



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST VINCENT de PAUL CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date; 25 September 2013

Inspectors: Rev D Melly Mrs D Martin

Unique Reference Number: 104667

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School: Primary School

Age range of pupils 3-11

Number on roll 207

Chair of Governors Miss P Mullin

Headteacher Mr P Stewart

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Date of last inspection 15 January 2008

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 de Paul School is an average sized Catholic Primary School situated in Liverpool and mainly serving the parish of St Vincent.
- There are 207 children on roll of whom 117 are baptised Catholic, 48 come from other Christian denominations, and 42 from other faith or religious traditions.
- There are 12 teachers of whom 10 teach Religious Education and 7 have a suitable qualification in Religious Education. Three teachers have just completed the CCRS course. Eight teachers are baptised Catholic.
- Since the last inspection the school has undergone a £1.9 million refurbishment creating a new junior block, an ICT suit, a nursery and a new kitchen. Religious Education is now lead by a team of three who are all very dedicated and enthusiastic about their role.

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 de Paul is an outstanding 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 and understand the part they play within it. They are currently in the process of producing child friendly aims for the Mission statement. They constantly evaluate its effectiveness.
- Pupils have an outstanding 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. Some are members of the school council, some are part of the Bright Ideas Team and some are Buddies. One pupil said while being interviewed: 'There are jobs for everyone. No one is left out and everybody wants to help everybody else.'
- Pupils are actively involved in developing the Catholic character of the school by their care and concern for each other and for the environment as they live out the Mission Statement. They have an extremely good sense of service to the school and beyond. They also participate reverently and enthusiastically in acts of Collective Worship.
- Pupils benefit from participation in away days and retreat activities especially in Sandymount House of Prayer which is always an enriching experience.
- Pupils have an outstanding sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others especially at the Friday awards assembly. They show a readiness to embrace and celebrate their lived experiences both in class and at assembly.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are very involved in service to the local faith and religious communities by their involvement in the Liverpool One Youth Group, singing in the carol service held in Liverpool One, the Notre Dame Pied Piper performance for children and parents and the iSing festival in the Lighthouse. They are also involved in the annual pensioners' community day. 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 outstanding.
- Their attainment in Religious Education is outstanding.

- They make outstanding 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 very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage while some are exceeding them.
- 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. The pupils who were interviewed said that they really enjoy the Come & See Religious Education Programme and the way it is taught. They said that the teachers make it interesting and fun.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and 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 outstanding.
- 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 are becoming familiar with a variety of prayer styles. They appreciate and are very open to the Word of God in the scriptures which are well proclaimed.
- They sing joyfully and enthusiastically, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display outstanding subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults and Information and Communication Technology, cameras, iPads, bricks, sand, sand timers etc. to maximise learning.

- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated especially at the Friday assembly.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- 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 outstanding.
- The curriculum is outstanding 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 sport, music/choir, quiz, and the various clubs - cookery, film, knitting and yoga all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding 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. They will soon welcome Eric Cohen to the school to help them appreciate and understand Judaism.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. 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 who respond in an exceptional manner.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills necessary for planning, leading and evaluating Collective Worship.
- The teachers are now providing the necessary resources and opportunities to help children to 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 as they attend acts of Collective Worship and Masses.

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 outstanding 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. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. At the present moment the pupils are involved in producing child-friendly aims to flow from the Mission Statement.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement. Each week the headteacher leads the staff in reflection and prayer. We were privileged to attend such a reflection which was very thought provoking and uplifting.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The Self Evaluation Document is very comprehensive and accurate. It reflects the energy and enthusiasm of the whole school.
- The school provides outstanding 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 staff are encouraged to attend in-service provided by the Department for Christian Education which is then disseminated to the rest of the staff at a staff meeting.
- 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.
- 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 within the school.
- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school especially school and class Masses and Acts of Collective Worship.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school especially by the enthusiastic sharing of their long and very valuable experience.

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 outstanding 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.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust 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.
- Continuing professional development opportunities are provided for all especially by the Department for Religious Education.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leaders are outstanding in guiding Religious Education. They show enthusiasm and commitment and introduce new initiatives when appropriate.
- Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, time scales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are well celebrated.

What the school needs to do to improve further?

- Enhance provision for Religious Education by:
 - implementing the planned use of target tracking as a diagnostic tool.
- Enhance provision for Collective Worship by:
 - continuing to develop the proactive opportunities to support the children in the planning and delivery of Collective Worship in all classes.
- Improve the web site by:
 - implementing the planned development of the Catholic Life section on the school's website.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

| | |
|---|---|
| How effective the school is in providing Catholic Education | 1 |
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OUTCOMES FOR PUPILS

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|---|---|
| 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 | 1 |
| How well pupils respond to and participate in the school's Collective Worship | 1 |

PROVISION

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|--|---|
| How effective the provision is for Catholic Education | |
| The quality of teaching and how purposeful learning is in Religious Education | 1 |
| The extent to which the Religious Education curriculum promotes pupils' learning | 1 |
| The quality of Collective Worship provided by the school | 1 |

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 | 1 |
| How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils | 1 |

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