



St Paschal Baylon's Catholic Primary School

Inspection Report

Unique Reference Number 104679
LEA Liverpool
Inspection number 277205
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Ms Gina White HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Chelwood Avenue
School category	Voluntary aided		Liverpool
Age range of pupils	4 to 11		Merseyside L16 2LN
Gender of pupils	Mixed	Telephone number	0151 7220464
Number on roll	341	Fax number	0151 7221712
Appropriate authority	The governing body	Chair of governors	Joan Brookman
Date of previous inspection	3 July 2000	Headteacher	Mrs Paula Aziz

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools. During the inspection, lessons were visited and meetings were held with pupils, staff, governors and a representative of the local authority. The school's self-evaluation document provided crucial evidence in shaping the inspection. Around 44 per cent of parents returned a questionnaire and these views were taken into account.

Description of the school

This is a slightly larger than average primary school with a distinctly Catholic ethos. A popular and oversubscribed school, most pupils come from relatively advantaged homes. Around 12 per cent of pupils are eligible for free school meals, which is below the national average. Most pupils are from a White British background and none speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has gained many awards for its achievements including a Healthy Schools award (2005), the Inclusion Charter Mark (2005) and the Basic Skills Quality Mark (2006).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils and staff work very hard to make it a friendly and happy place to learn where all are included, valued and respected.

'Our children are happy and can't wait to get to school each morning.'

'Our school is special because it is friendly and we care for each other - we love it.'

Many comments like the ones above testify that in pupils' and parents' eyes St Paschal Baylon is a special place to be. The headteacher's leadership is excellent. She has carefully maintained established strengths in achieving high standards and promoting Christian values while improving the school further. She is held in high regard and respected by staff for her ideas and initiatives. She has introduced major changes in teaching styles and in developing pupils' independence in learning. The success of this is clearly recognised by all associated with the school. Many echo a comment by one parent, 'developments over the last three years have made a good school great.'

Teachers have readily participated in training and introduced the new approaches effectively to make learning even more stimulating and engaging. Pupils can see the improvements: 'lessons are fun, golden time is fantastic!' This sense of fun and excitement about the school is firmly set from the outset of the day. A number of parents describe their children as 'racing to school' ready and eager to participate in a whole school session of exercises and dancing together on the playground. The enthusiasm with which they participate is fantastic.

Enjoying and achieving is at the heart of this school. Most pupils make good and in some cases outstanding progress and achieve very high standards. Pupils with learning difficulties and/or disabilities make good progress both socially and academically as a result of the school's excellent care and support. All children are considered special and their individual gifts and talents are carefully nurtured. Teachers and support staff have earned the trust and confidence of children and parents alike who report, 'staff go out of their way to support my child'.

Partnerships with parents, support services, the church and other schools are excellent. The school is a focal point for the community. Strategic partnerships with the nearby nursery and with other providers ensure breakfast clubs and the extensive range of after school activities contribute effectively to providing wrap around care for children.

Children's behaviour during the inspection was exemplary in lessons and around the school. They know and uphold the schools' 'golden rules' and respect and share the school's values. Pupils care for each other, they feel safe and they know how to get help if they have a problem. 'Friendship stops' in the playground have played a very effective role in promoting a caring and supportive ethos throughout the school.

Children are confident that if they stand on these spots when they are sad or have no friends to play with, someone will help them. One boy said, 'We don't need them now because they have worked and we have lots of friends!' Older pupils are proud to be Baylon buddies and they take their responsibilities to support and help younger children

very seriously. As a result this is a happy and friendly school and the school council cite this as its greatest strength.

Healthy lifestyles and particularly pupils understanding of the importance of good diet are very well promoted throughout the school. Further attention is focussing on encouraging even more pupils, particularly those who bring packed lunches to school, to adopt healthier eating habits.

The headteacher, staff and governors are not complacent and are continually looking ahead to improve the school further. They have an accurate view of the schools' strengths and weaknesses. Attendance is good, but over the last three years a large number of days have been lost as pupils are taken out of school on family holidays in term time. Governors and the headteacher recognise the problem and are working together to develop strategies to tackle this. Teaching and learning are good, but the need to plan learning carefully to extend pupils' thinking and set challenging goals for each pupil is just beginning to be realised. Plans to improve the rigour of assessment in the Foundation Stage to firmly embed the new teaching and learning strategies, and to improve the quality of writing and provision for gifted and talented children, demonstrate the school's determination to maintain very high standards.

Achievement and standards

Grade: 1

Children enter the school with above average skills for their age. They make good progress in the Foundation Stage and Year 1 so that by the end of Year 2 children's attainment is well above average. This provides a strong foundation and they continue to make very good progress. They meet challenging targets and achieve exceptionally well throughout the school. Standards at the end of Key Stage 2 are very high and have been for a number of years.

Personal development and well-being

Grade: 1

Pupils' spiritual and cultural development are good. Their moral and social development are outstanding: pupils have a clear understanding of right and wrong. They have many opportunities to contribute to the school and wider community and relish opportunities to do so. Service on the school council and collaborative work on special projects and fundraising activities enable them to exercise initiative and develop essential decision making skills.

Quality of provision

Teaching and learning

Grade: 2

Teachers' strong subject knowledge and use of a wide range of teaching and learning strategies are used effectively to make learning fun and interesting. As a result pupils

are keen and enthusiastic, for example Year 2 pupils broke into spontaneous applause and excitement in geography at hearing they will study a mystery country, eager for the special envelope to be opened to find out what it would be. Children work hard in lessons and want to do well. They know how to improve their work because of the good advice and guidance and specific learning targets set by teachers.

Curriculum and other activities

Grade: 1

The curriculum meets requirements and is rich in its breadth and opportunities. All children study Spanish and some also choose to learn French. Literacy and numeracy are firmly embedded and together with a very wide range of extra support and catch up programmes they underpin children's very good achievement. A well structured range of sporting and cultural enrichment activities are enthusiastically supported. Alongside the breakfast club they contribute to good wrap around care which is valued by parents and pupils alike. Younger children have good opportunities for outdoor play and all pupils participate in two hours of physical education each week.

Care, guidance and support

Grade: 1

Children feel safe and well cared for. They know who to turn to if they are anxious or upset and are confident any problems will be dealt with sensitively. Very good arrangements with the Nursery and local schools ensure most children make a good start to their education. Year 6 pupils are well prepared to move confidently to their new schools. Specialist support for children with learning difficulties and/or disabilities is well planned and closely matched to their social and academic needs. It is extremely effective, enabling many children to make very good progress and to achieve their personal targets. Procedures for safeguarding pupils are good. Staff training in child protection is regularly updated and all policies are kept under close scrutiny by governors.

Leadership and management

Grade: 1

Responsibility for leadership of subjects and coordination of specific initiatives and areas of the school's work are widely distributed. Strategies to take the school forward are carefully chosen and are well integrated with training to enable staff to lead new developments and to support colleagues in developing new areas of expertise. The school can demonstrate through its good tracking procedures the positive impact such work is having in improving pupils' progress and attainment. A rigorous analysis of test results explores patterns of strengths and weaknesses in children's performance, and evaluation is used effectively by teachers to identify where further improvements in teaching and learning can be made.

Governors are committed to improving the school and they fulfil their responsibilities effectively. Regular reports ensure they are well briefed about the implementation of

teaching initiatives and curriculum developments. Evaluation about the impact they have on pupils' progress could be sharper to enable them to challenge and hold the school to account even more effectively.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to St Pascal Baylon. I would like to say a special thank you to all of you who spoke to me at lunchtime and playtimes. I enjoyed listening to your views about the school. I particularly enjoyed seeing everyone in the school performing the 'wake up and shake up' dancing and exercises in the playground on Thursday morning. What a fantastic way to start the day!

These are some of the things I liked about your school.

- You care for one another and you help to make your school a happy and special place to be. You are lucky to go to such an outstanding school and your school is very lucky to have you!
- I enjoyed talking to the school council and hearing about how you use the 'friendship stops' in the playground when you want to make new friends or if you need someone to talk to when you are sad.
- Some of the older children told me how proud they are to be a 'Baylon buddy' and about the important work they are doing to help the younger children settle into the school.
- I think your behaviour is excellent. You keep the school rules very well. You show how you respect the staff and each other by listening carefully to each other and in sharing positive thoughts in circle time.
- You have lots of interesting activities and clubs to take part in at lunchtime and after school.
- I also saw you working very hard for your teachers and because of this nearly all of you are doing very well indeed. You can be proud of this.

Mrs Aziz, the governors and staff do a very good job and have plans to improve the school even more. They are making lessons and 'golden time' exciting for you but they want to help you to do the very best you can. They need your help and support to become even better at two things:

- attendance has fallen a little bit over the last few years. You and your parents can help to improve this by making sure you don't take holidays when you should be in school
- to encourage even more of you to develop healthy eating habits while you are young. You can show your support by including more healthy snacks in your lunchboxes.