



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST OSWALD'S CATHOLIC PRIMARY SCHOOL

LONGTON

Inspection Date 1 May 2019

Inspectors Rev D Melly Mr D Williams

Unique Reference Number 119637

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 244

Chair of Governors Mrs J Power

Headteacher Mrs B Wood

School address Chapel Lane
Longton,
Preston
PR4 5EB

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Date of last inspection 3 June 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 Oswald's school is an average sized Catholic Primary School situated in Longton, and mainly serving the parish of St Oswald's.
- There are 244 on roll of whom 222 are baptised Catholic and 22 come from other Christian denominations. There are no pupils from other faith/religious traditions.
- There are fifteen teachers in the school. Eight are baptised Catholic. Eight teach Religious Education. Nine teachers have a suitable qualification in Religious Education. A further two are currently studying for the Catholic Certificate in Religious Studies.

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 Oswald's School is outstanding 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.
- All pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- They contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it.
- All pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is outstanding at all times. 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.
- All pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community. They enjoy reading at Mass and being part of the retreat days organised by the school. Minnie Vinnies and Faith in Action have also been embraced and are thriving. They are alert to the needs of others and seek justice for all within and beyond the school community. They support CAFOD, Nugent, NSPCC, Children in Need, Sports Relief and other local charities including Hope Bags for the Homeless which was started by one of the pupils. The school is very involved in the life of the parish and local community.
- All pupils highly value the school's chaplaincy provision and particularly value the contribution the Parish Priest makes to the life of the school. They enjoy taking leadership roles in Collective Worship and actively participating in worship opportunities provided by the school on visits and residential.
- All pupils take full advantage of the opportunities the school provides for their personal support and development. They are School Council members, Sports Leaders, Dance Captains and Playground Buddies. There is also an active Eco Team, Digital Leaders Team and Science Ambassadors. Each class has yoga sessions and a day practicing mindfulness. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love. Relationships and Sex Education is now being developed in the school.
- All pupils enthusiastically embrace a holistic approach to education, have a profound understanding of what it means to have a vocation and they joyfully offer their gifts in the service of others.
- All pupils deeply value and respect the Catholic tradition of the school and its links with the parish community and the diocese. There is a photo of the pope, the archbishop, their parish church and the cathedral. As a result, they are enthusiastically and regularly involved with parish and diocesan celebrations and activities. All pupils are confident in expressing pride in their own religious beliefs.

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 extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church.
- All staff are fully committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school and avail themselves of relevant Continued Professional Development on Religious Education and Catholic Life offered in-house by the Religious Education coordinator or by the Archdiocesan Christian Education Team. The Catholic Certificate in Religious Studies is particularly valued by teachers.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The pastoral needs of all staff are understood and catered for. Staff and pupil well-being are key in ensuring that people are happy and enjoy going to school. There is a School Counsellor who works in school every Thursday with both pupils and staff. The school is a supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a calm and caring environment which reflects the Mission Statement. High quality display boards and prayer boards are visible for all and all religious artefacts are very tasteful. The grotto and its use is particularly impressive.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. The eco team is very supportive here.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff.
- The input of the parish priest is greatly appreciated in supporting and promoting the Catholic Life of the school.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.

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 Religious Education.
- The school's leadership is obviously 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 obviously viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.

- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.
- Continued Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has highly successful strategies for engaging with all parents/carers to the obvious benefit of pupils, including those who might traditionally find working with the school difficult. Acts of Collective Worship to which parents/carers are invited are particularly well supported. As a result, parents/carers have a thorough understanding of the school's mission and are highly supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archbishop's vision for the Archdiocese throughout the school.

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.
- All pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- All groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- All pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They are obviously growing in their knowledge and understanding of the faith as they move up the school. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- All pupils are very enthusiastic and are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- All pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and of what they need to do to improve, and can fully articulate how they have made progress.
- All pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because all pupils obviously enjoy Religious Education. They are never off task even in extended periods without direction from an adult.
- Pupils' attainment, as indicated by teacher assessment is outstanding.
- All pupils achieve above average attainment using Archdiocesan data.
- The quality of pupils' current work, both in class and in written work, is outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are highly effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, all teaching is outstanding.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. As a consequence, all pupils are inspired to learn and make rapid and sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work, talking partners, paired teaching, hot seating and role play. Consequently, all pupils are highly motivated and sustain high levels of concentration.
- Teachers ensure all pupils are consistently involved in evaluating how well they are achieving. This contributes to their outstanding progress and provides them with a high level of confidence in making further improvements.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources, including other adults, interactive Information Communication Technology, music and art are used very effectively to optimise learning for each pupil. Words of affirmation and encouragement are displayed throughout. Exceptional use is also made of the outdoor teaching environment.
- Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
- High quality feedback is frequent, leading to high levels of engagement, interest, achievement and progress.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high 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 and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education 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.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.

- The curriculum leader for Religious Education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. These are used effectively to improve teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good. She is passionate about the subject and obviously puts her heart and soul into the role. In all of this she is well supported by the head and all staff members.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

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 outstanding.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is obviously a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep 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 outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- Staff are highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding.

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.
- Having availed of in-service leaders, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.
- They are always able to make these accessible to pupils in a contemporary context.
- Leaders are very visible as leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship. Inservice provided by the department for Religious Education has been availed of.
- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship with regular reviews of school performance.

What the school needs to do to improve further

- Implement the areas for development identified in the Self Evaluation Document including: -
 - Continuing the development and embedding of the Relationships and Sex Education which is being put in place. Consideration could also be given to inviting the parents to a meeting in school explaining what is going to happen.

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	1
The quality of Collective Worship provided by the school	1
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