



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 19 October 2011
Inspectors Mrs Marie Connolly Mrs Julie Mosinski
Unique Reference Number 131332
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 242
Chair of Governors Fr John Ealey
Head teacher Mrs Belinda Basnett
School address Twig Lane
Huyton-with-Roby,
Liverpool
Merseyside
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Date of last inspection 18 November 2008

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.

Information about the school

St Aloysius is a larger than average sized Catholic Primary School situated in Huyton-with-Roby, Merseyside serving the parish of the same name. There are 242 children on roll of whom 223 are baptised Catholic, 19 come from other Christian denominations. There are no children from other faith or religious traditions. There are 15 teachers all of whom teach Religious Education. Twelve are Catholic. Nine teachers have a suitable qualification in Religious Education. Since the last inspection the parish priest has been appointed as Chair of governors. The same headteacher and Religious Education co-ordinator have remained in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

1

The school's capacity for sustained improvement

1

Main Findings:-

This is an outstanding school in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. This ensures that it's truly distinctive Catholic nature permeates every aspect of school life and every child feels valued, cared for and respected. The pursuit of excellence has ensured the school has maintained and built on previously outstanding performance. This is reflected throughout all the displays and the wonderful photographic evidence all around the school. Self evaluation is honest and broadly matches the judgements made in this report. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are very good. This is largely due to the care and encouragement shown by staff to their individual needs. The school is successfully addressing the areas it has identified for improvement. The leadership and coordinator are deeply motivated and communicate high expectations to staff and Governors in order to secure improvement. Staff are affirmed and supported. Teachers are provided with regular In-service to support their ongoing development. Realistic and challenging plans stem from the analysis obtained through some recent monitoring and assessment. These and the findings of this inspection will continue to be used to ensure outcomes improve further. There is an openness to embracing new initiatives and challenges.

Overall the school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Ensure the comprehensive information gained through formal assessment impacts on future planning, enables differentiation and challenge by:
 - Monitoring planning to ensure driver words are being used when planning differentiated tasks, groupings and support are identified;
 - Continuing moderation of children's work;
 - Sharing relevant information with all- teachers, children, parents and governors.
- Monitor plenary sessions to ensure they show how the learning objective for the lesson has been met and enable pupils to self evaluate their learning,

- Implement any ongoing areas for development outlined in the schools development plan by:
 - tracking and analysis to be reported back to relevant bodies;
 - continuing to maintain excellent community links;
 - continuing to provide opportunities for children to plan and deliver Collective Worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have a limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is broadly average but improving and children make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken has begun to provide evidence of pupils' generally attaining the appropriate level for their age and stage of development in each key stage. There is no significant difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are very good. Pupils are becoming increasingly more literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are starting to become more aware of the demands of religious commitment in everyday life. The detailed analysis of assessment outcomes will ensure information is available to target any underachievement. Pupils are encouraged to work independently and collaboratively. Pupils showed enthusiasm for and some great enjoyment of their learning in Religious Education. Pupils' behaviour overall is outstanding. Children have a real sense of belonging to the school community and value and respect others as modelled by all adults in the school. The Mission Statement is clearly lived out on a daily basis and owned by the children through the motto 'RESPECT'. This statement is used to help them interpret different aspects of school life, e.g. pupils feel that adults and children listen to one another which makes them feel cared for if they have worries in school or at home. Pupils are encouraged to take on roles of responsibility in the school for example school council. They have produced a leaflet outlining what they feel the school does well and some to help them develop further under the heading 'Likes and Plans'. The areas covered are – We know we are listened to - We make good progress with our learning and our teachers make us work hard - Our school cares for and looks after us and Children are well behaved. Because of this exceptionally high standard of care pupils have a good sense of right and wrong and apply this in their personal relationships. They appreciate that good behaviour is an expectation and treat others with respect. They are quick to praise each other. Positive attitudes in pupils are fostered in numerous ways and many initiatives help support this. Pupils show consideration and care for others both in school and the wider community and take an increasing responsibility for themselves and their actions. This is evident in their many charitable fundraising events and also their work with other local schools to look at community issues and problems in an attempt to improve the local area.

Children are outstanding in responding to and participating in the schools Collective Worship. They are developing their understanding of the religious

seasons and feasts. They show a readiness to reflect on and celebrate their lived experiences through music and drama, participating at liturgical events. They are keen to participate in acts of worship for example by reading, or using objects symbolically. They sing joyfully, act with reverence and join in traditional and community prayers appropriately. All show respect. Pupils' knowledge of prayer and liturgy is increasing. They are becoming more familiar with a variety of prayer styles. They are learning to appreciate and are open to the Word of God in the scriptures using some creative ways to explore it and recognising its relevance today.

Children have been encouraged to become more confident in preparing and leading worship from their earliest years. Teachers guide children when they plan acts of worship to ensure opportunities are given for personal reflection and stillness and the full active participation of all.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching overall is outstanding in ensuring that pupils are interested and engaged and make outstanding progress. Teachers have begun to take into account pupils' prior learning. Differentiated tasks have started to be employed but must be indicated when planning. This needs to be consistent throughout the school and should also take into consideration the 'driver words'. Teachers must ensure the work planned consolidates, builds and extends on pupils knowledge and understanding. The majority of teachers ensure pupils are aware of the learning objectives and outcomes. These must be re-visited in the plenary session and pupils provided with opportunities to evaluate their learning. Teachers provide opportunities for pupils to work independently and collaboratively. Some highly creative and imaginative teaching and learning strategies are employed e.g. use of technology to research and visually record work. When this happens children show a real enthusiasm for and enjoyment of their work. Monitoring of teaching, planning and workbooks will indicate where this happens and this good practice should be shared to ensure even greater consistency in teaching, and use of these creative strategies throughout the school. Time management is effective. The school is well resourced. Teachers ensure that resources are used efficiently to challenge and stimulate learning i.e. God's Story, Church's Story CD Roms, Power Point presentations etc. Excellent use is being made of Information Communication Technology in some classrooms. Sharing this will further enhance teaching throughout the school. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. marking, rewards and positively affirming pupils throughout lessons.

Personalised and challenging marking is applied consistently. Teaching assistants provide outstanding support and have excellent relationships with those children who need their support most.

The assessment of pupils work in Religious Education is good and improving. The school is very good at implementing assessment strategies. Assessment information has started to be recorded fully and accurately on the attainment record of all pupils. Teachers will now be able to identify how well pupils are achieving and use this information to differentiate appropriately and tackle any underachievement and further challenge those of higher ability. Teachers need to provide pupils with greater opportunities to evaluate their own work particularly during plenary sessions. This is undertaken in some classes. Assessment information is collated by the subject leader and school leadership and will be shared with all concerned e.g. teachers, governors and parents. Achievement and effort are celebrated regularly.

The curriculum is outstanding in meeting pupils' needs. The school using the Here I Am programme recommended by the Archdiocese 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 Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Teachers ensure full coverage of the Religious Education programme when planning to meet the learning outcomes. Some imaginative and well planned strategies capitalise on expertise within and beyond the school enriching pupils learning e.g. the parish administrator shared the various 'signs and symbols' around the church. Use of the church to enhance learning should continue to be developed. Use of the interactive whiteboard, links to other subjects e.g. art, music, drama etc and differentiation needs to be evidenced in planning. Working groups, support and the date work is to be covered should also be annotated consistently throughout all planning. Parents are informed of the Religious Education topics to be covered each term and are consulted depending on the topic being covered. The school implements new curriculum developments as appropriate. The Religious Education curriculum provides many opportunities for nurturing pupils' spiritual and moral development. Teachers handle sensitive issues with great compassion and care for the children. They enable children to deepen their own understanding and explore differences in belief and practice to their own. This work is promoting respect in school and beyond.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school. It takes into account the variety of Faith backgrounds among the pupils. Collective Worship plays an important part in meeting the Spiritual needs of all staff and pupils. Key seasons of the Church's year are celebrated and other festivals and feasts. A prayerful atmosphere is created to ensure all gather respectfully. Creativity in presentation enables children engage with the theme, readings and prayers. Opportunities are provided by teachers to enable full, active and conscious participation of all those present and enables personal response. Children are enabled to pray formally and informally. The coordinator has provided inservice opportunities for Staff to develop their skills in planning and leading Collective Worship. This has been passed on to pupils. Opportunities are sometimes provided for parents, carers, parishioners and

governors to participate in celebrations. This is greatly appreciated. One parent commented favourably on the online forum!

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show a real understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, governors and children were involved in the development of the Mission Statement. Its aims and motto direct and guide every aspect of school life. The mission in practice is displayed creatively and visually using many of the wonderful photographic images all around the school. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school for example the work undertaken on other faiths or Religions, community and charity work etc. They are constantly striving to improve. Residential time set aside for staff team building and reflection has enabled staff to further understand themselves, their personal strengths and better support each other. A range of opportunities for Spiritual and Moral development are provided for staff and pupils' such as staff use of *Before You Begin*, links with the parish and local community, staff and pupils celebrating together throughout each year etc. Pupils have a keen awareness of their need for outreach and support many local, national and international charities first hand and through fundraising. Parents and the Parish Priest are fulsome in their praise of the schools commitment to its Catholic Mission.

Leaders and managers monitor the progress of all pupils and the quality of teaching and learning. They have begun to use data to evaluate the schools performance, celebrate, and plan future improvements and the school continues to improve. Targets, timescales and clear lines of accountability are clearly identified. Key areas for development are being and will continue to be tackled systematically. Excellent practice needs to be shared through monitoring of teaching. Lesson observations must ensure that there is differentiation when appropriate. Plenary sessions should include pupils self evaluation of learning. The Religious Education Coordinator is well supported by the leadership of the school. She listens well to advice, welcomes future challenges and is willing to share her own ideas and expertise with others. Clear documentation is available to guide and direct all staff in the delivery of the subject. Governors are good in fulfilling their responsibilities. The Chair of Governors and leadership team are effectively helping to shape the direction of the school through setting priorities for improvement, monitoring and evaluating the impact of outcomes. They are well organised and fully involved in evaluating the Catholic life of the school. With

the help of and information provided by the coordinator they have some understanding of practise and achievement in Religious Education. This will improve when attainment tracking is shared with them fully. Their relationships with staff are constructive, challenging and supportive.

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 extremely positive and caring relationships at every level within the school. Concern, respect and hospitality are key strengths of the school Leaders and managers facilitate pupils' involvement in service to the parish, local and wider communities, e.g. providing Christmas lunch for parishioners. Outstanding links are fostered through the learning mentor who helps promote positive relationships between the school home and community by talking with parents and outside agencies about areas of mutual concern and delivering support through strategies such as the Family and Adult Learning workshops. A Community Conference is now held annually and the annual 'Let's Celebrate' awards showcase all aspects of achievement for pupils and adults evidencing and celebrating community cohesion. The DVD evidence was exceptional. Parents are consulted regularly and involved in a variety of ways in the life of the school. 'Grapevine' the termly newsletter keeps parents informed on all areas of school life and is most celebratory. Parents can also access information on line and respond very positively to issues regarding Religious Education. The use of the 'Here I am' programme promotes community cohesion. Children have studied the work of CAFOD and use materials to support their work e.g. during Lent. Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. In the topic 'Judaism' a visiting speaker from the Jewish faith tradition was invited to support the children's work. They were encouraged to look at how others make sense of the world, deepen their understanding and explore differences in belief and practice to their own. It would be good to visit some places of worship for other religious traditions to further enhance this work.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	1