

ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. VINCENT'S CATHOLIC PRIMARY SCHOOL

WARRINGTON

Inspection Date Tuesday 12th November 2013

Inspectors Mrs Maria Eves Mrs Denise Hegarty

Unique Reference Number 111376

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 278

Chair of Governors Mrs Michelle Harrison

Headteacher Mrs Ann Marie Worrall (Acting)

School address Finlay Avenue
Penketh
Warrington
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Date of last inspection Tuesday 5th October 2010

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. Vincent's Catholic Primary School is a larger than average sized Primary School situated in Penketh, Warrington serving the parish of St. Joseph.
- There are 278 children on roll of whom 250 are baptised Catholic, 26 come from other Christian denominations, and 2 from other faith or religious traditions.
- There are 13 teachers (including headteacher) of whom 12 teach Religious Education and two have a suitable qualification in Religious Education. Eleven teachers are baptised Catholic.
- Since the last inspection there have been significant changes in leadership. The Religious Education co-ordinator has been in post for 18 months. An existing assistant headteacher has undertaken the role of acting headteacher this term. The chair of governors has been in post for 12 months.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Vincent'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 "To Love and Serve as Jesus Shows Us". Pupils understand the part they play within it. They are actively involved in its evaluation and regularly refer to it in lessons and discussions.
- Pupils have a strong 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, for example, the well established Buddy system ensures that there is support for pupils in all Key Stages at play and lunchtimes. The extremely proactive school council meets weekly and identifies the charities they wish to support and then competently organises appropriate fund raising activities.
- Pupils are actively involved in developing the Catholic character of the school by the way they prepare lead and participate in collective worship, contribute to whole school assemblies and engage in parish and community celebrations with enthusiasm and a sense of togetherness.
- Pupils benefit from participation in away days and retreat activities, for example, strong links have been established with St. Gregory's High School resulting in positive benefits for Year 6 transition. Pupils also enjoy retreat days at Foundry in Widnes and residential visits to Conway, Kingswood and Beeston.
- Behaviour of pupils is outstanding. They all know and live St. Vincent's Code of Conduct. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- A highly effective policy for Education in Personal Relationships recognises the importance of developing positive relationships and attitudes rooted in Gospel values between all members of the school community.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. Pupils have supported, through prayer and fund raising, charities such as Nugent Care, CAFOD and Guide Dogs for the Blind. They show respect and understanding of other faiths and religions.

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 many 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 generally attaining the appropriate level for their age and stage of development in each Key Stage.
- 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 excellent behaviour.
- 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 with some outstanding practice observed.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- 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.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years.

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.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching generally encourages pupils' enjoyment of and enthusiasm for Religious Education.
- In the best lessons work is differentiated by a variety of tasks that challenge the pupils. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends pupils' knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources. Teaching Assistants make a good contribution to lessons, supporting children with additional needs, Information and Communication Technology is effectively used to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking can further be improved by teachers consistently using Next Steps for Learning. Pupils are given opportunities to discuss their work and are encouraged and praised. Effort and achievement are celebrated.
- The assessment of pupils' work in Religious Education is good.

- The School has good assessment strategies which provide information on the achievement of all the pupils. The planned development of a rigorous tracking system will further enhance this.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

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.
- Enrichment activities such as after school clubs have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

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 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.
- 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' enthusiastic singing enriches the experience. Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and 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 good in promoting, monitoring and evaluating the provision for the Catholic life of the school 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 of the Mission Statement which is reviewed annually. 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.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the school's performance, celebrate and plan future improvements.
- Good opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outline areas for development.
- The school provides induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. The school is exploring ways in which more staff can be encouraged to achieve the CCRS.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- Spiritual, moral and social development is very well addressed through religious education and other curriculum areas and permeates the wider life of the school. A range of opportunities for spiritual and moral development are provided for staff and pupils.
- 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.
- There are positive relationships at every level within the school. There are good links with the local parish through the support given by the parish priest who is in regular contact with the school.
- Parents are consulted regularly and analysis of questionnaires indicates the positive support parents have for St. Vincent's school. They hold the school in high regard and appreciate and value the commitment of the staff. Parents are involved in a variety of ways in the life of the school and regularly attend school celebrations and assemblies.
- There is a Link Governor for Religious Education and governors regularly visit school. Governors are good in fulfilling their responsibilities. They act as critical friends, supporting the staff. Strong and focussed leadership from governors has effectively helped to shape the direction of 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.

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education of the school in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a programme for the monitoring and evaluation cycle.

- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Professional development opportunities are provided and there is a commitment to ongoing professional development to enable all staff to gain secure subject knowledge and further develop their skills in teaching Religious Education.
- Assessment information is collated by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The hard working and highly effective subject leader, supported by the acting headteacher, guides Religious Education with commitment and enthusiasm resulting in good leadership. She introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject and this is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability and is the result of impressive consultation with all stakeholders.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated by all.

What the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self evaluation document, particularly
 - develop the tracking system using the recommended Archdiocesan materials to enable robust analysis of data to impact on planning and provision resulting in improved outcomes for all pupils;
 - ensure more of the teaching staff follow the course to obtain the CCRS;
 - further the development of staff in ensuring Collective Worship is consistently giving glory, honour, thanks and praise to God;
 - share good practice, particularly with regard to the self evaluation process.

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
