



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ALL SAINTS CATHOLIC PRIMARY SCHOOL

#### BOOTLE

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Inspection Date	Tuesday 24 <sup>th</sup> April 2018
Inspectors	Mrs Julie Rourke Mrs Chris Mason Mrs Anne McNally
Unique Reference Number	132208

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

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Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	359
Chair of Governors	Mrs Letitia Wilkins
Headteacher	Mrs Angela Holleran
School address	Chestnut Grove Bootle Liverpool L20 4XL
Telephone number	0151 288 6420
E-mail address	head.allsaints@schools.sefton.gov.uk
Date of last inspection	7 <sup>th</sup> May 2013

## 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

- All Saints school is a larger than average sized Catholic Primary School situated in Bootle serving the parish of St. James', Bootle.
- There are 359 children on roll of whom 198 are baptised Catholic, 12 come from other Christian denominations and 16 from other faith or religious traditions. One hundred and thirty-three children have no religious affiliation.
- There are 17 teachers at the school, including the headteacher, of whom 12 are baptised Catholic. Fourteen teachers teach Religious Education and 7 have a suitable qualification in Religious Education.
- Since the last inspection, there is a new Chair of Governors in post and an Assistant Headteacher, who is also the new Religious Education Coordinator.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

All Saints Catholic Primary School 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 actively live out and are ambassadors of their mission. They know that they are unique and belong to All Saints school. They are regularly involved with its evaluation.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They are quick to congratulate and celebrate each other's achievements. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. On the day of inspection, a child explained, *'Making good choices makes people happy. We need to do this. Jesus told us to make good choices.'*
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their many variety of responsibilities and as a result, for example, they may join the proactive school council or become play leaders. They have created new responsibilities within the school, such as, *'Attendance Buddies.'*
- Pupils enjoy promoting the Catholic Life and mission of the school. The children devised a Lenten pennies collection to fundraise for the *Guide Dogs Association*. They have supported *CAFOD*, *Foodbank* and *Bags of Love* appeals. They are alert to the needs of others and seek justice for all within and beyond the school community.
- 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.
- Pupils rose to the challenge of applying to be a *Mini-Vinnie* which is part of the *St. Vincent De Paul Society*. The group seeks to understand justice and fairness and have enjoyed raising money for a local women's and children's aid charity. Baskets are displayed around the school as a reminder to support the local *Foodbank*. On the day of inspection, the children expressed, *'It is good to help others. It is our job to encourage others to be a child of God.'*
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. There are close links through the sacramental programme and preparations. Many parishioners regularly support reading, trips and collective worship.
- Pupils value links with the Archdiocese, such as the *Christmas Carol Service* and *Dementia Friendly Carol Service* at the *Metropolitan Cathedral* in Liverpool. They have enjoyed visiting the two cathedrals in Liverpool to broaden their experiences.
- Pupils respond well to the many opportunities the school provides for their personal support and development. There are a variety of ways appropriate provision is made to ensure pupils and their families receive the pastoral care they may need, such as, an art therapist and educational psychologist.

### 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 is a clear and inspiring expression of the educational mission of the Church.
- The whole school community fully embraces the mission statement which is revised regularly.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is presented beautifully and is a home from home for the children. There are well appointed displays that share and celebrate the Catholic Life of the school.
- There are exciting areas, such as a 'play pod', encouraging creative and cooperative play. There are also reflective areas, such as, the prayer garden which is dedicated to a former parishioner.
- Areas of the school show displays and artefacts from the history of how the school was formed, depicting school buildings and traditions that are now brought together and celebrated in one school.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. Staff ensure children in their care feel part of a loving school family.
- The school is recognised as one of the most disadvantaged nationally, with many families living in challenging circumstances. Staff respond to children and families' needs and share vital pastoral responsibilities. There are strong links with a vast amount of statutory and voluntary agencies, such as, *Health and Social Care, South Sefton Foodbank, Sefton Women's and Children's Aid*. The school ensures appropriate signposting support is given to those families in need.
- The school has begun an after-school club offering affordable childcare to support those seeking employment and education. There are English language classes for parents to support those families for whom English is a second language. This helps to break down barriers and integrates new arrivals to the school.
- Staff promote high standards of behaviour throughout the school and provide outstanding opportunities for the spiritual and moral development of all pupils.
- The school is an accredited *School of Sanctuary*, which recognises its full commitment in being a safe and welcoming place for all, especially for those who are seeking sanctuary. The children have shared their experiences with another local primary school to teach others how they are a school where all are welcomed and safe.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer. The school is a supportive and joyful community.
- The school offers prayer opportunities for staff through masses and liturgies with the pupils, families and on staff training days. They take part in *Come and See for Yourself* prior to Religious Education topics being taught and offer staff retreats, for example, when revising the mission statement.
- The Relationships and Sex Education programme, *Journey in Love* has begun to be taught. The school has recognised the need to embed its policy and teaching and learning experiences and monitor its impact across the school.

### **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 school's 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 Parish Priest, Governors, the headteacher and senior leaders are highly ambitious for the Catholic Life of the school and lead by example in the way it consistently emphasises Catholic Life as a school improvement priority. They make a highly significant contribution to the Catholic Life of the school. They are fully involved in the schools' evaluation and are ready to challenge as well as support where necessary.
- The Governors are fully aware of the school's changing social climate and are passionate about ensuring its diversity and inclusion. They live out their school's mission and know that their school is unique. Governors shared, *'The mission is a seamless thread running through the school. It is a special spirit, a living thing.'*
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. The staff understand and live out the mission statement. Staff share its purpose and are keenly involved in shaping and supporting it. One member of staff commented, *'I always feel valued and part of a team working towards making a contribution towards the Catholic community.'*
- The provision for the Catholic Life of the school is given the highest priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- The schools' new Self Evaluation Document contains outstanding evidence throughout and has planned improvements to further enhance the Catholic Life of the school. This document can be populated further with the evidence outlined in this report.
- Parents and carers are kept fully informed of Catholic Life events in school. Parents questionnaires showed that they are overwhelmingly happy with the Catholic values of the school.
- The headteacher and her senior leaders have been skilfully resilient in pursuing the mission and vision for the school and the children, parents and carers are wholly benefitting from its outstanding Catholic Life.
- The school website has a wealth of information and newsletters reflect a variety of events. The school has its own *Twitter* account and information on how children are achieving in school is regularly related to parents through online sharing platforms such as *Tapestry*.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes them throughout the school, including providing a Relationships and Sex Education programme in a Catholic context.

## 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 good progress in each key stage, with many achieving outstanding progress.
- Groups of pupils, including those with special educational needs, are also making progress because of purposeful, directed planning.
- 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. As a consequence, pupils are fully aware of the demands of religious commitment in everyday life.
- All pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. Pupils know the

impact that Scripture may have on their lives because of outstanding teaching, reaching the needs of all children.

- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. Pupils work is portrayed beautifully in portfolios and workbooks. They reflect and are a celebration of outstanding work from across all year groups.
- The quality of pupils' current work, both in class and in written work, is outstanding. Clear learning objectives are marked against using the driver words. There is age appropriate developmental marking which allows children to have the opportunity to respond to further challenges.
- Pupils approach their lessons with great interest, passion and enthusiasm. Pupils enjoy challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education and disruptions in lessons are unusual.
- There are procedures in place for tracking pupil progress. Formal assessment is collated well with examples of moderated work. The school can continue to improve pupil progress by using their tracking data to identify groups of children, inform teachers' planning and differentiate for Religious Education groups.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan lessons well and take into account driver words for differentiation, a range of creative activities, and evaluate lessons well. Children are informally assessed regularly, and this is recorded throughout teachers' planning.
- Teaching is outstanding, pupils are inspired to learn and make rapid and sustained progress.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers work hard to ensure a wide range of appropriate teaching strategies are employed, including; individual and collaborative learning, use of lead learners in groups of children, quality questioning, reflection and exciting hooks to capture children's interest. Consequently, pupils are highly motivated and sustain high levels of concentration.
- The school uses a *Philosophy 4 Children* programme. This is matched well for use in Religious Education. It aids faith for life through searching questions, moral discussions and encourages pupil voice. In lessons this is highlighted in how pupils respond to questions with consideration and reflection.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil. They have high expectations and evaluate how well the children are doing throughout lessons, giving pupils confidence in their work.
- In outstanding lessons observed, teachers focused on the *Explore* section of the Come and See programme. There were outstanding examples across the school of how each topic was revealed. In one lesson, the teacher used practical carousel activities related to energy, including; holding ice cubes, on the spot running, warming marshmallows and philosophy questions about the sun. The excitement and interest in the classroom was palpable.
- In a lesson with younger children, they were delighted when a 'postman' arrived in class to explain about good news! Older children explored how to be a witness through the teachers' open-ended questions and encouraging reflection to challenge their opinions.
- On the day of inspection, outstanding plenaries were used as an opportunity not only to reflect on learning, but to develop pupils' understanding and further their thinking.

- Teaching Assistants are highly effective and provide outstanding care and focused support to pupils. On the day of inspection, student teachers were well planned for and provided outstanding support to a variety of groups of children.
- Children have explored the beliefs and values of other faiths and religions. Judaism and Islam are taught each year and displays portray the outstanding work and respect that helps to promote tolerance and respect for those who think differently. Visits and visitors of other religions and faiths support staff and children's experiences. A staff member and parent explained, *'There is an atmosphere of love, concern, care and respect for everyone. I feel confident to share my knowledge about my culture, rituals, traditions and religious ceremonies.'*

## **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 the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is an outstanding reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to outstanding outcomes in Religious Education. The subject is fully supported by the headteacher, parish priest and governors.
- The curriculum leader for Religious Education has a high level of enthusiasm for her role. She is passionate and joyful in her work. She leads the staff excellently, with a great deal of support when needed, as reflected in the staff questionnaires. She is meticulous in her organisation of evidence and seeks the very best in all areas of Catholic Life, Religious Education and Collective Worship.
- The subject leader is part of a cluster of local Catholic schools who meet regularly to discuss and support leading Religious Education and share outstanding practices.
- Governors are very aware of Religious Education standards across the school which is regularly shared in meetings. They have opportunities to discuss, support and challenge the Religious Education subject leader. The Religious Education Governor has taken part in guided learning walks and shown the standards achieved in children's workbooks. She shares her excellent guidance to help steer all aspects of the subject leaders' role.
- Parents receive regular updates about Religious Education, there is a wealth of information on the schools' website and they receive a *Come and See* newsletter.

## **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.
- 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 a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- On the day of inspection, children gathered in quiet, suitable environments ready for prayer. Collective worship was well planned, and pupils were fully involved appropriate to their age and stage of development. They sang and listened to music and Scripture and were invited to reflect and contemplate on what they had heard. Go forth messages were clear and enabled the children to spread the message that they had heard.
- Each worship observed was an enriching, positive experience. There were moving moments, such as, touching Jesus' feet. Children also found the lost sheep!
- Pupils regularly prepare and lead worship with confidence and a degree of independence. In conversations with older pupils on the day of inspection, pupils were enthused by their worship. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- There are many opportunities throughout the school year for pupils to develop their understanding of the Church's liturgical year and 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 the pupils, irrespective of ability or faith background.
- All Saints is an inclusive, prayerful community with a deep respect for one another.

## **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- 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.
- Relevant staff understand the Church's liturgical year, seasons and feasts and ensure that pupils have a variety of experiences of the Church's liturgical life.
- Pupils plan and lead *Stay and Pray* sessions, *Respond* liturgies and regularly invite members of the school, parents and the wider community.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an outstanding understanding of the liturgical seasons and the Catholic character of the school. This can be further supported by using the themes and Scripture from *Come and See*. This will aid teachers planning with the use of prepared, age appropriate Scripture and offer further reflection and contemplation outside of the teaching and learning environment.
- Collective Worship has been given a high priority in terms of planning, evaluating and resourcing. The school, along with the Parish Priest supports and leads a variety of masses and liturgical events celebrated both in school and in church. Parents respond enthusiastically to invitations for liturgical celebrations.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. On the day of inspection, there was an outstanding partnership shared between adults and children in leading worship. They have an outstanding understanding of the purpose of Collective Worship.

## **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 clear policies and guidelines to plan and deliver quality Collective Worship. They lead Collective Worship within the school and are appropriate models of outstanding practice for staff and pupils. They promote pupils' planning and leading Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts and they are able to make these accessible to the pupils in a contemporary context.
- Monitoring of Collective Worship is embedded and is supporting worship across the school.
- Governors and the parish priest are informed of policy guidelines and monitoring of Collective Worship. They are invited to and attend Collective Worship celebrations. Worship is central to the life of the school and the parish priest and Religious Education governor offer support and guidance.
- Leaders offer regular professional development of staff, incorporating liturgical formation and the planning for Collective Worship along with many opportunities for staff prayer and worship.

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

- Continue to implement the Self Evaluation Document using the guidance given in this report.

# 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***