

ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

LONGTON

Inspection Date Tuesday 3rd June 2014

Inspectors Miss Julie Lockett Mrs. Sue Banister

Unique Reference Number 119637

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

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 249

Chair of Governors Dr. Penny Dineen

Headteacher Mrs. Bernadette Wood

School address Chapel Lane
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Date of last inspection 15th September 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

- St. Oswald's Catholic Primary school is an average sized Catholic Primary School situated in Longton serving the parish of St. Oswald's.
- There are 249 children on roll of whom 234 are baptised Catholic, 14 come from other Christian denominations, and 1 from other faith or religious tradition.
- There are 10 teachers of whom 7 teach Religious Education and 7 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- Since the last inspection, the Deputy Headteacher has been appointed as the 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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Overall effectiveness:

St. Oswald's 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.

- 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 and understand the part they play within it. They are fully involved in its evaluation.
- The pupils are given opportunities to reflect on their mission, '*to live, love and learn as Jesus taught us,*' throughout the school year, for example, through collective worship and display work.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- They have a good sense of right and wrong and apply this in their personal relationships. They show 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, the Year 6 leadership team, team captains and playground buddies.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for Sports Relief, CAFOD, Nugent Care, NSPCC, Children in Need and Barnardo's.
- Pupils are involved in service with their local community. They have, for example, performed in a choir alongside another local primary school to raise money for RNIB and International Aid.
- They are fully involved in liturgical events with the local worshipping community in the parish, often performing dance, drama and singing with prayers and reflections.
- Many pupils benefit from participation in residential to Tower Wood, Robin Wood, Borwick Hall and there are regular educational visits throughout the school. Older pupils will be visiting their international partner school in Nimes, France this year.
- There is outstanding practice to develop pupil's spiritual and moral development and guidance. Pupils take part in regular retreat activities that includes prayer, reflection and friendship walks.
- Pupils are invited to take part in transition days and primary school masses with the local high school.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. There is outstanding support and care for pupils and their families through, for example, Rainbows by supporting bereaved families and guidance from a school counsellor and Inclusion Consultant. There are also close links and support from the chaplain at the local high school.
- Pupils show respect and understanding of other cultures and religious experiences by sharing and having international links with schools in Ghana and Nimes.
- St Oswald's praises and acknowledges the contribution of others, evident in their Golden Assembly, where their achievements are celebrated. They 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 good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school some 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 good.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage.
- There is some good evidence of pupils higher levels of attainment and this will develop by continuing to raise expectations and challenge 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 good as shown by their interest, enthusiasm and behaviour. They work diligently, are keen to do their best and discuss topics articulately. Pupils' ideas in topics are valued. In discussion with pupils on the day of inspection, they expressed real evidence of Christian understanding, '*RE teaches you how to live. You learn about Jesus and follow what he did.*'
- 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.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- All pupils show interest, respond well and actively participate in Collective Worship.
- 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.
- Pupils sing joyfully and join in community prayers appropriately and with confidence.
- On the day of inspection pupils reflected on the story of Pentecost. Pupils gathered in song and action which set a reverent atmosphere for prayer. Pupils re-enacted the Pentecost story which brought the scripture reading to life.
- Some pupils' response to worship is particularly encouraged through well presented evaluation books reflecting on scripture messages from their worship. This good practice would benefit from being shared across the school.
- Pupils would now benefit from further support by embedding gradual steps in expectations of planning, preparation and leading worship across the school.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.

- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education
- Teachers work hard to ensure there is consistency in behaviour and expectations of pupils.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- In a well planned lesson observed, young pupils were given a variety of opportunities to understand the story of Zacchaeus. Pupils experienced visual, kinaesthetic and auditory activities by watching the story using the Interactive Whiteboard, making a story board and were able to listen to and understand fully the scripture reading. This excellent practice ensured all pupils understood the theme of forgiveness.
- Teachers provide opportunities for pupils to work independently and collaboratively
- There are excellent pupil and adult relationships which encourages pupil discussion. Responses given are thoughtful and show good prior knowledge.
- On the day of inspection older pupils expressed themselves with confidence and good understanding, making clear links between caring for others and a scripture reading from the Good Samaritan.
- In the Foundation Stage there are well presented portfolios of pupils' work. Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Some opportunities for Information Communication Technology were used including power points and the use of the interactive whiteboard which maximised pupil learning.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding. Planning is annotated with some good differentiation, a range of activities and some driver words are used.
- Planning would now benefit from consistency across the school to include careful annotated planning in line with Archdiocesan recommendations and to include a learning objective to match an activity differentiated using driver words.
- In teaching and learning pupil expectations and level of challenge would improve further by embedding the use of driver words, using plenary sessions to extend learning and enabling pupils to assess their own learning.
- 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 shows understanding of the learning focuses. There is good recent evidence of developmental marking for Religious Education allowing pupils the opportunity to evaluate their own work and further their learning. This good practice can now continue to be embedded.
- The school has good 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.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good 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.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- The curriculum has been used to link with many areas of school life, such as anti-bullying, internet safety, Olympic Values, circle time and PSHE.
- St Oswald's has many regular visitors and friends who enhance the Religious Education Curriculum, for example, poets, a storyteller from Ghana who visits school each year, theatre groups and members of the local community, such as police and road safety.
- The school is linked to a large consortium of schools as well as partner feeder primary schools of the local high school. School councillors meet regularly from each school and pupils take part in a Children's Parliament.
- The school boasts a picturesque outdoor setting for learning, play and quiet prayer. There are many areas that are used for reflection, such as 'Mary's Grotto.' There are quiet play and friendship areas that lend themselves to the Religious Education curriculum.
- Extra-curricular activities through a variety of after school clubs, such as art, French, netball and choir all have a positive impact on the curriculum.
- 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 is taught each year and Islam, Hinduism and Sikhism are taught on a rolling programme.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- There are good portfolios of collective worship practice from across the school.
- The school provides some opportunities for staff to develop the skills in planning and leading Collective Worship. These skills can now be passed onto all pupils. Advice and training from the Archdiocese will also help with the development of this and show the gradual steps needed for pupils, in partnership with adults, to prepare and lead worship across the school.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community. For example, there are regular end of topic *Rejoice* celebrations and whole school Advent and Easter liturgies.
- 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, such as a travelling crib sent home with all families and Harvest and Christingle services.

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, 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. 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.
- The mission is revisited each year and there are plans for a full review. This will enable the whole school community, particularly its new members, to be involved in its formation.
- 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.
- The Self Evaluation Document would benefit from reorganisation and the inclusion of further detail in areas of strength, areas for improvement and timescales from the advice given in this report.
- There are positive relationships at every level within the school. One teacher commented, *'The supportive ethos and love of learning at St. Oswald's has encouraged me to qualify as a teacher. I am proud to be a member of staff at St. Oswald's which encourages children to live, love and learn.'*
- 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 active within the school and are invited regularly throughout the school year to participate in, 'Governors in school week.'
- Regular updates are received from the Headteacher regarding the Catholic life of the school.
- The Parish priest, who is new to the parish, visits school regularly and celebrates with the school community for liturgical occasions, class masses and supports Religious Education topics. He is keen to build many close links with the school and feels a welcomed part of the school family.
- There are excellent home, school, and parish links through the support for the *With You Always* Sacramental programme.
- Opportunities are provided for the staff to play an active part in Catholic life and Mission of the school. Staff regularly take part in *Come and See For Yourself* reflections prior to topics taught.
- 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 have their Catholic Certificate in Religious Studies.
- The quality of Collective Worship is a priority for the school. An up to date policy is in place which would benefit from outlining graduated steps and expectations of pupils when planning and leading worship.
- Collective Worship now needs regular and consistent monitoring to enable good practice to be shared and areas for development supported.
- 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 liturgical liturgies.

- St Oswald's works hard to ensure that parents are cared for and feel a part of the school family. The PTFA is very active and well attended and has supported and subsidised a variety of events including theatre company visits, Information Communication Technology equipment and funded books for the school library.

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 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 new to the role. She is enthusiastic, positive and committed to ensure that all areas of Religious Education are improving and progressing. She introduces new initiatives when appropriate by encouraging staff and ensuring they are supported.
- Briefing meetings provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.
- The new Religious Education link governor works closely with the subject leader to ensure governors are aware of standards and improvements made. In partnership with the subject leader she has been involved with some monitoring of teaching and learning and is aware of strengths and areas to be developed.
- Monitoring is in place and data is used to evaluate the schools performance. Monitoring now needs to be embedded to enable good practice to be shared, celebrated and ensure consistency across the school.
- Good 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 with staff members and the subject leader is part of a local cluster group to support the schools' findings.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Parents are informed of their child's progress in Religious Education through parent evenings and formal written reports celebrating their child's achievements. Including the subject at the beginning of a report reflects Religious Education as the core subject in St Oswald's school.

What the school needs to do to improve further?

- Develop the quality of teaching purposeful learning in Religious Education by:
 - embedding the use of driver words in planning and teaching and learning.
- Develop the quality of Collective Worship by:
 - in partnership with Archdiocesan advice include gradual expectations across the school for pupils to plan, prepare and lead worship alongside adults:
 - monitoring Collective Worship regularly to celebrate, share strengths and identify areas for development.
- Monitor and evaluate the provision of Religious Education by:
 - embedding regular timetabled monitoring of all areas for Religious Education with feedback, areas of strength and any actions to be taken to ensure consistency across the school.

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	1
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
