

ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. OSWALD'S CATHOLIC INFANT SCHOOL

LIVERPOOL

Inspection Date 16th October 2013
Inspectors Miss Julie Lockett Mrs Sue Bannister
Unique Reference Number 104659
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Infant
Age range of pupils 3-7
Number on roll 328
Chair of Governors Mrs Elizabeth Ryan
Headteacher Mrs Rita O'Brien
School address St Oswald Street
Liverpool
L13 5SB

Telephone number 0151 228 8436
E-mail address oswaldsi-ao@st-oswalds-inf.liverpool.sch.uk
Date of last inspection 30th November 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. Oswald's school is a larger than average sized Catholic Primary School situated in Old Swan, Liverpool serving the parish of St Oswald's and St Sebastian's.
- There are 328 number of children on roll of whom 256 are baptised Catholic, 31 come from other Christian denominations, and 14 from other faith or religious traditions. Twenty seven have no religious affiliation.
- There are 17 teachers of whom 15 teach Religious Education and 12 have a suitable qualification in Religious Education. Thirteen teachers are baptised Catholic.
- Since the last inspection there is a new Chair of Governors and a new subject leader for Religious Education.

Key for inspection grades

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

© 2013 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

St Oswald's Catholic Infant 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 particularly through their motto, '*We care, we share, we join in prayer.*'
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are actively involved in developing the Catholic character of the school.
- Pupils' behaviour is exceptional. They have a good sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- Pupils are encouraged to take on roles of responsibility in the school e.g. through the school council and playground buddies and play leaders.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Alder Hey and Nugent Care.
- Pupils benefit from participation in a variety of away days and are presented with many opportunities of 'awe and wonder' in a variety of settings.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils show respect and understanding of other faiths and religions. Pupils from other religions within the school are welcomed to share their religious festivals and celebrations.
- St Oswald's praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences, shown for example in their '*Friendship Week*' and '*Care and Share Day.*'

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 appropriate level for their age and stage of development in each key stage.
- Moderation for formal assessment shows some good progression.
- Evidence of higher level work is shown on class tracking; however not yet evident in assessment portfolios.
- Setting appropriate tasks to challenge and further learning will provide evidence needed towards higher level work.

- Appropriate tasks set to challenge and further learning will encourage higher levels of attainment.
- 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 are responsive and engaged. Through well established routines they are keen to do well and produce their best work.
- Pupils show enjoyment and enthusiasm in their learning.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to 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.
- Where Collective Worship is good in the school, pupils show interest, respond well and actively participate in Collective Worship.
- Pupils show respect to one another and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They pray together well as a school family and join in community prayers appropriately and with confidence.
- On the day of inspection in one observation, pupils were involved in setting the focus table and an appropriate prayerful atmosphere was created. They were encouraged to reflect, sang joyfully and even wiggled! They went forth full of joy.
- Pupils will become more confident in preparing and participating in worship across the school by teachers role modelling quality worship and developing the '*Stepping Stones*' guidance given by the Archdiocese.

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

- The quality of teaching and purposeful learning in Religious Education requires improvement. On the day of inspection a majority of the lessons observed were good.
- There are very well established routines across the school which ensures that pupils are interested and engaged and are always ready to learn.
- Teachers display subject knowledge and work hard to motivate pupils, encouraging enthusiasm and enjoyment of Religious Education.
- Planning is annotated well in some areas of the school and this good practice needs to be shared.
- Teachers show at times differentiated tasks in planning and teaching. When this is used well, the work consolidates, builds and extends their knowledge and understanding.
- Plenary sessions account for the work achieved and is celebrated well. On the day of inspection some good opportunities to revisit the learning objective was observed. Assessing understanding and expanding learning in plenary sessions will embed new learning and offer further challenges to pupils.
- Planning and teaching now needs to be consistent across the school showing clear accessible learning objectives, differentiated tasks led by the driver words, opportunities for pupils to assess their own learning and plenary ideas to challenge learning.

- In a lesson observed younger pupils experienced a creatively transformed 'quiet area' setting as a church. Each pupil had a role to play in a Baptism service.
- Throughout the lesson pupils consolidated prior learning and enabled new learning to take place with targeted questioning, differentiation and by assessing their own understanding.
- Teaching Assistants provide support and care for pupils and show sensitivity to pupils needs.
- Information and Communication Technology is used to support learning through for example, the use of the interactive whiteboards, I-pads and cameras.
- Marking is positive and affirming. Following a policy for appropriate and accessible developmental marking across the school will sustain and further encourage pupil progress.
- The school has formal assessment strategies in place and is moderated which provides information on the attainment of all the pupils. Pupil progress is shown on class trackers.
- Planning and teaching can be better informed by using the class trackers furthering links between assessments, planning and teaching.

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.
- The school implements new curriculum developments as appropriate.
- Planning ensures full coverage of the Religious Education programme.
- The curriculum meets the needs of groups and individuals across the school. Consistent planning to develop and challenge pupils will improve pupils' learning.
- Teachers work hard to plan a range of activities to enrich pupils' learning and match pupils' interests.
- The Religious Education curriculum provides opportunities for pupils' spiritual, moral development and vocation and there are many close links to the PSHE curriculum.
- Pupils are provided with a varied creative curriculum. Activities such as drama, art and music topics enhanced through visits from theatre groups enrich themes for Religious Education.
- Enrichment activities such as opportunities to use the new outdoor classroom and a wide variety of after school clubs 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.

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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- There is a routine structure to Collective Worship and key seasons and feasts are celebrated well. This is evident in the planning, and collection of school celebrations portfolio.
- The school has provided recent training led by the Archdiocese for staff to develop the skills in planning, leading and evaluating Collective Worship.
- This training now needs time to be embedded across the school with opportunities to influence and share good practice by continuing to monitor through paired observations and paired planning and worship times in classes.
- Pupils are encouraged at the youngest age to develop skills in participating in worship. This good practice now needs to be shared and gradual steps developed across the school for pupils to plan, lead and evaluate their worship at appropriate stages.
- Many opportunities are provided for parents, carers the local 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 and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. Its aims direct and guide school life.
- The school's Mission Statement is currently in the process of completion. There are plans to complete the full version of the Mission Statement in the current academic year.
- Completion of the Mission Statement will ensure aims linked to objectives will be a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements for the Catholic life of the school.
- The Self Evaluation Document provides some evidence of the schools monitoring, searching analysis and self challenge. This now needs updating to include areas for improvement and development linked to the action planning for Catholic life and Religious Education.
- Governors have a good knowledge of the Catholic life of the school and fulfil their responsibilities. They are rightly very proud of the schools' welcoming, happy atmosphere in school. They have effectively helped to shape the direction of the school.
- Regular updates are received from the Headteacher regarding the Catholic life of the school and governors are invited on learning walks, and attend a variety of celebrations throughout the school year.
- The Parish Priest and Deacon work hard to give as much time as possible to school life, for example, with liturgical services and a recently celebrated a 'Welcome' Mass in church. Governors welcome the developing close links with the parish community.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.

- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- 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.
- The Headteacher ensures that all staff attend spirituality sessions, enabling all to live out the schools' mission and develop positive relationships at every level within the school.
- Whole staff *Come and See for Yourself* reflections at the beginning of each theme would continue to develop St Oswald's positive relationships.
- The quality of Collective Worship is a priority for the school. An up to date policy is in place, suiting the needs of the school. It is monitored and evaluated by leaders, governors and managers. This now needs to continue to enable good practice to be shared through paired observations, planning and worship.
- 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.
- There is an active PTFA who encourage new members to be a part of the life of the school. Parents show great enthusiasm for the school and their views are valued in developing the Catholic life of St Oswald's.

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 requiring improvement 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 Religious Education subject leader is new to the role. She shows commitment to her new post and attends training provided by the Archdiocese. The subject leader would benefit from links with surrounding schools to share good practice.
- The subject leader is supported in her role and given time when needed to develop ways forward. This support needs to continue from leaders, governors and managers to give guidance to her senior role in the school.
- Documentation guides and directs staff in the delivery of the subject. The Religious Education handbook is suitable to school needs.
- There is evidence of a monitoring timetable including displays, teaching and learning, pupil workbooks and planning. Monitoring, coupled with role modelling good and outstanding practice, will begin to develop a consistency across the school.
- Continuing professional development opportunities have been provided for staff.
- Assessment information from formal assessment tasks are recorded onto class trackers and are collated. This now needs to be collated and tracked onto whole school trackers to enable senior leaders, governors and staff to have a picture of groupings, achievement and any under achievement across the school.
- Information concerning Religious Education is shared with the Governors by the Headteacher.
- Parents are informed of the themes and topics for Religious Education in a variety of ways, for example, through the school website and newsletters.
- Formal written reports give priority to Religious Education and inform the parents their child's achievements.

What the school needs to do to improve further?

- Leaders, governors and managers to develop the provision for Religious Education by:
 - updating the Self Evaluation Document following guidance given in this report and to include areas for improvement and development linked to action plans;
 - guiding and supporting the Religious Education subject leader in her new role;
 - monitoring and role modelling good and outstanding practice to develop a consistent practice of planning and teaching and learning across the school.
- Develop teaching and purposeful learning in Religious Education by:
 - improving consistency in planning and teaching that is informed by assessments to include accessible learning objectives, differentiated tasks led by the driver words, opportunities for pupils to assess their own learning and plenary ideas to challenge learning;
 - following a policy for appropriate and accessible developmental marking across the school to sustain and further encourage pupil progress.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
---	---

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	3
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	3

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