



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST OSWALD'S CATHOLIC PRIMARY SCHOOL

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Inspection Date 17 June 2014  
Inspectors Mrs. Denise Hegarty, Mrs. Angela Williams  
Unique Reference Number 119675  
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary  
Age range of pupils 5 - 11  
Number on roll 131  
Chair of Governors Heather Martland  
Headteacher Elizabeth Green  
School address Spendmore Lane  
Coppull  
Chorley  
Lancashire  
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Date of last inspection 8 February 2011

# 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 much smaller than average Catholic Primary School situated in Coppull and serving the parish of St. Oswald's, Coppull in the Lancashire district of the Archdiocese.
- There are 131 children on roll of whom 103 are baptised Catholic and 17 pupils are from another Christian denomination. Three pupils are from another faith tradition and 8 have no religious affiliation.
- There are 7 teachers at the school, 5 of whom are Catholic. Five teachers teach Religious Education and two have a suitable qualification in Religious Education.
- The headteacher and the Religious Education Co-ordinators are new to the post since the last inspection.

### Key for inspection grades

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

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## Overall effectiveness:

St. Oswald's 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, *'To live love and learn in the light of the example set by Jesus and the teachings of the Catholic Church'*. They were involved in its evaluation and enjoyed the visit of the Archdiocesan 'Animate' Team who were invited into school to assist the pupils to understand the part they play in living out the mission and the demands and responsibilities that doing so places on them.
- Pupils have a great sense of belonging to the school community and value and respect others. They have a real sense of pride in their school community and the lack of bullying therein. Relationships between pupils are outstanding and this leads to excellent behaviour especially in lessons especially in the way they consider each other's feelings.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as prefects, the Year 6 pupils model good behaviour and safe practice. School councillors and house and sports captains encourage the younger pupils to develop a sense of team spirit and co-operation.
- Pupils are actively involved in developing the Catholic character of the school by the charity work they undertake and in the manner with which they raise awareness of the plight of the less fortunate. At least on event each year, for instance, raises money for CAFOD. Events have included a sponsored hymn sing, sponsored water carrying and making a long line of donated silver coins. Other charities involved include Missio and Children in Need. Children enjoyed the special assembly with 'Woolie the Sheep' from the Good Shepherd Appeal for the work of the Nugent Care Society.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sports, music and gardening. The school garden featured in the national 'Village in Bloom' competition. Through them, they learn the values of commitment, responsibility and teamwork. The school choir sings at a variety of events in the community.
- Pupils participate in away days and retreat activities. Year 5 pupils benefit greatly from a retreat day held at the local High School. Year 6 have a residential holiday in a Lake District Youth Hostel for teambuilding and experiencing the outdoor life. These opportunities provide time for the children to reflect on their friendships and values and make a significant contribution to their social and spiritual development.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. Pupils are very respectful to each other and in the words of a Year 6 pupil, 'treat each other as they would wish to be treated.' They praise and acknowledge the contribution of others and revel in the opportunity to join the head teacher for afternoon tea as a result of special efforts made. In classes that are trialling the new electronic 'ClassDojo' Reward system, there has been an enthusiastic response.

- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. They attend Mass on Holy Days and special occasions and enjoy reading, serving and writing prayers for such times. Each Lent, the pupils prepare a Lenten liturgy which can for example, take the form of the dramatisation of the Stations of the Cross. During Advent, carol services are held and younger pupils enjoy being a living crib while older pupils confidently read and sing.
- They show respect and understanding of other faiths and religions including Judaism and Islam.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is requiring improvement.
- Their attainment in Religious Education is generally in line with expectation.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- They make good progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good. They respond well to the school's provision.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage, but with some underachievement.
- 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 gradually becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in their learning is good as shown by their excellent behaviour. They work effectively, steadily and with interest in what they do.
- They are encouraged to work quietly and independently.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good. They understand its importance in the life of the school.
- They show interest, respond respectfully and actively participate in Collective Worship.
- They act with reverence, are attentive and enjoy participating in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and pray confidently and at ease with each other.
- At Mass, they prepare readings, prayers and enjoy serving and taking up the gifts. Year 6 pupils sit with younger ones to model appropriate behaviour and encourage them in their prayers.
- There is a good response from children to the Rosary Club held in October where older pupils lead the prayers of the Rosary at lunch times.
- Pupils' liturgical skills are developing well. They now need greater opportunity to further develop these skills in planning and leading Collective worship sessions.

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

- The quality of teaching and purposeful learning in Religious Education is good.

- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Most teachers display good subject knowledge and deploy a range of teaching styles to motivate pupils.
- Most teaching encourages pupils' enjoyment of Religious Education, but this needs to be consistently applied across the school and opportunities provided to excite and inspire pupils.
- Teachers have high expectations of attitude and behaviour in lessons but should have higher expectations of their work and provide them with greater challenge.
- Teachers take into account pupils' prior learning but must consistently ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Additional adults in the classroom are well-deployed to support learning.
- Pupils are sometimes informed of their progress and how to improve both orally and through marking. Good practice seen should be shared across all classes.
- Effort and achievement are celebrated especially at the end of the week assembly and by effective use of the electronic reward system piloted in some classes.
- The assessment of pupils' work in Religious Education still requires some improvement. Staff members are becoming more confident in using the driver words in questions and tasks and are consequently becoming familiar with the levels children are working at. Most are starting to use the driver words effectively to assess pupils' work and to move learning to the next level.
- The school has begun to put assessment strategies in place which will provide accurate information on the achievement of all the pupils and teachers are starting to identify how well pupils are achieving and tackle underachievement.
- Very good 'Assessment for Learning' strategies are in place and used particularly well in plenary sessions.
- Teachers enable pupils to evaluate their own work. Children are enabled to assess how well they have done, say what they have learned and enjoyed.
- Plenary sessions are used very effectively across the school to celebrate work and indicate the way forward for the class.

### **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.
- Planning requires more detail to ensure full coverage of the Religious Education programme and suitably differentiate tasks must be consistently identified for groups of pupils in the mixed aged classes.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as theatre groups and the visit from the Animate Team have a positive impact on the curriculum.

- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Circle time activities are provided and give the children opportunities to listen to and reflect upon the views of others and to share their own thoughts and ideas. These sessions help to develop self-esteem and raise aspirations.
- The curriculum is customised to meet the needs of groups and individuals and great support is provided by teaching and learning support assistants.
- 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 children have had opportunity to study Judaism and Islam. A Muslim parent visits school to tell the children of her experiences, practices and beliefs.

### **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 well and takes into account the variety of backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. It is timetabled carefully and is appropriate to the age and capacity of the pupils.
- 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. Staff members are excellent role models for pupils to emulate.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. More occasions could, however, be provided for spontaneous and community prayer during worship.
- The prayer life of the school is excellent and many opportunities are provided for Masses and other liturgies.
- High quality resources are available to engage pupils e.g. music, artefacts etc. and there are suitable focus areas in each classroom. A beautiful focus table has been made and given to the school by a parent for use in the school hall.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship and they are confident to do so.
- The teachers now need to provide 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.
- Some opportunities are provided for parents, carers 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. The school acknowledges the need to send invitations more regularly.

### **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.
- They show a good understanding of and commitment to the Mission of the Church which is reflected in the Schools own Mission Statement, *'We live, love and learn in the light of the example set by Jesus and the teachings of the Catholic Church'*. All who form part of the school community including staff, clergy, governors and children were involved in its development. The aims and practical objectives emanating from it direct and guide every aspect of school life and are a useful tool by which the school can evaluate its

effectiveness. All members of the community know, own and live out their Mission Statement.

- The Mission Statement reflection and evaluation day organised for pupils and led by the Animate Team enabled pupils to explore ways in which it is lived out, realise the part they play within it and to reaffirm their commitment to it. As a result, child friendly posters depicting the Mission Statement are proudly displayed around the school and in church.
- The school behaviour and discipline policy is rooted in the its Mission Statement as all members of the community strive to follow the example of Jesus in loving each other and treating one another with respect.
- There are positive relationships at every level within this welcoming community and a strong, rich, Catholic ethos prevails. Children are nurtured and enabled to flourish.
- Good opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. through raising awareness of and fund raising for those in need. There are many photos and videos which exemplify how this is emerging as a vibrant and active Catholic community.
- Leaders, governors and managers provide a bright, well-cared for learning environment for pupils.
- Leaders, governors and managers are improving in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements, but there is still room for further development in this area. Advice has been sought from other schools, providers and agencies. Whilst broadening their understanding of the task in hand, this is still in the early stages of implementation.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It provides a basis to celebrate the schools strengths and outlines areas for development. Whilst it is very good at identifying what the school provides, more attention must be paid to evaluating the impact and outcomes for pupils.
- An action plan is drawn up based on the priorities identified in the Self Evaluation Document. This is monitored termly by senior leaders and shared with the chair of governors, the link governor and the parish priest.
- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Newly qualified teachers attend the Archdiocesan induction days.
- The quality of Collective Worship is a priority for the school. It is monitored by leaders through drop-in sessions. An up to date policy is in place and good, modern resources are provided. A portfolio of good practice helps to support staff in their delivery.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils e.g. the start of the year Mass for staff and governors and several special liturgies for children throughout the year.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Newsletters, the school website and text messages inform parents of events that are happening in the Catholic life of the school.
- Excellent links exist with the parish and the school gives its full support to the Sacramental programme, '*With You Always.*' Senior leaders are catechists in the parish and are heavily involved in sacramental preparation.
- The parish priest is very supportive of the school. He visits regularly and offers support for the Catholic life.

- Governors are good in fulfilling their responsibilities. They are committed to improvement and are effectively helping to shape the direction of the school through their support and presence in the school. They have undertaken recent training to help them discharge their duties from the local authority and the Archdiocese. They value the school's efforts in giving the children an appreciation of their purpose in this life and their destiny in the next.

**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 good 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 developing and beginning to be used to evaluate the school's performance and plan for future improvements.
- There is a programme for the monitoring and evaluation of the subject. Planning, displays and children's work have been monitored and feedback given. Leaders are committed to extending the programme to include classroom observations in the next cycle. Good practice can then be shared and celebrated.
- Continuing professional development opportunities are now provided for all. The school is also working with a cluster of local schools to learn from good practice and benefit from peer support.
- Assessment information is gathered and shared with the leadership team and governors.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. These procedures should now be more rigorously and consistently deployed and the findings used to inform teachers' plans and improve pupils' future learning consistently across the school.
- Moderation and levelling meetings are held and assessment files are kept for each class. These can be used to develop a school portfolio of assessed work.
- The parish priest visits regularly and liaises closely with staff. He provides good support for the curriculum.
- The subject is co-ordinated and led by the deputy head teacher and a newly qualified member of staff. This team guides Religious Education very well and is effectively raising standards and improving outcomes. Both show commitment and introduce new initiatives as appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. Archdiocesan briefings and cluster group meetings are attended and information gleaned cascaded to colleagues.
- A good budget is provided for the subject and spent wisely on resources to enhance the curriculum e.g. theatre groups etc.
- The curriculum is enriched by a number of extra-curricular opportunities e.g. music, gardening and dance. The school minibus is used to take additional needs children out on Inclusion Days provided by Chorley Sports Partnership.
- Curriculum outlines and newsletters are provided for parents and carers to indicate ways they can help their children's learning. These are also published in the school's website. Useful reports on achievement and progress are provided annually and parents have opportunities to discuss their children's work on parents' evenings.
- Governors are kept well-informed by leaders. They are interested in the subject and appreciative of the school's efforts to improve.
- Achievement and effort are celebrated. There is a plethora of photographic evidence to show how all the school is achieving and much of this is shared with parents and the community on the school website.

## What the school needs to do to improve further?

- Improve the self evaluation process by:
  - focussing on the impact of provision on outcomes for pupils;
  - prioritising areas targeted for development and include timescales for completion and clear lines of accountability.
- Raising attainment in Religious Education by:
  - improving planning to cater for all levels of abilities in mixed aged classes through differentiated, challenging activities;
  - embedding assessment procedures by continuing to level and moderate work both within the school and across the local cluster group and to use the information to inform future planning;
  - providing creative, exciting teaching and learning strategies that motivate, inspire and challenge pupils and enable them to thoroughly enjoy their learning;
  - monitoring teaching and learning to celebrate and share good practice and to identify and provide support for areas needing development.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	3
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
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**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	2

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