



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST PASCHAL BAYLON CATHOLIC PRIMARY

LIVERPOOL

Inspection Date	4 November 2014
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Inspectors	Mrs Marie Connolly Mrs Joanne Farrimond Mr David Ashley
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Unique Reference Number	104679
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Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic Primary
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Age range of pupils	4-11
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Number on roll	368
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Chair of Governors	Mrs J Brookman
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Headteacher	Mrs C Knowles
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School address	Chelwood Avenue Liverpool L16 2LN
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Telephone number	0151 722 0464
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E-mail address	paschalbaylon-ao@st-pascalbaylon.liverpool.sch.uk
Date of last inspection	9 June 2009

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 Catholic Primary school is a larger than average sized Catholic Primary School situated in Childwall, Liverpool. The parish church has closed since the last inspection.
- There are 368 children on roll of whom 263 are baptised Catholic, 11 come from other Christian denominations, and there are 5 children from other faith or religious traditions. Eighty nine children did not state a religious affiliation.
- There are 17 teachers all of whom teach Religious Education. Thirteen have a suitable qualification in Religious Education. Thirteen teachers are baptised Catholic.
- Since the last inspection the same headteacher and Chair of Governors have remained in post. A new link governor for Religious Education has been appointed and there have been two different coordinators. The parish priest is not a governor but is most supportive of the school and is a regular visitor.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

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

Inspection Judgements

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.
- This school is an excellent example of a vibrant Christian community. It shows real joy in sharing its mission.
- Pupils know and understand the school's Mission Statement 'Following in the footsteps of Christ' and understand the part they play within it from their earliest years. This along with the core principles of respecting, loving, caring, inspiring, learning, achieving and forgiving underpin every aspect of this outstanding school. Beautiful banners designed and created by the children with the support of the link governor for Religious Education depict these elements in the school hall and serve as a daily reminder to all. These values are put into practice in innumerable ways daily. Everyone understands their contribution to living the mission.
- The school is regularly involved in its evaluation in a variety of contexts – e.g. during assemblies at school council, in prayer group meetings etc. Motivational quotations from scripture and other sources e.g. some of the words of Nelson Mandela displayed on walls around the school support the mission. Pupils have a strong sense of belonging to the school community and a self belief that is deeply rooted in faith. They value and respect each other. Most creative displays evidence this.
- At the next whole school review of the Mission Statement it would be good to produce a concise set of aims followed by a set of practical objectives that show how this outstanding school clearly lives out its mission in innumerable ways on a daily basis.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. School Council, prefects, monitors etc. They are actively involved in developing the Catholic character of the school through the school council meetings, supporting governors and staff, planning and leading Collective Worship and general decision making opportunities. Pupils are enthusiastic about their work and feel they have a voice. They are proud of their school and its achievements and the part they play in this.
- Pupils benefit from participation in away days and residential activities e.g. Year 6 enjoy a residential visit which provides opportunities and experiences for support and team work. This nurtures different aspects of their spirituality and personal development.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. Many strategies are in place that support this e.g. Baylon Buddies, mentors etc. Pastoral care and personal relationships education has fostered positive attitudes. Behaviour is outstanding. Baylon Bear Assemblies celebrate the kindnesses shown to others in school.
- Children praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. Small 'catch phrases' e.g. Whoo-hoo get you! or WHOOSH! used throughout lessons really celebrate this.
- Pupils embrace opportunities to meet their potential in all aspects of school life. Displays all around the school affirm and reinforces the importance of this.
- The development of the school 'prayer group' is outstanding. The link governor is inspirational in the manner in which she has nurtured the children in this group and provided opportunities for them to develop their relationship with God.

- Pupils are involved in service to the local faith and religious communities. They take place in a number of liturgical activities. Parish Mass is celebrated monthly in the school hall enabling children to share with the parish community, parents and grandparents offering light refreshments afterwards. They have danced at the Cathedral for the 'Good Shepherd' service and sing at Carol services in church for parents, governors and parishioners. Pupils are members of the youth group. Children raise funds to support many local, national and international charities e.g. CAFOD, McMillan, The Hillsborough Memorial Fund and also fundraising for a school pupil.
- They show respect and understanding of other faiths and religions. Visits, visitors and workshops support deepen children's understanding of this.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is good and continues to improve.
- They make very good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good. They are supported well by some differentiation of tasks and excellent additional support staff. Greater differentiation by task especially for the more able will help raise attainment higher.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage. This trend is improving as indicated on class tracking. Using this information to differentiate future planning is essential.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. Some beautiful work of a high standard can be seen in workbooks.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Recent work on Marriage, and Commitment and Vocation provided excellent examples of this.
- The development of pupil's skills is enhanced greatly by the creative practical tasks set in lessons and also some aspects of Collective Worship.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work well independently and collaboratively. The many creative tasks that enable this are evidenced in displays, workbooks and photographs as well as on the day of inspection.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship in a variety of settings. The Acts of Worship observed on the day of inspection were spiritually uplifting.
- They act with reverence and are keen to participate in a variety of gatherings – masses, liturgies, assemblies and Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.

- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures. Children should be encouraged to deepen their understanding of scripture in class acts of worship by being given time to reflect and respond to the word more personally.
- They sing joyfully, sometimes with actions, reflect in silence and join in community prayers appropriately.
- They are becoming more confident preparing and leading worship from their earliest years.
- The 'Paschal Peaceful Prayer group' engages in acts of Worship prepared together with the link governor for Religious Education. They are using different forms of prayer and different ways of praying. Their enthusiasm for the group is heartfelt.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education overall is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display good subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils. Those teachers without a suitable qualification in Religious Education are encouraged to undertake the *Catholic Certificate in Religious Studies*.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education e.g. the use of Information Communication Technology, music, DVD and PowerPoint on the day of inspection engaged pupils with the concepts most creatively.
- Teachers take into account pupils' prior learning and provide some differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Wider differentiation by task particularly for the more able will support this further. Excellent differentiation for children with very specific needs was observed on the day of inspection.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Excellent use of ICT was observed on the day of inspection.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Continuing the development of 'next steps' marking and use of the 'driver words will give refinement and rigour to this.
- A wide variety of strategies are employed that celebrate and affirm pupils' effort and achievement by teachers, peers, the headteacher and link governor.
- The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils. These show attainment is generally improving. Teachers need to use this information when planning differentiated tasks in future topics.
- Attainment information has started to be shared with governors.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers sometimes enable pupils to evaluate their own work during plenary sessions. This should be given greater rigour by using the driver words and developing further the teaching assistant's role in the recording of pupils' responses.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupil's learning is outstanding.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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.
- Planning ensures full coverage of the Religious Education programme. Many imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as role play, use of art, music, dance and ICT etc all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. This was seen being undertaken in an outstanding manner in some classes during the current theme.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. They have made visits and invite people of other religious beliefs into school. This helps to promote tolerance and respect for those who think differently. Work on other religions and cultures is displayed and is most beneficial because it helps children's awareness of their neighbours.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It truly reflects the Catholic character of the school and takes into account the faith backgrounds among the pupils.
- Collective Worship has an extremely high profile and is central to the life of the school. Many important feasts and seasons are marked through worship throughout the year.
- Collective Worship plays a key part in meeting the spiritual needs of staff and pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. Their knowledge of different forms of prayer is good and developing. They are becoming more able to reflect silently in response to the Word.
- The school provides opportunities for staff and children to develop the skills in planning, leading and evaluating Collective Worship. This has been an area of ongoing development. The excellent worship experienced by the prayer group will also impact on the provision elsewhere.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. The ongoing development and use of these will raise the profile even further.
- Opportunities are provided for parents, carers governors, the local and wider faith community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. This is greatly appreciated. It would also be good to invite parents occasionally to 'stay and pray' on a more informal basis.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development of the Mission Statement.
- The Mission is clearly and explicitly lived out daily and the staff and children reflect regularly on the many ways in which they 'follow in the footsteps of Christ through respecting, loving, caring, inspiring, learning, achieving and forgiving. In this way the school evaluates its effectiveness.
- Leaders, governors and managers use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Outstanding opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school e.g. services, times of spiritual development and reflection and fundraising. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlines some areas for development. The quality and accuracy of the SED is good and indicates the schools strengths and vision for its Catholic life.
- The school provides very good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it e.g. attendance at Archdiocesan courses and staff meetings. It also encourages those without a qualification in Religious Education to undertake the *Catholic Certificate in Religious Studies*.
- The variety of opportunities provided for Collective Worship is a strength of the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils e.g. use of the school grounds –the peace garden to promote awe and wonder.
- 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 limited religious diversity within the school.
- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped shape the direction of the school through regular visits, extensive communication, joint initiatives and shared celebrations.
- Regular meetings with the parish catechesis team strengthens school parish links.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a programme for the monitoring and evaluation cycle. Learning walks have started to be undertaken and will continue to be a valuable tool in this evaluation.
- Teaching and learning and Collective Worship is effectively monitored and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all. Assessment information is collated and tracked by the subject leader and shared with governors and parents. Sharing the data on the schools tracking sheets over the next years with governors will give them even an even clearer picture of the rise in attainment and more to celebrate!
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader has been in post since September. She has shown real commitment to and a passion for her role. All staff respond well to her gentle guidance. She has introduced new initiatives when appropriate. It is important that the help and support provided by the headteacher and link governor continues to enable the subject leader grow in confidence. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is good but in some sections could be clearer in identifying targets, timescales and lines of accountability.
- Curriculum outlines and newsletters are provided for parents who are consulted on different issues depending on the work being covered.
- Achievement and effort are celebrated in many ways. Children's extensive and creative work is displayed beautifully throughout the school for all to see. Photographic evidence and portfolios help share the excellent work produced by staff and children with parents, governors and the whole school community.

What the school needs to do to improve further?

- Continue to embed recently implemented or proposed strategies including:
 - the new format for planning;
 - differentiation following evaluation and assessment;
 - the use of plenary sessions at the end of lessons using driver words;
 - refining marking with the key focus on driver words and 'next steps';
 - support of the newly appointed coordinator for Religious Education.This will ensure even greater consistency in teaching throughout the school and raise attainment standards higher and enable all to grow in confidence.
- Produce a concise set of aims followed by a set of practical objectives that show how this outstanding school clearly lives out its mission in innumerable ways on a daily basis.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

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

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors 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, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate