



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

# SAINT PASCHAL BAYLON CATHOLIC PRIMARY SCHOOL

## LIVERPOOL

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Tuesday 5 December 2006

Inspectors Mrs. Marie Connolly Mrs. R. Purcell

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	349
Chair of governors	Mrs. Joan Brookman
School address	Chelwood Avenue, Childwall, Liverpool. L16 2LN.
Telephone number	0151 722 0464
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E-mail address	paschalbaylon-ao@st-paschalbaylon.liverpool.sch.uk
Date of last inspection	30 January 2001
Acting Head teacher	Mr. P. Sherry

## **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.

## **Description of the school**

St. Paschal Baylon is a larger than average Catholic Primary School. The majority of Catholic learners are drawn from the parish. Most learners are from good social and economic backgrounds. There are currently 349 children on roll of whom 341 are Catholic 7 come from other Christian denominations and 1 from another faith tradition. The majority of children come from a white British background. Attainment on entry overall is about that expected and relatively few children have learning difficulties. There are 14 teachers teaching Religious Education all of whom are Catholic and 12 have a qualification in Religious Education. The headteacher died suddenly this term and an acting headteacher is in place until a new appointment is made. This has been an extremely difficult term for the entire school community and it is true testimony to the previous headteacher's outstanding leadership that the team she had such faith in were so prepared to undertake this Section 48 inspection. A new coordinator had recently been appointed and in the short period she has been in post, with the support of all staff, has undertaken a transformation of Religious Education throughout the school.

## **Key for inspection grades**

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

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## **Overall effectiveness of the school**

St. Paschal Baylon is an outstanding Catholic school. It is an inclusive 'happy welcoming Christian community', underpinned by an exceptionally strong Catholic ethos, which establishes a positive climate for work. The school recognises that every child matters because they are a unique gift of God. The outstanding mission of the school underpinned by the gospel values of love, care and respect very evidently underpin every aspect of school life. This has been outstandingly evident in the way in which the school has cared for all its members since the headteacher's death. Outstanding relationships have been established by working closely with both home, the parish, and the wider community. Standards are outstanding. Learners achieve well and make outstanding progress by the end of Key Stage 2. Overall, teaching is outstanding. Assessment provides clear guidance on learning. The curriculum is well planned. Learners' behaviour is outstanding. Collective Worship is good. The provision for learners' spiritual and moral development is outstanding. Creative and imaginative strategies have been employed to enable this to happen through the curriculum and informally. Both curriculum Religious Education and Collective Worship make a significant contribution to this development. The coordinator has been exemplary in leading the Catholic life of the school and has been supported by all staff. They have a clear understanding of the school's strengths and a vision of how to meet development needs. The acting headteacher has been highly sensitive and supportive of the coordinator during this difficult period.

**Grade: 1**

### **Improvement since the last inspection**

Following the last Section 23 Inspection in January 2001 effective steps have been taken to address the previous key issues. The previous headteacher recognised that standards needed to be raised and appointed a new coordinator who has embraced the challenge. Most of the progress made has taken place during the last six months, despite this having been a period of considerable difficulty. There is now an acknowledgement by all of Religious Education as a core subject. A new Mission Statement has been produced and monitoring and assessment procedures have also been developed. All staff are now attending in-service provided by the Archdiocese and internally. There is outstanding evidence of the Catholic life and work of this school community.

**Grade: 1**

### **Capacity to improve**

The school's self-evaluation is excellent. The judgements made in this document broadly match, though some underestimate the judgements made in this report. The school's self-evaluation is to be undertaken annually and used as the Religious Education development plan. There is outstanding capacity for further improvement and a commitment to this by all.

**Grade: 1**

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

- Maintain the profile of Religious Education as a core subject, and continue to implement any minor areas for development mentioned in this report or still remaining in the current development plan.

## **Achievement and standards**

Learners' attainment on entry to the school is broadly average with below average numbers of learners having additional needs. Learners make outstanding progress in the school. Standards in Religious Education overall are outstanding, with the majority of children meeting the learning objectives and outcomes set, according to their age and stage of development. There is no significant difference in performance by learners of different gender. Learners with special needs make very good progress in Religious Education with the help provided by additional support and some differentiation of tasks to meet their needs. The school checks on the progress made by all through assessment and some challenging marking. In all key stages learners show confidence in discussion and feedback, showing good knowledge and understanding of the subject. All children show enthusiasm towards their work. Standards will continue to rise and further progress made by the ongoing use of the information gathered through the monitoring of planning, teaching and learning and scrutiny of the formal assessments made each term by the Religious Education coordinator.

Catholic beliefs and values are at the heart of learners' spiritual and moral development. Children have a good understanding of the life and teaching of Jesus, saints and significant Christians. Many wonderful strategies are used to enable them apply this teaching to their own lives and experiences. The work undertaken on *Other Faiths* and the outstanding work undertaken for CAFOD has helped the children understand how others make sense of the world in which we live. The behaviour of children throughout the school is outstanding. Children have an excellent sense of right and wrong. The school provides outstanding opportunities for their spiritual and moral development. The children make an outstanding contribution to the school, local and wider community. The school council has actively contributed to this.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

Overall the quality of provision for Religious Education is outstanding. Some teaching is good. The learning needs of all children are addressed through the use of many creative and imaginative teaching and learning strategies, differentiation of tasks and by additional support. Mind friendly learning

addresses the particular learning styles of learners. These should be further developed throughout the school by sharing good practice through the monitoring process. The teaching is enthusiastic which helps learners engage with the material presented and thoroughly enjoy their lessons. Some excellent use is being made of information communications technology. Well-prepared resources, including those made in previous lessons, significantly enhanced the delivery of lessons. Teachers make use of very good nursery assistants to support those learners in Foundation Stage.

Planning needs to be approached more consistently throughout the school. All staff would benefit from using the style modelled by the coordinator, that includes all the elements required. When planning work that has cross-curricular links teachers must ensure that the learning objective for Religious Education is being met and not let other subjects' goals overshadow the primary purpose of the lesson. The lessons observed had good pace and timing, which maintained the interest and concentration of learners and kept them on task and focussed. Work is provided that enables learners to work independently and collaboratively. Teachers ensure that learners understand the purpose of the lesson by sharing the learning objective. This is then revisited during the plenary session. All teachers using the key words for each topic will enhance learners' religious literacy. Assessment of learners' work is good. Records are kept and this information should continue to inform future planning.

Parents and carers are enabled to become involved in their children's Religious Education by the provision of regular newsletters and curriculum meetings informing them of what is to be covered. A large number of initiatives are in place to ensure all feel welcome and encouraged to play an active part in the life of the school. This is greatly appreciated.

## **Grade: 1**

### **Curriculum**

The Religious Education curriculum is outstanding in meeting the needs and interests of learners. 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 diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. The leadership of the school ensures suitable positioning of Religious Education on timetables. Curriculum outlines are provided for parents. This is good and has really made an impact on parents particularly the work undertaken on CAFOD. The school works hard to support the parish throughout the year and especially during times of sacramental preparation and feasts. The school reaches out to support the local and wider community e.g. raising funds for Nugent Care, and boxes of Christmas gifts for Operation Christmas Child. Overall the Religious

Education curriculum makes an outstanding contribution to learners' spiritual and moral development.

**Grade: 1**

## **Leadership and Management**

### **Religious Education**

Leadership and management in raising achievement and supporting all learners in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school with a focus on raising standards. The newly appointed subject leader, with the support of all staff has achieved a phenomenal amount in the last six months. She has supported the whole staff and has shared all recent initiatives with them. Good documentation guides and directs all staff in their delivery of the subject. Coordinators' meetings have been attended regularly and information is disseminated to all staff during staff meetings or in-service time. Performance in Religious Education is currently being monitored by observation of planning and workbooks. The findings need to be acted on to ensure consistency in planning throughout the school. Time needs to be made available for the coordinator to monitor teaching and learning during lessons. The coordinator would also like to see a co-coaching approach undertaken to address monitoring. The ongoing scrutiny of planning, workbooks and teaching and learning will enable standards to improve further. Self-assessment is undertaken for each topic by staff and learners. St. Paschal Baylon is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Of the 14 staff teaching Religious Education 12 have a suitable qualification. Other members of staff are encouraged to undertake the *Catholic Certificate in Religious Studies*. Priorities for the subject are identified and targets set. Some good resources have been purchased recently and are deployed to achieve high standards. Older, less appropriate resources should be discarded. The school is making some very good use of interactive white boards using materials teachers have created themselves and commercially produced materials. This should be developed further when the CD Rom for *The Church's Story* becomes available. Good use is also made by displaying works of art on the whiteboards. This is particularly beneficial to visual learners. The subject leader, who is also teacher governor, keeps governors informed on matters relating to Religious Education through the curriculum committee. The chair of governors is a regular visitor to school and also observes teaching informally. The school council has also worked with the governors and greatly appreciate their contribution to the school. Governors discharge their responsibilities effectively.

**Grade: 1**

## **Catholic Life of the School**

The leadership and management in developing the Catholic life of the school through the Mission Statement are outstanding. St. Paschal Baylon is a place in which the gospel spirit of love, care and respect permeates every aspect of its life and work. It is 'a happy, welcoming, Christian community' committed to sharing in the joys and sadness of all members. The school has a clear sense of its mission in reaching out to those less fortunate than itself. Relationships are excellent. Friendships are fostered at all levels. Learners support a variety of local, national and international charities both by becoming better informed and by raising funds and resources e.g. the work undertaken for the shoebox appeal. The Mission Statement is displayed in the entrance hall and other places around the school. It should be included in all policies and plans. Its aims direct and guide every aspect of school life. Practical objectives that flow from the school aims show how the mission is lived out daily. These also affirm the contribution made by all to the school's mission. When children were asked how the school could be improved they stated – 'they were happy with it as it is now!'

**Grade: 1**

## **Collective Worship**

The quality of Collective Worship is good. Very good planners have started to be used to support the delivery of Collective Worship wherever and whenever it takes place. The school provides Collective Worship in a variety of ways for each child daily, in class, key stage and whole school gatherings. Staff should remain present for the larger gatherings as this provides a powerful witness to the importance of prayer and worship in the life of the school. Throughout the year Collective Worship provides a variety of experiences for learners. This fulfils government and Archdiocesan guidance. A policy that states the nature and purpose of Collective Worship has been produced. Guidelines that support the planning and delivery of Collective Worship have also been provided for staff. The inclusion of the ideas presented during recent staff in-service has enhanced the provision for Collective Worship. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. Monitoring of the planning and delivery of Collective Worship is to be undertaken. This will enable good practice to be shared. Learners are sometimes encouraged to engage in the planning and delivery of Collective Worship, and also to participate in a meaningful manner both in class and larger gatherings. This enriches their experience. Teachers ensure time is given to individual reflection and should enable all learners to actively participate in acts of worship. Creativity is used to support learners' ongoing spiritual and moral development during acts of Collective Worship e.g. use of different types of prayer, music and symbol. Parents, governors and friends of the school community are sometimes invited to assemblies and services. This is greatly appreciated and should be further encouraged.

**Grade: 2**