



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

COPPULL

Inspection Date 13 June 2019

Inspectors Mrs. Pat Peel Mrs. Angela Paget

Unique Reference Number 119675

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 114

Chair of Governors Mrs. Jean Toon

Headteacher Mrs. Elizabeth Green

School address Spendmore Lane
Coppull
Chorley
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Date of last inspection 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 Team and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Oswald's is a much smaller than average sized Catholic Primary School situated in Coppull, Lancashire serving the parish of St. Oswald.
- There are 114 children on roll of whom 75 are baptised Catholic, 15 come from other Christian denominations, 2 from another faith or religious tradition and 22 have no religious affiliation.
- There are 6 teachers in the school, 5 of which teach Religious Education. Five teachers are baptised Catholic. Three teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant changes in the school. A new Religious Education subject leader has been appointed.

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 is a good 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 good.
- Pupils appreciate, value and actively participate in the Catholic Life at St. Oswald's. They know their Mission Statement, 'Live, Love, Learn like Jesus' and have recently been involved in reviewing it.
- Pupils show respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They are kind and considerate to each other.
- 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 good understanding of right and wrong.
- Pupils embrace the demands that members of the school community entails such as becoming prefects, Year 6 prefects support Key Stage 1 children, sports and house captains.
- 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, NSPCC, Military Charities and Children in Need to name but a few. Within the locality they have supported the Living Waters Foodbank during Harvest in response to a child undertaking the Faith in Action award. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of during and after school clubs e.g. choir, chess, art and a variety of curricular groups i.e. maths, STEAM etc.
- The school choir has sung at the Young Voices concert in Manchester and have also taken part in the Epiphany Service at the Anglican Cathedral in Liverpool.
- Pupils support a number of community events e.g. carol singing in the local nursing home, preparing cards for distribution to the local homes and elderly parishioners, Chorley Hack and a number of events in support of the Chorley Heads in Partnership (CHIP) i.e. celebration concert, CHIP in bloom.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have a good sense of belonging. 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 begun Relationships and Sexual Education lessons within the context of a Christian understanding however this is in its infancy and needs further developing across the whole school. Circle time is used effectively to support Personal and Social Health Education (PSHE).
- Pupils in Year 6 have benefitted from the opportunity to stay on residential at Langdale Youth Hostel in Cumbria, Lake District.
- Pupils 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. Animate, the Archdiocesan Youth Ministry group, have been into school to work with Year 5 in support of this.

- Pupils are rewarded with stickers and house points and say that they enjoy their weekly assemblies. At the end of the year one pupil is recognised for their 'outstanding contribution to the life of the school' and a plaque is engraved in their honour.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They respect and are involved on occasion with parish celebrations i.e. Advent, Lent and Harvest irrespective of their own faith commitments. Some pupils are altar servers in the local church.
- Pupils benefit from a nurture room, recently painted by a parent and an outside prayer space.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good.
- Following the monitoring visit, the Mission Statement was recently reviewed to 'Live, Love, Learn like Jesus,' It is known and lived out by everyone at this 'small school with a big heart'. Its aims and objectives permeate everything that they do at St. Oswald's and its warm, welcoming, friendly atmosphere is tangible.
- Staff are fully committed to its implementation across the curriculum. They participate in school activities which reflect the Catholic Life and mission of the school.
- There is a real sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its Mission and identity through concrete and effective signs of the school's Catholic character. The displays and classroom focal areas support St. Oswald's Catholicity and ethos. The entrance porch has a reflective focal area around an altar and a new statue of St. Oswald has been purchased.
- Staff promote high standards of behaviour and are very good role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The 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.
- 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 in-service days and accessing current training for the subject leader. The Headteacher and deputy have attended a retreat organised by the Chorley Heads in Partnership.
- Clear policies and structures are in place which provide very good levels of pastoral care for pupils and their families and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The parish priest is a regular visitor to the school and presides at the celebration of Mass in school and in church across the liturgical year. He is fulsome in his praise of the work of the school community.
- 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.
- The school supports the pupils and their families undertaking the With You Always Sacramental programme. The headteacher and deputy support as catechists from the parish of St. Oswald.
- 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. This is an area the school has recognised needs to be further developed to embed it fully into the curriculum across the school year and begin mapping it out to show when and where it takes place.

- The school provides both a breakfast and after school club 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 good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The leadership team is fully committed to the Church's mission in education. The development of the Catholic life of the school is viewed as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. The school is using the new Self Evaluation Document and it is an accurate reflection of where the school is now.
- Relationships at every level are very good across the school.
- Leaders and governors have shown a commitment to training and further development of staff. *'Effective Governance'* training provided by the Archdiocese has recently been hosted by the school. Continuous Professional Development focusing on the Catholic Life of the school takes place. As a result, staff understanding of the school's mission is good.
- The school has developed successful strategies for engaging with parents and carers to the benefit of pupils. The school offers an open-door policy, sends out regular newsletters and has an up-to-date website with a recent blogging facility. As a result, parents and carers have a good understanding of the school's mission and are very supportive of it.
- There is a newly appointed link governor with responsibility for Catholic Life and Religious Education. As a recently retired Catholic Headteacher she is keen to ensure that she undertakes her role effectively and has already visited the school and begun to develop a relationship with the subject leader.
- The school responds well to Archdiocesan policies and initiatives and promotes the vision of the Archdiocese throughout the school. Some policies need to be standardised with 'appendices information' as they come up for renewal.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education. It is recommended that the school undertakes Relationships and Sex Education lessons across the school year not just in a weekly block in the summer term.
- Leaders need to begin mapping out Relationships and Sex Education to show when and how this is being delivered across the whole school curriculum.

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 good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are 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. This was particularly evident in Year 2 where a child was giving reasons for making choices and linked this back to previous learning about the letters written by St. Paul to the Corinthians.
- During lessons and interviews pupils were articulate and insightful about both their learning in Religious Education and aspirations for themselves and the school. They said that they enjoyed their lessons and that teachers made them interesting and fun.
- 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. This can be improved further by teachers and other adults using the language of the standards i.e. driver words routinely during lessons, mini plenaries and when questioning to challenge pupils thinking.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to tasks which extend their learning when given the opportunity. Behaviour for learning is good because pupils enjoy Religious Education and disruptions in lessons are unusual.
- Pupils have studied Judaism and Hinduism as part of their Other Faith and Religions topics. They have been visited by a practising Jew who shared some of his beliefs with the children. This helps to promote tolerance and respect for those who think differently to themselves.
- The quality of pupils' current work, orally in class and written, is very good. Presentation in books is very good. The Rejoice learning journals are a celebration of all the work that the pupils have covered across lessons.
- Pupils attainment, as indicated by teachers is good. Most pupils achieve at least good attainment using Archdiocesan statistical data analysis.
- 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 good.
- On the day of inspection there was some outstanding practice observed with nothing less than good. Some teachers and other supporting adults need to use the language of the standards i.e. driver words more as part of their repertoire to engage and challenge pupils further in their thinking and learning.
- Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. They have high expectations for the pupils especially in the mixed aged classes and have worked hard on developing more succinct lesson objectives in their planning.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are interested, motivated and concentrate well in lessons. However, they need to provide much more opportunities for greater depth and challenge by using the driver words throughout lessons to target groups of children further.
- In books there is evidence of continuity in lessons and across sequences of lessons. Staff have embraced technology and are creatively looking at ways to enhance the curriculum further.

- In the best lessons observed teachers used questioning techniques very well. However, there was limited open ended and adapted explanations using the language of the standards i.e. driver words catering for the needs of all pupils. This needs further development to become routine practice in all classes.
- 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 effectively to optimise learning for pupils who need their intensive support.
- Evidence in books shows that marking is always positive but not always linked concisely enough to the lesson objective. Occasionally, next steps are used. These inconsistencies will diminish at staff become much more adept at using the new standards when planning from the *Come and See* programme.
- Achievement and effort are celebrated immediately leading to very good levels of motivation from pupils.
- After a trial in Year 3 the school has created 'learning journals' for all classes to enable staff to evidence all aspects of the *Rejoice* week of the of the topic culminating in the class celebration itself.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are ensuring that the Religious Education curriculum meets the requirements of the Bishops' Conference.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation is embedded.
- Leaders and governors' self-evaluation of Religious Education is good. It is an accurate reflection of assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education.
- The subject leader regularly attends Archdiocesan in-service training to support planning, monitoring, evaluation and assessment of the subject. This has been effectively cascaded to staff to bring about improvements in teaching and learning and raise standards in Religious Education.
- Since the last inspection a new subject leader for Religious Education has been appointed. He has made a commitment to undertaking his role effectively and there is an action plan in place. However, there is not enough evidence to show that all the areas which encompass the core curriculum role are being monitored and evaluated rigorously enough. He has enabled staff to plan for improvements to teaching and learning in Religious Education by using the suggested planning proforma and worked hard on helping staff to use the standards in creating more succinct lesson objectives. He has made effective use of assessment and moderation by clustering with other schools in the locality to support on-going teaching and learning.
- Whole school tracking directly linked to the changes to the interim standards in Religious Education will be in place by September. The data analysis must be shared at Governor meetings and more importantly the impact of them discussed regularly to raise standards further.
- A commitment has been made by leaders and governors to ensure that there is a link governor for Religious Education who can effectively support the subject leader in his role. She will endeavour to ensure Standards of Religious Education are shared at governor meetings.

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.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in planning, preparing and leading worship with confidence and enthusiasm.
- Pupils are not yet routinely evaluating Collective Worship, either as a leader or a participant. This needs to be further developed across the school.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and worship. They say that they really enjoy these experiences.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts. They regularly celebrate together in school and at Mass as part of the wider parish community.
- Pupils in Year 6 have undertaken Stations of the Cross in church during Lent with the help of the subject leader.
- The experience of being a part of a praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

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. Praying together is part of the daily experience for pupils and staff.
- Prayer experiences and worship is given a high priority in the school and is timetabled accordingly. However, there is very little evidence of planning across the school for Collective Worship although there are photographs of it having taken place. These are shared via the school website blog.
- Collective Worship is not being evaluated by pupils and staff either as a leader or participant and this needs to become routinely practised in the school.
- Information collated by the school suggests some staff are becoming more skilled in delivering Collective Worship and facilitating pupils when planning and delivering worship. In some classes there is an over reliance on suggested idea/prompt cards and these need to be withdrawn.
- Relevant staff have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Opportunities are routinely planned in a manner that facilitates attendance by other adults associated with the pupils and the school throughout the liturgical year e.g. Harvest Assembly, Advent Carol Service, Nativity and Remembrance Day celebrations etc.
- Parents and parishioners are welcomed to worship within the school community during 'Rejoice' end of topic assemblies. This could be developed further through 'Stay and Pray' or 'Pick up and Pray' opportunities being offered at the start or end of the school day.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. A policy for Collective Worship is in place.
- Leaders and governors have a very good 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 appropriate models of good practice for staff and pupils. This was particularly evident in the Key Stage 2 Collective Worship observed on the day of Inspection. Pupils were enabled to facilitate the Collective Worship alongside the adult resulting in a meaningful, quality prayer experience for all. Regular professional development of staff incorporating liturgical formation and the planning for Collective Worship does not routinely happen. Therefore, it is highly recommended that the whole staff undertake beginners Collective Worship training delivered by a member of the Christian Education Team to ensure that they are modelling best practice.
- The subject leader has indicated that he would like to create a 'chaplaincy worship group'. It is recommended that this takes place after the staff has received relevant training to ensure they are modelling, planning and delivering quality Collective Worship.
- Evidence suggests that Leaders and governors have not recently reviewed or formally monitored Collective Worship. Although they have made a commitment to ensure that there is a link governor in place who can effectively support the subject leader in his Collective Worship role. Moving forward this will form part of their self-evaluation processes.

What the school needs to do to improve further

- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - ensuring teachers and other adults routinely develop the language of the standards i.e. driver words into their day to day repertoire to more accurately support pupils throughout the plan, teach, review, assess cycle;
 - beginning to use the new tracking system which supports assessment, reporting and monitoring of Religious Education for the new interim standards.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed *Journey In Love* lessons throughout the academic year to support Relationships and Sex Education;
 - beginning to develop a curriculum map for Relationships and Sex Education to show where it happens throughout the academic year and identify cross-curricular links.
- Further develop the work being undertaken in Collective Worship by:
 - undertaking Archdiocesan training for the whole staff in planning, leading and modelling quality Collective Worship experiences.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

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	2

Key to judgements: Grade 1 is outstanding, Grade 2 is good, Grade 3 Requires Improvement and Grade 4 Inadequate