



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PASCHAL BAYLON CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 16 October 2019

Inspectors Mrs. Pat Peel Mr. Andy Cocker Mrs. Julia Ashton

Unique Reference Number 104679

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 387

Chair of Governors Ms. Kath Nolan

Headteacher Mr. Edward Flood

School address Chelwood Avenue
Liverpool
L16 2LN

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Date of last inspection November 2014

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. Paschal Baylon is a larger than average sized Catholic Primary School situated in Childwall, Liverpool serving the parish of Christ The King and Our Lady.
- There are 387 children on roll of whom 343 are baptised Catholic, twenty-two come from other Christian denominations and 6 are from other faith or religious traditions. Sixteen Children have no religious affiliation.
- There are 18 teachers at the school of which 16 teach Religious Education. Ten teachers are baptised Catholic. Nine teachers have a suitable qualification in Religious Education.
- Since the last inspection a new Headteacher has been appointed and a new senior leadership team established including the subject leader.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St. Paschal Baylon is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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 truly appreciate, value and actively participate in the Catholic Life at St. Paschal Baylon. They know, own and live out their Mission Statement, *'Following in the footsteps of Christ,'* and have recently been involved in reviewing it with the whole school community.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entail such as becoming school councillors, prefects, lunch time monitors, play leaders, Baylon Buddies, Sustainable Soldiers, Rights Respecting Ambassadors and members of the ReAction Group.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, MacMillan, NSPCC, UNICEF, Send a Cow, Vision Aid, Operation Christmas Child and Paper Cup to name but a few. Within the locality they have supported the South Liverpool Food Bank and Alder Hey Hospital Children's Charity.
- Pupils value and fully participate in opportunities provided by the school including a range of before and after school clubs including choir, dance, gymnastics and a wide range of seasonal sports which the school excel at during inter-school competitions.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, children commented that, "Teachers challenge and push us but not in a harsh way. We get constructive criticism, but they listen to our opinions and try to help us achieve our best."
- The choir performs at school and many parish and community events including singing in the community. The choir is involved in singing at the Liverpool Peace Proms later in the autumn term.
- Pupils, appropriate to their age and capability, have begun relationships and sexual development lessons within the context of a Christian understanding.
- Pupils benefit from undertaking outdoor residential visits. Year 6 pupils visit PGL Boreatton Park in Shropshire whilst pupils from Year 5 have the opportunity to go skiing annually with the Liverpool Primary Ski Association.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. They have achieved the Rights Respecting Schools - Gold Award and this is tangibly lived out across the school. Pupils have responded to Pope Francis' letter 'Laudato Si' and undertake numerous initiatives to care for their common home including writing letters and recycling. They have welcomed visitors from CAFOD and support their many causes.

- Members of the ReAction Group have been instrumental in looking to raise awareness of and support many local and national causes.
- Pupils are rewarded with 'Star of the Week' at their Friday celebration assemblies.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with their parish celebrations and activities, irrespective of their own faith commitments.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, *'Following in the footsteps of Christ'* its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of school life at St. Paschal Baylon.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community. The school is an extremely supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus' and sacred reflective spaces all create an overwhelming yet calm ambience which exudes St. Paschal Baylon's Catholicity and ethos. This is tangible throughout the school.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan led in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The learning mentor is effective and highly valued in the school community by pupils and parents.
- The school benefits from a quiet room where pupils can take 'time out' if they need to during the school day.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.
- The new parish priest has begun to visit the school and build up a relationship with the pupils and staff. The school regularly host the celebration of Mass in the school hall for parishioners and school community. Catechists recruited from the governing body and parish support the pupils and their families undertaking the With You Always Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education alongside Personal, Social and Health Education.
- The school has an active Parents and Friends Association which supports the school with fundraising activities.

- The 'Peace Garden' is used throughout the year, weather dependent, as a place to reflect and worship.
- The school provides in-house before and after school provision throughout the year. This is popular and well attended.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Relationships at every level are outstanding in this very friendly, warm and welcoming school community.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Together with governors they have recently been actively involved in reviewing, shaping and further developing it.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters including the monthly ReAction Newsletter, has an up to date website and Twitter feed. As a result, parents and carers have an outstanding understanding of the school's mission and are supportive of it.
- The home, school and parish links are well forged at St. Paschal Baylon. The Chair of Governors is the Link Governor with responsibility for Catholic Life, Religious Education and Collective Worship.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive of the school's Mission.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school. The school has been proactive in supporting SYNOD 2020 with pupils and their families.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make excellent progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.

- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing because they are very familiar with the Driver Words.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout. This was particularly evident in Year 6 where pupils were challenged to champion a particular cause based on their own emotions and then in small groups explain why they were drawn towards it. The discussion between pupils was very insightful with some showing ideas beyond their years clearly linked to the Rights Respecting principles which are richly embedded in the school.
- Pupils enjoy a range of activities and respond extremely well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both orally in class and in written work, is outstanding. Pupils take pride in their workbooks and the presentation is of a very high standard.
- Rejoice celebration books are testament to the wealth of work pupils have undertaken throughout topics.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- On the day of inspection there was some outstanding practice observed with nothing less than good.
- Staff are currently using the Archdiocesan template for planning Religious Education.
- Teachers have used visitors to enhance classroom experiences in Religious Education for their pupils. A visit from the chair of governors to talk about her faith and how that has inspired the work and causes she supports over the years and the parish priest to talk about his vocation to the priesthood has really made a lasting impact on them.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. Some staff need to provide more opportunities for greater depth and challenge by using the driver words not just in the lesson objective but throughout lessons including in the plenary. This will enable the most able children to pre-empt the next steps in their learning.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are inspired, motivated and concentrate extremely well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons. Work is of a high quality and very well presented.
- In the best lessons observed teachers used questioning techniques very well. They adapted explanations using the language of the new standards i.e. driver words catering for the needs of all pupils.
- High quality resources e.g. *Come and See website*, *God's and Church's Story*, audio and visual media are employed to engage pupils in their learning.

- Other adults are used very effectively to optimise learning for pupils who need their support and encouragement to maximise their outcomes. They are a real strength in the school.
- The school has adopted their own methods for marking in line with other curriculum subjects. It reinforces assessment for learning. This is effective and not onerous on staff well-being.
- Achievement and effort are celebrated immediately leading to outstanding levels of motivation from pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- The subject leader regularly attends Archdiocesan in-service training and meets together with other schools to support monitoring and evaluation of the subject. She is a member of the Archdiocesan core cluster group.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by best practice in Religious Education.
- Whole school tracking is in place and the school has begun to adopt a different approach in line with the Bishop of England and Wales directive regarding the draft Interim Standards.
- The subject leader is a real strength in the school. She has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. She is passionate and highly committed to the role. Since the monitoring visit she has continued to drive forward standards. She is relentless in her endeavours to keep moving forward and create opportunities for further development in all aspects of the curriculum.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship.
- Pupils sing joyfully and John Burland music is used to good effect.
- On the day of inspection there was no evidence of pupils reflecting in silence following the Word and of joining in community prayer appropriately. This is a crucial element of Collective Worship and opportunities to develop this must be built in accordingly.

- Some pupils are routinely involved in planning, preparing and/or leading worship with confidence, enthusiasm and a degree of independence.
- The ReAction Group members regularly plan, prepare and lead Collective Worship in the school when they meet on a weekly basis.
- Pupils are not yet regularly evaluating Collective Worship. This needs to be further developed across the school to ensure that all pupils have the opportunity both as a leader and a participant.
- Pupils value and participate voluntarily in liturgy and say that they really enjoy Collective Worship in class and together in larger groups.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. However, evidence suggests that there are inconsistencies in the quality of experiences being delivered by staff. It is recommended that a review of the elements that make up an effective Collective Worship takes place to ensure that staff are modelling first-hand quality Collective Worship.
- Praying together is part of the daily experience for pupils and staff.
- Collective Worship and resourcing are given a high priority in the school. The school has recently purchased materials and a range of new items to support teachers delivering Collective Worship.
- Collective Worship has a purpose, message and direction although evidence suggests on occasion pupils have not listened to scripture during it. This needs to be addressed to ensure all pupils are exposed to the Word of God.
- Staff have a good understanding of the Church's liturgical year, seasons and feasts.
- The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school.
- The school is currently trialling *Ten Ten* resource materials to support teachers planning and leading Collective Worship.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good.
- The parish priest presides at Mass for key celebrations throughout the Church's liturgical year and supports in class during some Religious Education topics.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is an up to date policy in place.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts. They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are excellent models of good practice for staff and pupils.

- Leaders promote pupils' planning and leading Collective Worship however care needs to be taken to ensure that every act of Worship is facilitated and supported by the class teacher throughout and that pupils only play a small part within it. Groups of pupils should not be delivering Collective Worship unsupported.
- Governors are instrumental in leading and supporting the ReAction Group within the school. Pupils really value this group and the work that they do in putting Word into action.
- Governors are always invited to celebrations across the Church's year.

What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed '*Journey in Love*' into lessons to support Relationships and Sex Education.
- Further develop the work being undertaken in Collective Worship by:
 - undertaking training to ensure teachers are skilled in delivering effective, quality Collective Worship;
 - ensuring teachers facilitate all Collective Worship experiences.
- Raise the standards of attainment in Religious Education further by:
 - continuing to develop the tracking of Religious Education and monitor the impact of assessment data;
 - continuing to address the areas identified on the Self Evaluation Document.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate