



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PASCHAL BAYLON CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Tuesday 9 June 2009

Inspectors Rev. D. Melly Mr. M. Halford Mrs. A. McNally

URN 104679

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	366
Chair of Governors	Mrs. J. Brookman
School address	Chelwood Ave, Liverpool, L16 2LN
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Date of last inspection	4 December 2007
Headteacher	Mrs. C. Knowles

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 Paschal Baylon School is a larger than average Catholic primary school. It is situated in the Childwall area of Liverpool and mainly serves the church community of St Paschal Baylon. It is part of the Liverpool Local Authority. The catchment area is one of social and economic stability. There are 366 learners on role of whom 339 are baptised Catholics, 16 come from other Christian denominations and 11 from an *Other Faith* tradition. The number of learners eligible for free school meals is about half the national average. The number of learners with learning difficulties and/or disabilities is also below average. There are 16 members of staff 14 of whom are Catholic. Fourteen teachers teach Religious Education 10 of whom have a Religious Education qualification. Two of the remaining teachers are in the process of obtaining the *Catholic Certificate in Religious Studies*. Other teachers hope to enrol for the course in the near future.

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 Paschal Baylon is an outstanding school. It is an open, welcoming, Christ centred community where all are enabled to achieve their potential. A very strong Catholic ethos is certainly evident in the positive climate, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are outstanding overall. Learners achieve well and make outstanding progress. Teaching is outstanding overall. Assessment is in place and is being well developed. The curriculum planning is outstanding and results in an effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher and senior management team have a clear understanding of the school's strengths and a vision of how to meet development needs.

Grade: 1

Improvement since the last inspection

Following the last Section 23 Inspection in December 2007 the school has taken effective steps to maintain the profile of Religious Education as a core subject. Training has been delivered by the coordinator on Collective Worship which now takes place in different settings including the newly developed peace garden and outdoor class room.

Grade: 1

Capacity to improve

The school's self-evaluation is accurate and comprehensive though at times rather modest. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity and eagerness for further improvement.

Grade: 1

What the school should do to improve further

- Continue to implement the targets set out in the school self-evaluation document and development plan.

Achievement and standards

Learners' attainment on entry to the school is that typically expected of children of their age. Learners make outstanding progress in the school and by Year 6 meet the expectations of the *Here I Am* programme with some exceeding. Standards in Religious Education overall are outstanding. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make very good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through assessment. The development of this work is a priority for the school. All learners' work is extremely well marked and relates to the Religious Education focus of the topic. The comments made are positive and affirming. The best marking also highlights strengths and ways to further improve. Learners are very confident and articulate in discussion. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to express their own thoughts and feelings in a variety of styles with the written work in KS2 particularly demonstrating the learners' individual record of knowledge and understanding.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy work. They have a good understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They have a very good sense of right and wrong. The Gospel values of love, respect, trust, tolerance and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other. All are extremely polite and helpful.

Grade: 1

Quality of Provision for Religious Education

Teaching and learning

The quality of provision for Religious Education is outstanding. Teaching is outstanding overall. All teachers are secure in their knowledge and understanding of the *Here I Am* programme and this is reflected in their thorough planning and confident delivery of the topics. *Here I Am* is very well used. There was some very energetic and enthusiastic teaching which challenged the learners and elicited an enthusiastic response. This helped the learners to work well both independently and collaboratively. There was outstanding use of information communication technology, mainly the interactive white board, in some classes. At times this was truly interactive. Very effective use of questioning which challenged and extended the children's learning was observed. The listening skills of the learners are obviously very well developed. Very good use is made of talking partners, hot

seating, a dairy room, confident role play, video recording, dance, drama and story. Outstanding use was made of praise and affirmation in some classes. This encourages the children and enables them to remain motivated.

Children's behaviour and relationships are outstanding in all lessons. Learners are obviously valued in class. They are listened to and treated with respect not just by the teachers and support staff but also by their peers. The children demonstrated great respect for each other's opinions and points of view. This has obviously been role modelled by the adults and has resulted in high levels of learners' self-confidence and self-esteem which impacts on their learning. Many of the tasks observed on the day were creative, challenging, interesting and differentiated, catering well for the wide spectrum of learning abilities in the school. Because of this approach the children are able to learn and make progress. There was very good structure to all lessons, which, together with the diligence of the teachers and other adults, helped learners stay focussed. Monitoring of teaching and learning through observation of planning and learners' workbooks has been put in place and is very thorough. Very effective use is made of teaching assistants to support learning and inclusion. The learning objective is shared at the beginning of all lessons and revisited throughout the lesson and at the end. This enabled the sharp focus of the lesson to be adhered to.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. There is a policy in the school to meet and greet parents at the beginning and end of the day by one senior leader and other members of staff. Governors have also been involved in this enterprise. Attractive newsletters are sent to the homes regularly outlining the religious topics to be covered and how families can become involved in the learning process. Parents are invited to attend school Masses, assemblies and special celebrations and open evenings. The school also reports on progress in Religious Education. There is a vibrant Parent teacher Association together with a Parent Forum in the school.

Grade: 1

Curriculum

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school 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. Of the total curriculum time at least 10% is allocated to Religious Education, which is a requirement of the Bishops of England and Wales. Strong links are made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development enabling them, above all, to be self-reflective.

Grade: 1

Leadership and Management

Religious Education

The leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. The headteacher and the Religious Education coordinator are extremely enthusiastic and committed. They are making an outstanding contribution in leading and supporting staff. They are very good role models and have a clear vision for the further development of the school. An outstanding handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, teaching and learning and workbooks is in place and is very good and very supportive. Ten of the fourteen staff teaching Religious Education has a suitable qualification. Two remaining teacher has begun the course leading to obtaining the *Catholic Certificate in Religious Studies*. Other teachers hope to begin the course in the near future. Teaching assistants are very effectively deployed. 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. Religious Education is extremely well funded and money has obviously been well spent. The Religious Education coordinator keeps governors well informed on matters relating to Religious Education. Fr. Maddock is very much involved in the life of the school. His presence and input are greatly appreciated. He himself is also a very good role model. Governors discharge their responsibilities in an outstanding manner. All the governors are involved in the life of the school above and beyond the call of duty. They obviously care greatly about every aspect of the school and place great importance on the Catholic Ethos.

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 Paschal Baylon is certainly a happy welcoming Christian Community in which Gospel values permeate every aspect of its life and work. The learners are obviously valued, affirmed and respected. This helps them to be confident and happy. A good Mission Statement, which expresses the philosophy of education in this Catholic school, is in place. This is displayed in the entrance hall and throughout the school. Aims, flowing from the Mission Statement with objectives showing how the aims are to be achieved, are also in place. In the planned review of the Mission Statement, the need to add an educational element to the statement is appreciated particularly by the head teacher. In this review it would also be helpful to clearly differentiation between aims and objectives. All who form the school community are to be involved in the planned development of the Mission Statement, which is at the heart of all that is done in the school.

Grade: 1

Collective Worship

The quality of Collective Worship is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, year group or whole school gatherings. This fulfils government and Archdiocesan guidance. A very good policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship are extremely well planned for, with great attention to detail, ensuring that everything is as good as it can be. The Collective Worship observed took place both in the hall and in the Peace Garden. The experiences included song and hymn and an appropriate focus with lighted candles and appropriate artefacts to create a prayerful atmosphere. Very good use was made of scripture. There was time for personal reflection, which was extremely well used. Appropriate hymns were sung enthusiastically. There was prayer, both formal and informal which was excellent. The learners and staff present responded positively to the warm, affirming and uplifting worship experience. Focus tables and displays in each classroom and throughout the school are colourful, attractive and well presented, expressing well the topic of *Choices*. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

Grade: 1

Community Cohesion

The school's leadership and management in promoting community cohesion are outstanding. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. It is obvious that every person matters in this school. Close links have been forged with the local community Police Officers and the fire service. There are links with King David High School. The school council attends the Liverpool Children's Parliament. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism, Hinduism and Islam. All show a concern for the well being of those less fortunate than themselves in their support of St Joseph's Hospice, CAFOD, Nugent Care, Goan Orphanage, Red Nose Day, and Zoe's Place and contribute to a fund to send young people to Lourdes to help with the elderly and infirm. The pupils have had talks about the conditions in Romania.

Grade 1