



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SS PETER AND PAUL'S CATHOLIC PRIMARY SCHOOL

MAWDESLEY

Inspection Date Wednesday 24th November 2010

Inspectors Mrs. Denise Hegarty Ms Julie Mosinski

Unique Reference Number 119678

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 68

Chair of Governors Mr. John Cobham

Head teacher Miss Patricia Coulthard

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Date of last inspection 12 June 2007

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

SS Peter and Paul's is a much smaller than average sized Catholic Primary School situated within the Lancashire district of the Archdiocese and serving the parish of SS Peter and Paul's, Mawdesley. On roll are 68 children, 60 of whom are baptised Catholic, 2 are not baptised and 5 come from other Christian denominations including Church of England. One other child has no faith tradition. The children come into school with levels of attainment that are generally above national expectations. There are 4 teachers at the school all of whom teach Religious Education and are Catholic. Two teachers have a suitable qualification in Religious Education. One teacher is currently studying for CCRS.

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:-

Ss Peter and Paul's Primary School provides outstanding Catholic education. Their shared vision is reflected in the exemplary attitudes and relationships that exist here. This is a very close-knit community in which children thrive and develop. They become happy, confident learners and proud members of this caring school family. The school develops children's spirituality extremely well and gives outstanding moral guidance. Since the last inspection, their previously outstanding performance has been securely maintained and built upon. All new initiatives have been embraced and addressed as the school strives to improve standards and provision. Self evaluation is rigorous and comprehensive. Timescales for completion are realistic and there are clear lines of accountability. Judgements are supported well with evidence.

Achievement is outstanding. There is no significant difference in performance between groups of pupils. Pupils are very happy in school, are keen to learn and make outstanding progress. They also make an outstanding contribution to the Catholic life of the school and respond well to Collective Worship. .

Teaching and learning in Religious Education is good. Assessment of Religious Education is outstanding. The Religious Education curriculum is inclusive and is adapted in an outstanding manner to meet the needs of pupils in the mixed age classes and to enable them to meet their full potential in Religious Education. The quality of Collective Worship provided by the school is also outstanding.

The school is extremely successful in addressing the areas it has identified for improvement. Leadership is highly motivated and works well with members of staff in order to secure improvement to outcomes and provision. There is a commitment of the whole school community to the ethos and mission of the school. Governors are justly proud of their school, promote it well and are loyal to it. They carry out their duties in an outstanding manner. Parents are very supportive and appreciate all the school does. They are entirely happy with the values and attitudes taught.

Given the dedication, loyalty and commitment shown by the head teacher, the subject leader and all members of the school community alongside rigorous self-evaluation which has lead to appropriate priorities and targets being set, there is an outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Continue to implement the targets set out in the school's Self-Evaluation Document. That includes:
 - continuing to monitor children's work and planning more systematically to ensure consistency across key stages;
 - extending the development of assessment for learning strategies including the use of 'I Can' statements throughout the school;
 - reviewing the school's Mission Statement;
 - further developing the children's skills in planning and leading Collective Worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievements in Religious Education are outstanding and they make outstanding progress through the school. Their knowledge, understanding and skills are appropriate to their age or capacity and many exceed expectations. Pupils' attainment in Religious Education is high. Analyses of assessments undertaken to date and scrutiny of pupils' work provide evidence to support this. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are very good. They are well-supported by very effective teaching assistants and other adults. Children are becoming increasingly more religiously literate as they become familiar with the key words from the topics and can relate their own life experiences to the Christian understanding of the topics easily. Children work well independently and collaboratively showing interest and enthusiasm. They thoroughly enjoy their work and learning, are highly motivated and are developing positive attitudes.

Pupils participate willingly and benefit greatly from a range of activities and take on roles of responsibility which contribute to the Catholic life of the school. Pupils have been involved in the Mission Statement review. They have membership of the school council and undertake roles such as lunch time monitors and House Captains. Children from all year groups can become members of the 'Light Club' which meets after school, and looks at different ways of praying and celebrating the Church's seasons together. Pupils show a good understanding of what is right and wrong, follow their class rules well and behave outstandingly. They are actively involved in outreach work locally; nationally and globally e.g. in fund raising for charity, e.g. CAFOD, Nugent Care etc. They are enthusiastic participants in life in the village community.

Pupils respond to, and participate very well in Collective Worship. They are reverent, prayerful and show great respect. The children sing joyfully, reflect purposefully and join in community prayers confidently. Their knowledge of prayer and liturgy is increasing and they are familiar with a variety of prayer styles. Pupils' liturgical formation is developing very well. No-one is expected to act in a manner contrary to their beliefs. Pupils are acquiring a range of skills which enable them to prepare celebrations as appropriate to their age and stage of development. They plan well, select appropriate resources, hymns and readings, and write suitable prayers. Members of the 'Light Club' are influential in all these areas.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	1
<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	2

How effective the provision is for Catholic Education

The quality of teaching is consistently very effective in ensuring that pupils are interested and engaged in their work and make outstanding progress. In-service sessions provided by school and the Archdiocese have enabled staff to have an up to date knowledge and understanding of current developments. Although short term planning is quite basic, teachers know their pupils exceptionally well and are able to cater for group and individual needs instinctively. They provide opportunities for pupils to work both independently and collaboratively. While many year groups have mixed aged classes due to low numbers on roll, teachers present tasks that meet individual needs and cater for all learning styles. Work is often differentiated to enable children to succeed at their task. Pupils are affirmed and know how well they are doing. Effort and achievement are recognised, rewarded and celebrated. Teachers use developmental marking and indicate what pupils have to do in the next steps of their learning. Effective use is made of time and resources are very well-deployed. Behaviour is well managed across the school with very effective and consistent use of praise and rewards. Teachers are energetic and enthusiastic in their delivery of the subject and, together with other adults at school, are excellent role models for the children to emulate.

The assessment of pupils' work in Religious Education is outstanding. Teachers use assessment to identify and tackle underachievement and are now using the information gleaned in their future planning to ensure that given tasks are pitched at correct levels. Formal assessment tasks are undertaken and recorded appropriately. Informal assessments are ongoing. Work is moderated across the school and evidence is kept. Assessment information is collated and evaluated by the subject leader and findings are then shared with staff and governors. Progress is tracked and those pupils who are underachieving and achieving exceptionally well are identified and targets are set for them. Portfolios of assessed work across the key stages have been produced. Annual reports on progress and achievement in Religious Education are very good and inform parents what their children have undertaken in the subject and indicate progress and achievement.

The curriculum is outstanding in meeting pupils' needs. Staff and leaders see Religious Education as the core subject. 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. 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. Termly Religious Education letters are provided for parents and carers and these provide information about what is being taught in Religious Education, and how they can support their children's learning. Their views and opinions are sought and valued. The school implements new curriculum developments as appropriate, and adapts its curriculum appropriately to meet the varying needs of the pupils. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development. This is enriched by *Seal* activities and by visits and visitors to the school. A rewards assembly takes place weekly to reward good work and behaviour. Children are offered many opportunities to benefit from and contribute to the Catholic life of the school, all of which have a positive impact on their spiritual, moral, social and cultural development.

The quality of Collective Worship provided by the school is outstanding. Teachers plan well and the subject leader ensures effective monitoring takes place. Resources, including the use of ICT, are provided to enhance worship and are kept up to date. Boxes of resources have been purchased for each class. An excellent policy and guidelines are in place. Collective Worship reflects the Catholic character of the school and takes into account the variety of backgrounds among the pupils. Staff members have received in-service training in planning and delivering Collective Worship and use their skills well to engage the children and provide joyful celebrations. Collective Worship plays a key part in meeting the spiritual needs of the pupils. Children are enabled to pray formally and informally. The school provides opportunities for children to develop their skills in planning Collective Worship in an age appropriate way. More opportunities should now be provided for them to lead Collective Worship at an age appropriate level. Parents and carers are invited to join in termly '*Here I Am*' celebration assemblies. Weekly themes are provided for classroom worship thus ensuring continuity and progression.

The learning environment is positive and vibrant. There are many colourful, interactive displays throughout the school. Care is taken to provide excellent resources for pupils of all ages and abilities.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
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 excellent understanding of and commitment to, the Mission of the Church. This is reflected in the school's own Mission Statement, '...to seek to develop the whole person in a happy, healthy,

safe and loving environment based on the teachings of Jesus Christ,' and in its distinct Catholic ethos. All those who form part of the school community were involved in the development and review of their Mission Statement. Its aims and practical objectives direct and guide every aspect of school life. The school has identified the need to review the statement and plans to do so in the coming months. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. in outreach, charity work and in raising awareness of those in need.

There is deep commitment and drive for improvement demonstrated by the headteacher and subject co-ordinator. Ongoing self evaluation ensures that continuous improvements are made in all aspects of the Catholic life of the school. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. This provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous and comprehensive but modest in judgements. Timescales and clear lines of accountability are included thus ensuring the school's priorities are clear. Staff members are encouraged to keep their knowledge and understanding of the subject up to date through courses and in-service training provided by the co-ordinator and Archdiocese.

Leaders and managers are skilled in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. There is a comprehensive monitoring and evaluation programme in place for teaching and learning, planning, children's work and assessments. The findings contribute to the self evaluation document and are monitored carefully throughout the year. The subject leader fulfils her role in an outstanding manner with enthusiasm and great commitment. Archdiocesan briefings and training sessions are attended and new initiatives are introduced when appropriate. Reports are regularly produced and delivered to the Governing Body. Excellent documentation guides and directs all staff in their delivery of the subject. This is updated as necessary.

Governors are well-informed and discharge their responsibilities outstandingly. They have effectively helped to shape the direction of the school and set challenging targets. They are involved in monitoring and improvement planning and are committed to the Catholic life of the school. Detailed reports from the subject leader ensure that the governors have an increasing knowledge and understanding of Religious Education and the Catholic life of the school. The school tracks pupil achievement in Religious Education, and governors have the data to analyse the school's performance in the subject and to monitor what needs to be done to further raise standards. Governors visit the school regularly. Members of the Governing Body have attended training sessions to enable them to fully develop their roles effectively.

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 diversity within the community. There are positive relationships at every level leading to a welcoming, happy, caring learning environment for staff and pupils. Leaders and managers facilitate pupils' involvement in service to the immediate neighbourhood served by the school and the wider community. Children took part in the village show and worked with local agencies and other schools. Dialogue and collaboration is encouraged with people who hold different beliefs and values as far as possible. The use of the Religious

Education Programme, *'Here I Am'*, provides outstanding support to community cohesion. Children have had opportunity to explore the beliefs and values of Judaism and Sikhism. This has been further enhanced by visitors and visits. These experiences have helped the children understand how others make sense of the world in which we live and help to promote tolerance and respect for those who think differently.

The pupils are developing an understanding of the common good and an awareness of global responsibilities. The school community shows a concern for the well-being of those less fortunate than themselves both by becoming better informed and by raising funds and resources for local, national and global charities e.g. in their donations to the Good Shepherd fund for Nugent Care, harvest gifts for International Aid and to the Rotary shoe boxes appeal. The school hosted a CAFOD workshop to raise awareness and fund raised for world gifts.

The school offers many enriching extra curricular activities. Parents are involved in their children's learning in a variety of ways. Regular newsletters are provided to enable parents to gain information about what their children are learning in Religious Education and how they can help them do so. They are invited to assemblies and other celebrations in school and in Church.

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	2
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