



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ANDREW THE APOSTLE CATHOLIC PRIMARY SCHOOL

HALEWOOD

Inspection Date Tuesday 17 May 2016

Inspectors Mrs. Pat Peel Mrs. Ann McNally

Unique Reference Number 104470

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

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 236

Chair of Governors Mr. Emmanuel Mufti

Headteacher Mrs. Jan Cunningham

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Date of last inspection June 2011

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. Andrew the Apostle is an average sized Catholic Primary School situated in Halewood and mainly serves the parish of St. John Vianney.
- There are 236 children on roll of whom 200 are baptised Catholic, 36 come from other Christian denominations, there are no children from another faith or religious tradition.
- There are 12 teachers of whom 12 teach Religious Education. Six teachers are Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection there have been no significant changes in personnel.
- The Deputy took over the role of Religious Education subject leader following the last Section 48 inspection.

Key for inspection grades

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

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Overall effectiveness:

St. Andrew the Apostle Catholic Primary School is outstanding in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Andrew's. The school prides itself on creating a nurturing family atmosphere to the home, school and wider parish community.
 - There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement "*Live like Jesus and open doors to the world!*" and motto which is derived from it "*Dream it! Believe it! Reach it!*"
 - Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school. St. Andrew's is an oasis in the community whereby everyone feels safe and is loved for who they are.
 - The pupils are fully conversant with the 'golden charter' their own code of conduct which is made from an acrostic of St. Andrew which affirms positive attitudes and behaviours. They also actively seek to add names to a book of smiles which is a real celebration of others not just children but adults are included too.
 - The entrance is adorned with a fabulous piece of artwork dedicated specifically to St. Andrew the Apostle and all the school community have contributed to it. The learning environment is vibrant and stimulating and enriches pupil's sensory experiences.
 - Pupils are encouraged to take on roles of responsibility by becoming school and eco councillors and prefects.
 - In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting other places of worship, curriculum and sports events and on residential visits.
 - Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities e.g. CAFOD, Nugent Care, British Legion Poppy Appeal, Blytheswood Shoebox Appeal and Alder Hey Hospital to name but a few.
 - Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit Crosby Hall Educational Trust.
 - Education for personal relationships has fostered positive attitudes in pupils.
 - Pupils benefit from an extremely caring and supportive environment. The learning mentor works with pupils and their families in all areas of home and school life. Her liaison with families is valued and widely appreciated.
 - The school benefits from a nurture/quiet room where pupils can take time out to reflect. This is a lovely welcoming space which is used frequently.
 - Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies.
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- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in supporting the parish. The Year of Mercy has provided every class with the opportunity to consider one of the Corporal

Works and actively seek to do something towards it. Year 1 have collected unwanted clothes in their efforts to clothe the naked.

- Pupils embrace opportunities to meet their potential in all aspects of school and after school life including accruing points towards the Children's University. They are reflective and enquiring.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a very limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are outstanding in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good and their support is very effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development.
- Tracking of pupils is in place. However, evidence suggests that some of the assessment pieces are over marked especially in Key Stage 2.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. The use of driver words is inconsistent as they are not currently being used routinely throughout lessons to raise achievement.
- Pupils' knowledge, understanding and skills are developing appropriate to their age or capacity.
- 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.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and excellent behaviour. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship. They recognise from a very early age that prayer is a fundamental part of life at St. Andrew's.
- Pupils are respectful, act with reverence and are keen to participate in a variety of gatherings.
- Key Stage 2 pupils are actively involved in planning, preparing and leading Collective Worship and older pupils say that they really enjoy it. However, this needs to be cascaded down to all year groups to ensure that they are included at their own level. During the Explore aspect of the Come and See topic lessons end naturally with a Collective Worship and pupils are fully involved at all stages.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Devotional areas around school and in classrooms are lovingly maintained and are a source of contemplation and quiet reflection.

- Every class has its own prayer intention book.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make progress.
- Teachers' planning is effective in meeting the needs of the pupils. However, this can be enhanced further by using the Archdiocesan planners and specifically using the Driver Words from the Levels of Attainment to focus activities succinctly to pupils needs.
- Across the whole school the classroom ethos created an excellent platform for positive behaviour for learning.
- Teachers display excellent subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding lessons observed. In those lessons pupils are challenged and inspired which enriches their enjoyment of Religious Education.
- Teachers take into account pupils' prior learning when planning Religious Education lessons. A range of strategies are used to elicit previous understanding including key questioning and talking partners.
- Excellent use is made of time and resources e.g. interactive white board, God's Story, audio and visual media etc. The school is very effective in deploying teaching assistants to enhance lessons for those children which require additional support.
- Pupils are very positively affirmed throughout their lessons and relationships are excellent. A range of Dojos, raffle tickets and stars are awarded throughout lessons. Marking is positive and informs pupils of their progress and next steps but again this could be enhanced further with the consistent use of the Driver Words. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. The school has recognised the need to develop this further particularly with regard to Upper Key Stage 2 which is often over marked. Building up a portfolio of evidence will enhance teachers' skills in this area enabling them to mark much more accurately in the future and moderate with the peers.
- The tracking of pupils' progress in Religious Education is in place and shows trends over time.

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

- The Religious Education curriculum is outstanding in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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. Termly newsletters are provided for parents and carers.
- The school provides the Wednesday Word for the Year 4 children.

- The school implements new curriculum developments as appropriate. *Come and See* promotes in pupils a real sense of engagement and enjoyment.
- Enrichment activities such as Gaelic football, choir, green fingers club, first aid and an assortment of seasonal sports etc. have a positive impact on the curriculum.
- The school operates a breakfast and after school club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- There is a very active Friends of St. Andrew's (FOSTA) which helps to support the school through fundraising and organising social events.
- The school has provided pupils with opportunities as part of anti-bullying week to work with Everton in the community who have explored local issues such as Racism with them. These incentives are a way of helping children to stay safe.
- The school benefits from being a member of the South Liverpool Catholic Schools (SLCS) partnership. There is a lot of mutual sharing of resources and support amongst members.
- Children have explored the beliefs and values of Judaism and more recently Islam and have visited the Al Rahma Mosque in Liverpool. The children have benefitted from a visit by a practising Jew who shared information about his Faith. This helps to promote tolerance and respect for those who think differently.
- Pupils have explored their own and others roots and cultures through the very successful 'Our World Values' project led by the Religious Education co-ordinator in which pupils reflected on the uniqueness of each individual made in the image and likeness of God.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the prayer life of St. Andrew's.
- Collective Worship plays a key part in meeting the Spiritual needs of this worshipping community and is providing a firm foundation for Liturgy and Worship. *Come and See for Yourself* opportunities are provided for staff and governors.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Teachers have been provided with the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Come and See' programme.
- The parish priest is a regular visitor to the school and is fulsome in his praise of the school and the work that they do in reaching out to the community. He presides at celebrations of Mass for the school throughout the Church's liturgical year and also for the three local primary school staff and governors who meet together regularly.
- The school supports and facilitates the parish catechists working alongside the Year 4 children preparing for the Sacraments through the *With You Always* programme.

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 and developing the Catholic life of the school. The leadership team is deeply committed to the Church's Mission in education. They are energised by the task and the senior leadership team is a source of inspiration for the whole school community.
- This is reflected in the Mission Statement outlining St. Andrew's as a place where they are truly 'living like Jesus.'
- The aims and practical objectives derived from the Mission Statement direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, raising awareness of those in need and charitable outreach.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, analysis and self challenge. It is a succinct accurate document which guides the school very well.
- The school provides very good in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, Archdiocesan led Spirituality days and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.
- 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 religious diversity within the school.
- There are positive relationships at every level leading to a welcoming, happy, safe and caring learning environment for staff, pupils and their families.
- Governors are committed wholeheartedly to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes. Governors discharge their responsibilities in an appropriate manner.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is outstanding.
- The Self Evaluation Document is a coherent reflection of rigorous monitoring, analysis and self challenge.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. The school needs more opportunities to moderate pupils work together. Keeping a portfolio of exemplified pieces of work gained through moderation will greatly aid the accuracy of this process as will clustering together with local schools to moderate work collectively. Staff will become more proficient levelling work as opportunities to do this increase.

- The subject leader is excellent in guiding Religious Education he is enthusiastic and shows a real commitment to the role. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. He has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes. He has begun to work with the recently appointed Religious Education link governor.
- Due to attaining a promotion the subject leader is leaving the school at the end of the term. The school has yet to identify another member of staff to take over the role however solid foundations are firmly in place to enable a smooth transition into the key role by a new member of staff. All the necessary paperwork is in place to allow that to happen.

What does the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - undertaking Archdiocesan In-service training on Planning and Differentiation for Come and See;
 - embedding the language of the level descriptors and Driver Words into planning and daily practice enabling the needs of all pupils to be met as part of the plan, teach, assess, review cycle;
 - continuing to address the areas identified on the Self Evaluation Document.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1

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