective Worship and the Before You Begin sessions, sacramental preparation and their involvement in in-service. The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and outline areas for development. The Self Evaluation Document is thorough and comprehensive though modest at times in its judgements. It is obviously having a great impact on the Catholic life of the school. The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and to play their unique part in it. Appreciation of this work was expressed in the teachers' questionnaires. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils. These enable an outstanding response from staff.

Leaders and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The quality of planning, monitoring is outstanding. The subject leader leads and manages the subject in an outstanding way and is outstanding in guiding Religious Education. She shows exceptional commitment and enthusiasm and introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are outstanding in fulfilling their responsibilities. Their collective talents and skills have effectively helped to shape the direction of the school. They are obviously very passionate about the school and are committed to improving standards, especially those concerned with the Religious Education curriculum and the Catholic life of the school. The Parish Priest is exceptionally supportive of the school and of the other two schools in the parish. Each term he celebrates Mass with the staff of all three schools and has meetings with the coordinators. He also celebrates Mass for the children in the school and plays as full a part as possible in the life of the school. All of this is valued and appreciated by all.

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 religious diversity within the school. There are very positive relationships at every level within the school. Reverence and respect for people of other faiths and religions is encouraged through the study of other faiths. The school is very involved with other schools in the area, welcome members of the local community into school for various celebrations and the children sing in a local care home for the residents. Parents are consulted regularly and involved in a variety of ways in the life of the school. They are encouraged to attend school Masses and Here I Am rejoice assemblies which they appear to value and get great benefit from them. The use of the 'Here I am' programme promotes community cohesion which is outstanding. Parents are always very welcome in school. Links have been set up with a children's hospital in Nepal Children empathise with other children and people who are less well off than themselves and constantly come up with ways to help in any way they can. Children have explored the beliefs and values of other faiths and religions particularly Judaism & Islam. This helps to promote tolerance and respect for those who think differently. The inviting of speakers into school and the organisation of visits to places of worship is enhancing this work.

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	1
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	1
How effectively leaders and managers promote community cohesion	1