



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### OUR LADY AND ALL SAINTS CATHOLIC PRIMARY SCHOOL

#### PARBOLD

---

Inspection Date 29 April 2018

Inspectors Rev D Melly, Mrs J Ryan

Unique Reference Number 119694

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

---

Type of School Primary School

Age range of pupils 4-11

Number on roll 101

Chair of Governors Mrs C Marston

Headteacher Mrs C Griffin

School address Brandreth Drive  
Parbold  
Wigan  
WN8 7HD

Telephone number 01257 462466

E-mail address head@ourladyallsaints.lancs.sch.uk

Date of last inspection 30 April 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

- Our Lady and All Saints school is a smaller than average sized Catholic primary School situated in Parbold and mainly serving the parish of Our Lady and All Saints.
- There are 101 children on roll of whom 92 are baptised Catholic, 8 come from other Christian denominations and none from other faith or religious traditions. 1 has no religious affiliation.
- There are *six teachers four of whom are* baptised Catholic. *Three* teachers have a suitable qualification in Religious Education and one is in the process of obtaining the CCRS.
- Since the last inspection the long standing Religious Education Coordinator took early retirement and her role has been taken over by two young members of staff. There has been significant extension work to the school which has enhanced the building greatly. The outdoor provision has also been developed. This now includes a very exciting forest school.

### Key for inspection grades

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

---

© 2018 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

# OVERALL EFFECTIVENESS

Our Lady and All Saints 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. They have been actively involved in developing and evaluating the Mission Statement and now show an outstanding commitment to living out Our Lady and All Saints Mission. There is excellent documented evidence of this in school.
- 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 exemplary at all times because they recognise that they belong to a community where they are respected, cared for and nurtured. 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. There is a strong school council and all are keen to 'Care for our Common Home'. Laudato Si has obviously had a great impact on the school which is striving to obtain the CAFOD 'Live Simply Award'. They are alert to the needs of others and seek justice for all within and beyond the school community. They are keen to raise funds for CAFOD, Nugent Care and other local charities. In Advent there is a Reverse Advent Calendar where children donate toiletry products for refugees. At harvest time gifts are collected and delivered to members of the parish by Year 6.
- All pupils take full advantage of the excellent opportunities the school provides for their personal support and development. Pastoral care is at the forefront of the school's mission. All the adults are most caring and supportive. The pupils are particularly supported during the transition from nursery to infants and from junior to high school. As a result they are obviously 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. An RSE programme has been recently put in place which is meeting their needs and is recognising the age and maturity of the pupils. They are well on the way with this and have books to show pupils' understanding from Reception to Year 6.
- All pupils enthusiastically embrace a holistic approach to education which is at the heart of everything that is done in school. They 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. Children serve Mass and read at Sunday Mass. They attend services in church and invite parents and members of the community to join them there. They also invite people to stay and pray in school. There is a garden party and singing around the tree with other local organisations. They sing for the elderly in care homes and sing carols in the village. They are also taken to services in the Cathedral. As a result, they are enthusiastically and regularly involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. All pupils are confident in expressing pride in their own religious and cultural identity and beliefs.

## **The quality of provision for the Catholic Life of the school**

- The quality and provision of the Catholic Life in the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church which is summed up for the children in the words: 'In the light of God's love, together we will grow'. This is relevant, understood and lived by all who make up the school community.
- All staff are fully committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school and extra curricular activities including supporting sacramental preparation, retreats, staff prayer and CPD. Days on residential visits always end with prayer and reflection.
- 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. There is a strong ethos of support and attentiveness to the needs of others. There has been a whole staff retreat in Ampleforth Abbey. This was also attended by three governors. The focus was on Catholic Life – A Mission in schools. Each school year begins with time for reflection and a shared meal. The school is a very supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. There are very high quality displays which include work done in Come and See. Focus tables and the various artefacts are very tasteful throughout.
- 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 respect the dignity of every human person.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff. Opportunities offered by the Christian Education Department are always availed of including the spirituality days for heads.
- Clear policies and structures are in place which provide the highest levels of pastoral care for all pupils. 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 all members' needs are understood and catered for.
- Pastoral programmes, PSHE and RSE are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.

## **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 Catholic Life in the school.
- 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 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. Each year begins with time for reflection and a shared meal for staff and governors. This is reflected in the school's self-evaluation which is an accurate and 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.
- CPD focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. Great use is made of the opportunities offered by the Christian Education and the Schools' Department of the diocese. 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 very obvious benefit of pupils, including those who might traditionally find working with the school difficult.

Twitter and the Web Site, which has regular newsletters for parents, are particularly helpful here. There is an open-door policy and all are made to feel welcome. 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. They give freely of their wealth of experience.
- The school responds positively 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 complex 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. As a consequence, they are fully aware of the demands of religious commitment in everyday life. Discussions with Year 6 pupils were particularly impressive here.
- 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.
- 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. This is helped by the consistent use of the driver words and the next step marking.
- 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 and on the day were never off task.
- Pupils' attainment, as indicated by teacher assessment results, is outstanding. Almost all pupils achieve above average attainment.
- The quality of pupils' current work, both in class and in written work, is outstanding even in Reception where expectations are very high. The presentation of Children's work is of an extremely high standard.

### **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 the teaching observed on the day was outstanding in all cases.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Teachers demonstrate a secure subject knowledge and plan effectively to meet the needs of all pupils. All teachers are very enthusiastic about their teaching. TA's highly skilled in supporting the learning. Lessons observed demonstrated teacher confidence. There was effective use of questioning and talking partners. Lessons were well paced and resourced. As a consequence, all pupils are inspired to learn and make rapid and sustained progress.
- Teachers employ a wide range of teaching strategies including individual and collaborative work, excellent open questioning, affirmation and role play. These were used to great effect.

- Teachers ensure all pupils are constantly 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 progress.
- Teachers consistently use time effectively to maximise learning opportunities.
- High quality resources, including other adults and ICT, are used very effectively to optimise learning for each pupil. One class posted a message for parents on the class dojo during the lesson to inform them of their learning in that lesson.
- 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. Pupils are given the opportunity to respond in a systematic and planned way, which ensures pupils understand what they need to do to improve. The effective use of the driver words enhances all of this.
- Celebration of achievement and effort is 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. The teaching of RSE has recently been introduced in response to the bishops' directive.
- 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. This leads to outstanding outcomes in Religious Education.
- The curriculum leaders for Religious Education have an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. They are extremely committed and creative in their drive to ensure high standards for the provision of RE. They are very well supported in all of this by the Headteacher, other senior leaders and all staff.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each 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 a genuine enthusiasm for Collective Worship, reflected in the quality of prayerful silence, the quality of communal singing, and the depth of reverent participation in communal prayer. The proclamation of the Word of God on the day was outstanding.

- Pupils readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. We witnessed evidence of this on the photo show in our room.
- All pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. There is plenty of evidence of this in displays. Children demonstrate a maturity and confidence beyond their age and expected ability. They are able to prepare acts of Collective Worship which fully reflects this understanding.
- The experience of living and working in a faithful, praying community obviously 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 and this is reflected in the manner in which pupils prepare and participate in prayer and liturgy.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is obviously central to the life of the school for all pupils 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. Being 'Earth Day' the focus of the day was on God's wonderful creation, being thankful and caring for it and for all people. The children in Class 4 'went forth' to plant flowers to enhance the school grounds.
- 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 obviously 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 obviously highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have had in-service on Collective Worship and 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. Collective worship in Class four was a 'stay and pray' to which parents had been invited.

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

- Leaders and governors are outstanding in promoting and evaluating the provision of Collective Worship.
- 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. There was evidence of this throughout the school and in the documentation.
- 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 both within the school building and in the exciting grounds. There was plenty of photographic evidence of this.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship. Use has been made here of staff from the Department for Christian Education and the spirituality in-service which they organise.

- 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 SED particularly the development of the great work already begun on Religious and Sex Education.

**INSPECTION JUDGEMENTS**

**OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
---	---



## **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***