



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## ST. PAUL AND ST. TIMOTHY'S CATHOLIC INFANT SCHOOL

LIVERPOOL

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Tuesday 22 January 2008

Inspectors Ms. Nora Finnegan Miss Jackie Coughlan  
Mrs. Anne McNally

URN 104673

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 -7
Number on roll	356
Chair of governors	Mr. J. McCoy
School address	South Parkside Drive, Liverpool, Merseyside, L12 8RP,
Telephone number	0151 2282114
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E-mail address	Paultimothy-ht@st-pauls-st-timothys.liverpool.sch.uk
Date of last inspection	30 September 2003
Headteacher	Mrs. Maria Eves



## 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. Paul and St. Timothy's Catholic Infant School, which serves the parishes of St. Paul and St. Timothy, is situated in West Derby, an Eastern suburb of the City of Liverpool. This larger than average infant school has four forms of entry in each of its three year groups. It caters for children from a wide range of social and economic backgrounds. Most come from the immediate mixed catchment area of owner-occupied and rented housing. Below average proportions of children are eligible for free school meals or have learning difficulties and/or disabilities. Almost all children are of White British heritage. Six children speak English as an additional language. Three hundred and fifty three children are Catholic, 1 comes from another Christian denomination and 2 are from an *Other Faith* background. Learners' skills on entry to the school cover the full spectrum but, overall, are broadly average. There are 16 members of staff 12 of whom are Catholic. Eleven of the 14 teachers who teach Religious Education have a Religious Education qualification.

## 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. Paul and St. Timothy's is an outstanding Catholic school. It is a vibrant, inclusive community underpinned by a very strong Catholic ethos where everyone is respected and nurtured and life is lived to the full. This encourages children to flourish in all aspects of their development and establishes a very positive climate for work. Positive relationships, which are a real strength of the school, have been established by working in genuine partnership with home, parish and the local community. Standards are outstanding. Learners achieve well and make outstanding progress. All teaching is outstanding. Assessment is outstanding and provides very clear guidance on learning. The school is outstanding in meeting the Religious Education curriculum needs and interests of all learners. Learners' behaviour is outstanding. The quality of Collective Worship is outstanding. The provision for learners' spiritual and moral development is outstanding. The school is outstanding in promoting community cohesion. The Religious Education subject leader provides outstanding leadership and support to staff. The headteacher's leadership of the school is outstanding. This is evident through her excellent understanding of the mission of a Catholic school. The headteacher, supported by the leadership team, has very high expectations, is aware of the school's strengths and has a very clear vision of how to meet development needs.

**Grade: 1**

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

Since its last Section 23 Inspection in September 2003 the school has formally reviewed its Mission Statement and developed clear aims and practical objectives which show how it is lived out in the daily life of the school. The aims and objectives are also reviewed at the beginning of each school year. The school has continued to develop and further improve standards through implementation of all new guidelines given by the Archdiocese. Time and finance have been provided for whole staff in-service. The Religious Education handbook, the Collective Worship policy and Spiritual and Moral policies have been updated. Planning and assessment have been developed in line with Archdiocesan guidelines. The use of information communication technology as a teaching and learning resource for Religious Education and Collective Worship has been developed to a very high level. Monitoring of teaching and learning and Collective Worship has been continued. Parents/carers are given detailed information about what is taught in Religious Education and are invited to participate in celebrations. Resources have been updated. Religious Education and the Catholic life of the school are thoroughly evaluated on a regular basis.

**Grade: 1**

## **Capacity to improve**

The school's view of its overall performance is very accurate due to its outstanding self-evaluation and monitoring process. 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 very clear understanding of what needs to be developed and is fully 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.

## **Achievement and standards**

Learners' attainment on entry to the school covers the full spectrum but overall is broadly average. A smaller than average proportion of children have learning difficulties and/or disabilities. Learners make outstanding progress in the school with a high proportion of children in Year 2 exceeding expectation. Standards in Religious Education are outstanding. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make good progress in Religious Education through use of tasks suited to their needs and with the help provided by teachers and very able teaching assistants. The school checks on the progress made by all and gives learners very clear guidance on improvement through outstanding use of assessment and positive marking. Children throughout the school are confident in discussion and ask very good questions showing knowledge and understanding of Religious Education. Learners' work is recorded in a wide variety of creative ways.

Catholic beliefs and values are at the heart of learners' spiritual development. Children throughout the school show a real enjoyment of Religious Education. They have a very good understanding of the life and teaching of Jesus and are given opportunity 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. Children's behaviour throughout the school is outstanding. Achievement in all areas of school life is celebrated through a wide variety of systems in classes and at a weekly Award Assembly. Learners have an excellent sense of right and wrong. The Gospel values of love, respect, justice and forgiveness clearly underpin the provision for learners' moral development enabling them to make an outstanding contribution to the school community.

### **Grade 1:**

# Quality of Provision for Religious Education

## Teaching and learning

The quality of provision for Religious Education is outstanding. Teaching is outstanding. All lessons observed were outstanding. Through the monitoring process the school has identified ways of sharing outstanding practice. Lessons are very well planned to meet the needs of all children. The more able are challenged in a variety of ways and good support given to those less able. Outstanding use is made of teaching assistants to enhance teaching and learning. All teachers use a wide variety of teaching and learning strategies that capture and retain learners' interest and involvement. Outstanding use is made of information communication technology by teachers and children to enrich teaching and learning and record achievement. All teachers ensure that past learning is recalled, learners understand the learning objective and keywords are introduced and explained. Outstanding use is made of the plenary session in all classes to sum up learning, relate it to real life and, through use of a variety of creative activities, challenge more able children to think at a deeper level. Learners are enthusiastic and show real enjoyment in Religious Education lessons. All teachers ensure that the tasks set meet the learning objective and the needs of all children thus ensuring that learners are thoroughly engaged. Outstanding use is made of homework to enrich learners' understanding. Regular assessment of learners' work is outstanding. Detailed records are kept and the information is used to inform future planning. Excellent photographic evidence supports assessment and teacher evaluation. In all classes outstanding use is made of quality display to enhance delivery of Religious Education. Teaching and learning are monitored as part of the whole school monitoring process and feedback is given to staff and governors. The information is used to identify in-service needs and to ensure quality delivery of Religious Education.

Each term parents and carers are sent a *Here I Am* newsletter which gives them detailed information about the topics being studied in Religious Education. This enables them to become involved in their children's Religious Education through support of homework. Parents/carers are also invited to celebrations. They receive regular verbal and written reports of their child's progress.

## Grade: 1

## Curriculum

The school is outstanding in meeting the Religious Education curriculum needs and interests of all 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. Provision is made for those learners with additional educational needs by differentiation of tasks and

also by the support given. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.

Very strong links are made with home, parish and the local community. The Religious Education curriculum makes an outstanding contribution to learners' spiritual and moral development. The policies supporting the development of learners' spiritual and moral development have been recently updated and contain clear aims and practical objectives.

**Grade: 1**

## **Leadership and Management**

### **Religious Education**

Leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school with a focus on very high standards. The Religious Education coordinator, supported by the headteacher, provides strong and inspirational leadership for the staff who share a commitment to the subject's aims and values. They show a genuine enthusiasm for their role. The governors have also demonstrated their commitment to and understanding of the shared vision of the school. An outstanding handbook, which has recently been updated, guides and directs all staff in their delivery of Religious Education. Performance in Religious Education is monitored through scrutiny of planning, workbooks and assessment, lesson observations, questioning of learners and monitoring of displays. This enables the school to share good practice and further raise standards. St. Paul and St Timothy's is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Of the 14 staff teaching Religious Education 11 have a suitable qualification. Teaching assistants are planned for and are very involved during lessons. The subject leader attends coordinators' meetings and topic days and information is disseminated to all staff during staff meetings or in-service time. Before each topic staff meet to share *Before You Begin* and have a discussion about ways of enriching children's learning. Priorities for the subject are clearly identified and targets set. Religious Education is funded on par with other core subjects. The headteacher and Religious Education coordinator keep governors fully informed of the strengths and areas for development relating to Religious Education. Governors discharge their responsibilities very effectively and are very involved in the life of the school. The link governor for Religious Education takes part in classroom lessons and celebrations and is informed about all new initiatives in Religious Education.

**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. Paul and St. Timothy's is

a place in which the Gospel spirit of love and respect permeates every aspect of its life and work.

The Mission Statement, which expresses the philosophy of education in this Catholic school, has clear aims and practical objectives which show how it is lived out in the daily life of the school. In 2006 all members of the school community met together to develop this statement and explore how they could enable it to be at the centre of all that that they do. This was further explored at the beginning of this school year. The Mission Statement is used to inform and direct all school policies and plans and is displayed in all classrooms and around the school. It is shared with all new parents and staff. Children are given regular opportunities to explore it at their level and to make “*Love to learn. Learn to love*” central to all that happens within the community of St. Paul and St. Timothy’s school. Reflection on the Mission Statement and its clear aims and practical objectives, provides an effective system by which to monitor and evaluate the Catholic life of the school on a regular basis.

**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, key stage or whole school gatherings. This fulfils government and Archdiocesan guidance.

Collective Worship is monitored as part of the whole school monitoring programme. An outstanding policy, which gives very clear guidelines to support the planning and delivery of quality Collective Worship wherever and whenever it takes place has been recently updated. Teachers and learners plan and deliver Collective Worship. Parents/carers are invited to participate in celebrations. Acts of worship include various forms of prayer and scripture, reflection and other elements that support liturgical formation. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. The three Collective Worships observed were outstanding. Learners respond well and actively participate in acts of worship. All classes make use of quality focus tables to enhance delivery of class Collective Worship. Collective Worship makes an outstanding contribution to learners’ spiritual and moral development.

**Grade: 1**

## **Community Cohesion**

The school is outstanding in promoting community cohesion. 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. Parents and carers are given opportunity to be involved in decision-making and the life of the school through use of questionnaires and parents’ meetings. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The Religious Education programme supports

community cohesion by giving children opportunity to explore the beliefs and values of Judaism and Islam. Children show a concern for the well being of those less fortunate than themselves through their support of CAFOD, Nugent Care, the Sister Margaret project in Zambia and local needy people.

**Grade: 1**