



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

# ST. ANTHONY OF PADUA CATHOLIC PRIMARY SCHOOL

## LIVERPOOL

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Tuesday 14 February

Inspectors Mrs. Marie Connolly Mrs. Sheila Callaghan

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	178
Chair of governors	Fr. G Hicks
School address	Sands Road, Mossley Hill, Liverpool, L18 8BD.
Telephone number	0151 724 3233
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E-mail address	padua-ao@st-anthonypadua.liverpool.sch.uk
Date of last inspection	16 January 2001
Headteacher	Mrs. P. Jacobs

## 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.

## Description of the school

St. Anthony of Padua is a one-form entry Catholic primary school. There are 178 children on roll of whom 167 are baptised Catholics, 8 come from other Christian denominations and there are 3 learners where no *Other Faith* is expressed. The socio-economic circumstances of children attending the school are very good. The number of learners in receipt of free school meals is below the national average as are the learners identified as having special educational needs. The majority of children come from white European backgrounds. When children start school their skills and knowledge are about average. There are 9 members of staff of whom 9 are Catholic. Eight teachers teach Religious Education.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **Overall effectiveness of the school**

St. Anthony's is a very good Catholic school with many outstanding features. It is a caring, supportive community, underpinned by a strong Catholic ethos, which establishes an outstanding climate for work. Excellent relationships have been established by working closely with both home, parish and the local community. Standards are good. Learners achieve well and make good progress in each key stage. Teaching is good and assessment provides clear guidance on learning. The curriculum is well planned and owned by the school. Learners' behaviour is outstanding. The provision for learners' spiritual and moral development is outstanding. The headteacher with the leadership team has a clear understanding of the school's strengths and a vision of how to meet development needs. Since her appointment the coordinator has introduced all initiatives requested by the Archdiocese. This has enabled further progress to be made in curriculum Religious Education.

**Grade: 2**

### **Improvement since the last inspection**

Following the last Section 23 Inspection in January 2001 the school has had a new headteacher and Religious Education coordinator. Both have worked enthusiastically to ensure excellent progress has been made in addressing the previous key issues identified in the report, and other areas identified by the school's own self-evaluation. The aims and objectives that flow from the Mission Statement need to be revised and made more succinct and accessible to the whole school community.

**Grade: 2**

### **Capacity to improve**

The school's self-evaluation is comprehensive. It relates well to the school improvement plan. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and will be influenced by the findings of this inspection. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is good capacity for further improvement.

**Grade: 2**

### **What the school should do to improve further**

- Involve all who form part of the school community in the development of a concise set of aims and practical objectives that will show how the Mission is very evidently lived out in the daily life of the school;
- Provide in-service to support the ongoing spiritual development of all staff. This in turn will further enhance learners' spiritual formation.

## **Achievement and standards**

Learners' attainment on entry to the school is about average. Learners make good progress in the school and by Year 6 many learners exceed expectation. Standards in Religious Education overall are good. The manner in which children express their understanding of what they have learnt is outstanding. There is no significant difference in performance by children of different gender or ethnic background. Learners with special needs make good progress in Religious Education. The school checks on the progress made by all and children are given guidance on improvement through regular assessment, marking and monitoring. Marking is challenging and consistent throughout the school. In all key stages learners are confident in discussion, ask very good questions showing knowledge and understanding of the subject. Learners write well independently in a variety of styles. Standards are comparable to those found in literacy books. Standards should continue to improve by maintaining the monitoring of planning, teaching and learning and evaluation of assessment to ensure its effectiveness.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. They have a very good understanding of the life and teaching of Jesus and are able to apply his teaching to their own lives and experiences. Learning about *Other Faiths* has led children to an awareness of how other religions make sense of the world, and the need for tolerance and respect. There are a wide variety of systems in place to reward effort and good behaviour, which is exemplary. Learners have an excellent sense of right and wrong. The Gospel values of forgiveness, tolerance, respect and justice clearly underpin the provision for learners' moral development enabling learners make an outstanding contribution to the school community.

**Grade: 2**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of provision for Religious Education is good. Teaching is good overall with many examples of outstanding teaching. Outstanding practice is shared through the monitoring process. Lessons are planned well. Monitoring should ensure that all the elements needed for the delivery of short term planning are included. The majority of lessons have good pace and timing, which maintains learners' interest and concentration and keeps them on task and focussed. Work is provided that meets the learning needs of all children. The more able are challenged in a variety of ways and very good support given to those less able. Very effective use is made of learning assistants. Teachers use a variety of teaching and learning strategies that capture and retain learners' interest and involvement. Learners are enthusiastic and show real enjoyment in Religious Education lessons.

Teachers ensure that tasks set meet the learning objective and learners are thoroughly engaged. All teachers ensure children understand the purpose of the lesson by sharing the learning objective, and plenary sessions help consolidate and reinforce their learning. Regular assessment of learners' work is good. Evaluations are kept and information used to inform future planning.

Parents and carers are enabled to become involved in their children's Religious Education by the provision of newsletters informing them of what is to be covered. This and other initiatives were undertaken as a result of parents' questionnaires. Work is taken home and parents informed of ways in which they can help.

## **Grade: 2**

### **Curriculum**

The Religious Education curriculum is well matched to the needs and interests of learners. 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 diocesan requirements. 10% of total curriculum time is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Very good links are made with home, parish and the local community. The Religious Education curriculum makes an outstanding contribution to learners' spiritual and moral development.

## **Grade: 1**

# **Leadership and Management**

## **Religious Education**

There is outstanding leadership and management in Religious Education. There is a clear vision for the subject within the mission of the school with a focus on high standards. Achievement has been raised. The coordinator provides effective and efficient support to staff who share a commitment to the subject's aims and values. She shows genuine enthusiasm for her role. Very good documentation guides and directs all staff in their delivery of Religious Education. The subject leader has compiled a handbook consisting of relevant policies and plans to support staff in this area. Performance in Religious Education has been monitored as part of the ongoing professional development of staff. St. Anthony's is socially inclusive by providing equality of access and of opportunity for all staff and learners. All staff teaching Religious Education have a suitable qualification. This is good and was clearly evident during the inspection when children questioned several teachers about very difficult concepts. Learning assistants are well planned for and utilised well during lessons and for other purposes e.g. providing

display. The subject leader attends coordinators' meetings and information is disseminated to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. Good resources are deployed to achieve high standards. The headteacher and subject leader keeps governors informed on matters relating to Religious Education. They discharge their responsibilities effectively.

**Grade: 1**

### **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. St. Anthony's school is a place in which the gospel spirit of love, care and compassion for all permeates every aspect of its life and work. The Mission Statement has been interpreted well by learners. The motto 'Growing together following Jesus' ensures the statement is easily understood by all who form the school community, and in particular the children. A concise set of aims and practical objectives that flow from the statement will show how the mission is very evidently lived out on a daily basis in school. These practical objectives also provide an effective system by which to monitor and evaluate the Catholic life of the school and direct all policies and plans.

**Grade: 1**

### **Collective Worship**

The quality of Collective Worship is good. The Collective Worship observed contained many very good elements. The school provides Collective Worship in a variety of ways for each child daily, in class, key stage or whole school gatherings. This fulfils government and Archdiocesan guidance. There is a policy and guidelines that support the planning and delivery of Collective Worship. Teachers and learners plan and deliver Collective Worship. Learners are clearly developing the skills that enable them to do this with greater independence. This is very good. Acts of worship include various forms of prayer and scripture, and other elements that support liturgical formation. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. Learners respond well and actively participate in acts of worship. Class masses and masses held in church are supported well by parents and appreciated greatly by the wider parish community.

**Grade: 2**

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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### OVERALL EFFECTIVENESS

<b>How effective and efficient is the provision of Catholic education in meeting the needs of learners?</b>	2
The effectiveness of the Catholic life of the school	1
The effectiveness of Religious Education	2
The effectiveness of the school self-evaluation	2
Effective steps have been taken to promote improvement since the last inspection	Yes
The capacity to make any necessary improvements	Yes

### ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

<b>How well do learners achieve?</b>	2
The standards reached by learners	2
How well learners make progress taking account of any significant variations between groups of learners	2
How well learners enjoy their work	1
The behaviour of learners	1
How well learners make a positive contribution to the school community	1

### THE QUALITY OF PROVISION FOR RELIGIOUS EDUCATION

<b>How effective are teaching and learning in meeting learners' needs</b>	2
The extent of the suitability and rigour of assessment	2
The extent of identification and provision for additional learning needs	2
The extent of parents/carers involvement in their children's learning and development	2
<b>How well does Religious Education curriculum meet the needs and interest of learners?</b>	1
The extent that Religious Education curriculum meets external requirements and is responsive to local circumstances	1
The extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners	1

## LEADERSHIP AND MANAGEMENT

<b>How effective are leadership and management in raising achievement and supporting all learners in Religious Education?</b>	1
How effectively does the Religious Education subject leader lead and support staff	1
How effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
The adequacy and suitability of staff to ensure that learners are well taught	1
The adequacy and suitability of learning resources	2
How effectively and efficiently resources are deployed to achieve high standards	2
The effectiveness with which governors discharge their responsibilities	2
<b>How effective are leadership and management in developing the Catholic life of the school through the Mission Statement?</b>	1
The quality of the school's Mission Statement	2
The extent to which aims and objectives are derived from the Mission Statement	2
The extent to which the school Mission Statement affects its Catholic life and work	1
How effectively is the Catholic life of the school monitored and evaluated	1

## COLLECTIVE WORSHIP

<b>How good is the quality of Collective Worship?</b>	2
Learners respond to the school's provision of Collective Worship	Yes
How well Collective Worship contributes to the spiritual and moral development of learners	1