

# St Paschal Baylon's Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	104679
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	324089
<b>Inspection date</b>	28 January 2009
<b>Reporting inspector</b>	Frank Carruthers

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	368
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Brookman
<b>Headteacher</b>	Mrs Claire Knowles
<b>Date of previous school inspection</b>	7 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chelwood Avenue Liverpool Merseyside L16 2LN
<b>Telephone number</b>	0151 722 0464

---

<b>Age group</b>	4–11
<b>Inspection date</b>	28 January 2009
<b>Inspection number</b>	324089

**Fax number**

0151 722 1712

**Age group** 4-11

---

**Inspection date** 28 January 2009

---

**Inspection number** 324089

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the effectiveness of the Early Years Foundation Stage, the progress of pupils in Years 1 to 6 and the impact the leadership team is having on the quality of the school's provision. Evidence was collected from the observation of lessons, scrutiny of pupils' work and records of their progress, and examination of other documentation including completed parents' questionnaires. Discussions were held with pupils, staff and representatives of the governing body. Other aspects of the school's work were not investigated in as much detail, but the inspectors found no evidence to suggest that the school's assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is a larger than average-sized primary school. The proportion of pupils eligible for free school meals is about half the national average. Almost all pupils are of White British origin and none is learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The Early Years Foundation Stage consists of two Reception classes. The school has gained several national awards, including the Healthy Schools Award, the Inclusion Charter Mark and the Activemark. The headteacher has been in post for 18 months.

There is an independently managed day nursery and after-school club on the school site that was inspected separately and will receive a separately written report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good education for its pupils and has some outstanding features. These are: the pupils' personal development and well-being; the curriculum; the care, guidance and support for pupils; and partnerships with other schools and agencies. Leadership by the headteacher, ably supported by the senior leadership team of three assistant headteachers, is good. There is a very clear focus on promoting the spiritual, moral, social and cultural development of pupils, and encouraging each individual pupil to achieve well. The school has good capacity to improve and provides good value for money.

Achievement is good. Pupils begin Year 1 with skills typically expected of children at this age, thanks to the good progress they have made in the Early Years Foundation Stage. All pupils, including those with learning difficulties and/or disabilities, achieve well in each year group. By the end of both Year 2 and Year 6 standards in reading, writing, mathematics and science are above average and this is evident in the current classes too. However, not enough Year 6 pupils reached Level 5 in English and mathematics in 2008; in the current Year 6, recent assessments show the proportion is broadly average. Developments in tracking the progress of individual pupils, introduced last year by senior leaders, are helping staff to identify those more able pupils capable of achieving higher standards. Staff use the information to set these pupils ambitious targets but the impact of these measures is yet to be fully realised in terms of the levels of their work.

Good, and at times outstanding, teaching across Key Stages 1 and 2 accounts for pupils' good progress. In many lessons staff use lively and interesting resources to motivate pupils. For example, in a Year 6 lesson the teacher in the role of captain of a pirate ship stimulated pupils' creative thinking so that they wrote with verve and imagination. Year 3 pupils enjoyed asking pertinent questions of two pupils taking the parts of King Henry VIII and Catherine of Aragon in a history lesson. Relationships between staff and pupils are very harmonious and teachers use resources such as interactive whiteboards very imaginatively and effectively in lessons, often creating their own presentations. An outstanding example was a Year 5 lesson in which the teacher used pupils' interest in football to teach sequencing of numbers. Practical experiences are at the heart of the teaching. This was evident in both key stages in science lessons on materials and on magnetism, in which pupils were investigating and exploring for themselves.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils behave exceptionally well, take a full part in lessons and make an excellent contribution to the life of the school in the care they show other pupils and the roles they take on, such as school councillors, advocates and buddies. Pupils have an excellent awareness of how diet can help promote a healthy life and they take part in a wide range of physical activities to help them keep fit. Their awareness of personal safety develops exceptionally well and they gain skills of commitment and teamwork for later life. Levels of attendance are above the national average and pupils have outstanding attitudes to school and learning. Parents responding to the inspectors' questionnaire frequently commented on these qualities, for instance: 'Both my children love coming to school. They can't wait for the weekend to be over!'

The school's care, guidance and support of pupils are outstanding. Current requirements to ensure the health, safety and protection of pupils as well as the safe recruitment of staff are met. Staff know their pupils exceptionally well and their well-being is of paramount importance.

Partnerships with other primary schools, secondary schools and agencies are excellent so that pupils take maximum benefit from specialists, for example in subjects such as science and mathematics as well as for their personal development. Pupils have a good understanding of their learning targets and are becoming increasingly aware of what constitutes high standards in English and mathematics and what they need to do to achieve them. This is due to the school's effective marking system, which consists of two comments on: what has been achieved and what to do next.

The curriculum is outstanding. The emphasis given to teaching literacy and numeracy is excellent and there is a rich variety of creative and physical activities for pupils to experience, which cover a healthy and fit lifestyle exceptionally well. Visitors to school, visits out of school, special themed weeks, for example one on anti-bullying, which was featured on national television, and residential trips all add to the quality of the curriculum. Pupils learn Spanish and also have an exciting opportunity to ski in Italy.

Leadership, management and governance of the school are good. The headteacher has raised the awareness of all staff and governors to the effective use of data about the school. They now understand better not only how the school is performing but how individual pupils are progressing. The move towards personalised learning is well underway and all staff feel part of the vision the senior staff have for the school. Self-evaluation and forward planning are good. Governors make a very good contribution to the work of the school and staff teamwork is a strong feature.

The school is increasingly a focus for the local community, through its Early Years Foundation Stage provision, before- and after-school clubs and partnerships in the parish. It responds to the needs of parents by, for example, consulting them through a forum on school developments and through the fundraising parent-teacher association. Links further afield, such as projects with schools in Ireland and Goa, mean the school makes a good contribution to community cohesion. The school promotes equality of opportunity well, evident in the importance of the individual and underlined in comments by parents such as, 'Children at the school are treated as special individuals and valued in every way.'

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the Early Years Foundation Stage is good. Children enter the Reception year with skills that are broadly typical for their age. They achieve well and by the time they transfer to Year 1 the great majority are securely at the nationally expected standards in all areas of learning. The welfare of children is promoted extremely well. Classrooms are safe, happy and secure learning areas. Key workers are pivotal in forging trusting relationships with children. They take time to get to know each child and, as a result, children trust them and settle to new routines quickly. The school works very well with parents and keeps them well informed about their children's learning through the home-school diaries. A close check is kept on how well children are doing and this contributes well to a broad picture of children's development and achievement. Children's behaviour is very good. They play and cooperate very well together and are enthusiastic about learning. The curriculum is good overall. Early reading, writing and numeracy skills are given high priority and are taught very effectively. Despite limitations of space inside, a good range of activities is planned, either led by an adult or activities that children can choose for themselves. In small-group activities or whole-class situations learning is good. However, sometimes staff do not always grasp the learning opportunities during activities that children choose themselves, and so progress slows. Staff work hard to make the

best use of the limited outdoor area, but its position restricts the opportunities children have to extend their skills outside and holds back their independence. The school has very clear plans to address this and building work was about to start at the time of the inspection. The leadership and management of the Early Years Foundation Stage is good. Leaders have an accurate view of where development needs lie and clear plans to develop the phase further. Staff work well together as a team.

### **What the school should do to improve further**

- Increase the proportion of more able pupils in Year 6 achieving Level 5 in English and mathematics.
- In the Reception year, improve the quality of teaching and children's learning during activities the children choose for themselves.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

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

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

It was a pleasure to inspect your school. You were all very friendly and helpful and my colleague and I enjoyed finding out from you how much you enjoy learning. Now I would like to share with you what we thought about your school.

It is providing you with a good education. Children get a good start in the Reception classes and have many opportunities to learn with each other through play. You make good progress throughout Years 1 to 6 and, by the time you leave at the end of Year 6, you reach above average standards in English, mathematics and science. This is because the teaching you receive is good and you also work very hard.

Your behaviour is outstanding and you look after each other very well. We were very impressed with the work of the school council and how older pupils help the younger ones through being Baylon Buddies and advocates. It is great to see how much you enjoy school. The opportunities you have in lessons, after-school activities, trips and residential visits are outstanding. Your teachers and teaching assistants take excellent care of you. They make sure that everyone feels safe and secure. They also give you a lot of good advice about how you can improve your work.

Part of our job is to identify how the school can be even better. There are two things to do.

We want your teachers to make sure more of you who are quick learners achieve high standards in English and mathematics (you will know this as Level 5) by the time you leave school.

We think the adults in the Reception classes could do more to help the children's learning when the children are doing things that they have chosen for themselves.

Please continue to work hard and enjoy school. I send you all my best wishes for the future.