



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## OUR LADY AND ALL SAINTS CATHOLIC PRIMARY SCHOOL

### PARBOLD

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Inspection Date Tuesday 30 April 2013

Inspectors Mrs. Pat Peel Mrs. Angela Williams

Unique Reference Number 119694

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

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Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 87

Chair of Governors Mr. Adrian Owens

Head teacher Mrs. Claire Griffin

School address Brandreth Drive  
Parbold,  
Lancashire,  
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Date of last inspection 12 February 2008

# 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

- Our Lady and All Saints School is a smaller than average sized Catholic Primary School situated in Parbold serving the parish of Our Lady and All Saints.
- There are 88 children on roll of whom 80 are baptised Catholic, 8 come from other Christian denominations.
- There are 5 teachers of whom 5 teach Religious Education and 3 of those have a suitable qualification in Religious Education with a further member of staff currently undertaking it. Three teachers are baptised Catholic.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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## Overall effectiveness:

Our Lady and All Saints is an outstanding 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 are outstanding in the way in which they contribute to and benefit from the Catholic life at Our Lady and All Saints.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the pupils' motto '*Love, Learn and Live the way of Jesus*' which is derived from the Mission Statement. Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors and buddies. In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, residential visits and singing in the village.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Good Shepherd and Clothes4money.
- Pupils benefit from participation in annual residential outdoor activities. Year 5 and 6 pupils visit Robinwood North Pennines Activity Centre in Cumbria and PGL at Winmarleigh Hall in Garstang.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships.
- Education for personal relationships has fostered positive attitudes in pupils and SEAL materials are used effectively to aid this. Pupils benefit from an extremely caring and supportive environment.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies where 'Stars of the Week' are recognised.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school i.e. post OFSTED celebratory Mass and in the parish during Advent and Easter.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.
- The school benefits from a rural setting which it maximises to full extent to enrich pupils learning including the development of a forest school, an amphitheatre, outdoor classroom and woodland trail to name but a few. The indoor environment is vibrant and stimulating and enriches pupil's sensory experiences. The school has recently added a Year of Faith library to enhance its devotional areas.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking part in parish liturgies and the immediate neighbourhood served by the school through choral events, supporting parish projects and outreach in the wider community through fundraising. They show respect and understanding of other faiths and religions.
- The whole school has recently visited Princes Road Synagogue and the Anglican and Metropolitan Cathedrals as part of the Year of Faith celebrations.

- The school benefits greatly from 'Little Saints' - a privately run nursery which is housed within the school building. The school and nursery staff has a clearly defined and shared ethos which ensures the youngest children are seamlessly involved in all that Our Lady and All Saints has to offer.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievement in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils attaining a good level for their age and stage of development with some pupils exceeding expectations.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. 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 outstanding as shown by their interest, enthusiasm and exemplary behaviour. This is a real strength of the school.
- Pupils work exceptionally well independently, in pairs and collaboratively in small groups.

### **How well pupils respond to and participate in Collective Worship**

- Pupils are outstanding in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings. Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing. On the day of inspection pupils spontaneously joined in a litany to the Holy Spirit.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Some pupils are involved in preparing and leading worship however, the school recognises that this needs to be further developed and cascaded across all year groups. The school has begun to use the resources from the Archdiocese to support this.

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

- The quality of teaching and purposeful learning is highly effective in ensuring that pupils are interested and engaged and make excellent progress.
- Teacher's planning is very effective in meeting the needs of all the pupils.
- Teachers display very good subject knowledge and deploy a range of teaching styles. On the day of inspection the range of strategies used by the teachers enriched pupils' enjoyment of Religious Education especially through the use of Information Technology.

- Teachers take into account pupils' prior learning when planning Religious Education lessons. Evidence in books shows that differentiation is by both task and outcome. A range of differentiated tasks are set which consolidate, build on and extend pupils knowledge, skills and understanding.
- Good use is made of time and resources including other adults, interactive white board, God's Story, audio and visual media etc. to maximise learning.
- Pupils are positively affirmed throughout their lessons. Marking informs pupils of their progress and sometimes identifies how they can improve further. This needs to be adopted consistently throughout the school. Teachers need to ensure a response from pupils if marking includes key questions. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils and portfolios of work are kept.
- The tracking of pupils' work in Religious Education has been maintained over a sustained period of time. Trends show that since the last inspection standards are steadily improving. Evidence suggests that some work is being levelled too highly especially in upper juniors but it is anticipated that this will improve when teachers become more proficient in levelling pupils work.
- Moderation takes place across year groups. More recently the school has joined a cluster of other Lancashire schools to aid this process.

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

- The Religious Education curriculum is outstanding in meeting pupils' needs. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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. Termly newsletters are provided for parents and carers.
- The school provides the 'Wednesday Word' for families and the school also contributes to the monthly Parbold Community Association newsletter.
- The school implements new curriculum developments as appropriate. *Come and See* engendered in pupils a real sense of engagement and enjoyment.
- Enrichment after school activities such as athletics, Spanish, cookery, gymnastics and themed weeks including French, gardening, pirates etc have a positive impact on the curriculum.
- The school operates a breakfast and after school club.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals and support is used effectively. Provision for pupils with additional and special needs is outstanding.
- Children have explored the beliefs and values of other faiths and religions. The school covers Judaism and Hinduism as part of a rolling programme. Pupils have visited a Hindu Temple and the Synagogue as part of the experience. This helps to promote tolerance and respect for those who think differently.

## **The quality of Collective Worship provided by the school.**

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. There is a well developed thematic planner used across the school which reflects the liturgical year.
- 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.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan and lead Collective Worship. However, this needs further development to ensure that all pupils are planning, preparing and leading Collective Worship from the earliest years.
- The school uses a Collective Worship planner which provides prompts to enable all pupils to become very familiar with the responses during Mass. It is simple and very effective.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of Rejoice celebrations of the 'Come and See' programme. The parish priest is a regular visitor to the school and presides at celebrations of Mass throughout the Church's liturgical year.

## **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 outstanding in promoting and developing the Catholic life of the school. They are deeply committed to the church's mission in education and are energised by the task.
- This is reflected in the Mission Statement outlining Our Lady and All Saints as "... a *Christian family living the way of Jesus...*' All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, searching analysis and self challenge. It is a comprehensive document which guides the school well. Since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- The school provides good in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it for example attendance at Archdiocesan topic days.
- A range of opportunities for Spiritual and Moral developments are provided for all staff, governors and pupils including Collective Worship, Archdiocesan led Spirituality days and opportunities to join in 'Come and See for Yourself' celebrations at the beginning of each new topic.
- Pupils have visited Ampleforth Abbey for a retreat day as part of their Sacramental preparations.

- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils.
- Governors are very well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and energised by the part they play within it.
- The school is supportive of the parish by providing a base for the 'With You Always' family catechesis sessions.
- Parents are consulted regularly and there is a very active PTFA who both socialise and fundraise for the school.

**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.**

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is outstanding.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including Archdiocesan In-service topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school regularly tracks pupil progress in Religious Education to ensure that key areas for development are tackled systematically. This information is shared with all staff, leaders and governors through the relevant committees.
- The subject leader is outstanding in guiding Religious Education. She shows real commitment and enthusiasm for the role. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. She has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

**What the school needs to do to improve further?**

- Continue to implement the targets set out in the school's Self-Evaluation Document including:
  - embedding the use of Come and See into a 2 year cycle.
- Raise the standards of attainment in Religious Education further by:
  - developing a marking policy for Religious Education which incorporates 'next steps' to extend pupils learning.
- Improve the quality of provision and outcomes for Collective Worship by:
  - further developing the role which children play in preparing, planning and leading Collective Worship across both phases.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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