



St Oswald's Catholic Primary School

URN: 142523

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

20–21 March 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- The mission statement is lived out by all in the school community. Staff bear witness to the Catholic life and mission of the school.
- The school's links with the parish are very strong and enhance its Catholic life.
- Pastoral support systems ensure that Christ is at the centre of all their work.
- Effective teamwork ensures purposeful professional development and supports staff well-being.
- In religious education the recap of previous learning and knowledge is highly effective.

What the school needs to improve

- Provide more creative approaches to the teaching of religious education so that pupils can demonstrate their deeper thinking and individuality.

- Give pupils specific feedback in religious education to ensure their clear understanding of how well they are doing and what they need to do to make progress.
- Train as many pupils as possible to lead class prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

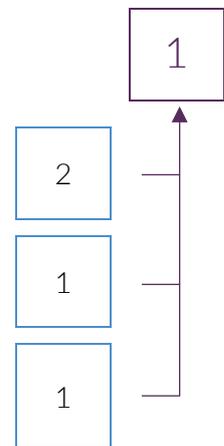
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at St Oswald's understand and value the distinctive identity and mission of their school. They know the school's mission statement, 'Together with Jesus we will learn and grow in faith', which is displayed in every classroom and around the school. They know they are precious to God and understand that the school and the community are committed to following the teachings of Jesus. As one pupil stated, "I love this school because I know Jesus loves me." Pupils are confident, happy and know they are cared for. They are proud to talk of the work they have actively engaged with for charities. All classes have participated in various fundraising events. These include the Big Lent Walk for Cafod, the Good Shepherd charity and Wear Blue for Bobby, a local charity. Pupils enjoy the opportunity to be leaders and to participate in various roles of responsibility provided by the school. Behaviour of pupils in class and around school is excellent. The school should continue to work with pupils on the Live Simply award which will enrich their understanding of the need to care for our common home. The school should also continue to provide opportunities for pupils to actively participate in the school's chaplaincy provision.

The mission statement is known, lived and witnessed throughout St Oswald's school. It is regularly revisited. The community is committed to ensuring that pupils and their families receive the utmost care. Pastoral care at St Oswald's school is exemplary. The family liaison officers are a key strength of the school and their work is valued by all. There is a strong culture of welcome and everyone is determined to go the extra mile to look after all in their care. Staff act as role models and show love and respect for their pupils. Parents and carers are highly

appreciative of the care their children receive. Staff provide an array of after school clubs which are open to all pupils. The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space. There are a variety of bright displays around the school, including one dedicated to St Therese of Lisieux. Celebrating Little Way Week, the display presents prayers and acts of love written by pupils. The relationships, sex and health education curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors understand their core purpose and are ambitious for St Oswald's school. They have been involved in the accurate evaluation of the Catholic School's Evaluation Document. The head teacher's vision for the pupils in her care reflects the Church's mission in education; she is ambitious for every child to develop their God given talents. Parents are highly complementary of the support they receive and appreciate the welcome and strong lines of communication with the school. A high number of questionnaires were returned for the religious education inspection and were overwhelmingly positive about the school. Parents are pleased with the care and faith development their children receive. The head teacher and the parish priest are working together to foster and deepen relationships with home, school and parish. The staff are extremely positive about the support and care they receive from the leaders and governors and believe their well-being and workload has a high priority. There is a great commitment to the professional development of all staff. New staff to the school take part in quality induction and are extremely grateful for the support they receive from other staff members. Leaders and governors engage with the archdiocese, participating in the services they offer.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

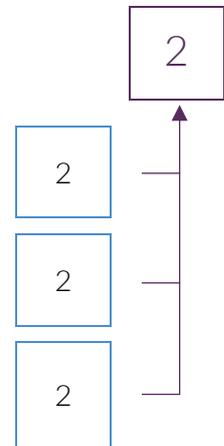
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing secure knowledge, understanding and skills which reflect the requirements of the *Religious Education Curriculum Directory*. Pupils enjoy their lessons, show interest and enthusiasm and are keen to share their ideas. This was evident in a Year 5 lesson where pupils debated about the role of Judas in the betrayal and death of Jesus. This lesson demonstrated how the Catholic religious education team have ensured that religious education lessons have a positive effect on the moral and spiritual development of pupils as they discussed “What are moral choices?” Pupils of all ages are able to recall many bible stories and key learning from their religion, due to the recap and recall strategies used at the start of every lesson and consistently across the school. This is a real strength of religious education at St Oswald’s and has an impact on the pupils, ‘knowing more and remembering more.’ Pupils can talk about the liturgical year and key prayers and events. Further work is needed to make certain that work in books is consistently neat and well-presented. The staff should ensure that pupils are provided with specific feedback from their work so they understand how well they are doing and what they need to do to improve.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn; they know their individual needs. All staff create a positive climate for learning with pupils being encouraged to support and help each other. The systems for the recall of previous learning and prior knowledge is consistent across the school and questioning is used effectively. The key vocabulary for each unit is revisited and reinforced and used throughout teaching across all key stages. References to scripture and passages from the bible were evident in lessons during inspection as teachers strive to ensure that pupils are religiously literate. Displays of religious education work is evident around the school. Provision that allows for a mixture of creative tasks and extended written answers is needed in religious education lessons. This will allow for pupils to demonstrate their deeper thinking, learning and individuality. Developing further strategies for feedback in religious education so that pupils know what they need to do to improve. Assessment of work takes place after each unit taught and is regularly moderated by the subject leader. Moderation of religious education work has taken place with other leaders across local Catholic schools to help with consistency of standards.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Religious education is given the 10% required time. Regular monitoring of religious education takes place as part of the school's overall monitoring programme. Governors are regular visitors to the school, examining standards and evaluating current practice. The Catholic Life team, with the religious education subject co-ordinator, meets regularly to oversee, monitor and evaluate the teaching and learning of religious education in this large primary school. The religious education leader is confident in his role and has a clear vision for the subject. He leads a team which takes responsibility for various aspects of religious education for example moral and spiritual development, relationships, sex and health education, and prayer and liturgy. They ably assist him. Professional development of staff is a high priority and staff have attended many of the training opportunities offered by the archdiocese, including the Catholic Certificate in Religious Studies. Leaders and governors need to continue to self-evaluate and monitor provision in religious education so that areas identified for development will impact on teaching and learning and lead to outstanding practice across the school.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Class prayer and liturgy is an established part of St Oswald's school's daily timetable. Pupils know a variety of traditional prayers and respond well to the experiences of prayer and liturgy provided by the school and the class teachers. Pupils can describe the Church's liturgical year and how it influences the prayer life of their school. They enjoy their experiences of class prayer and liturgy and particularly the opportunity for quiet reflective moments that these sessions can provide, as one pupil stated that "at these times, I feel God is right next to me". The prayer and liturgy sessions give opportunities for pupils to participate through the reading of scripture, bidding prayers, and participating in hymn singing. They know a variety of traditional and modern hymns. Pupils demonstrate respect and reverence at all times. Pupils need further support so that these sessions are more pupil-planned and led and less teacher directed. The religious education ambassadors are proud of their role and are keen to contribute further to the prayer and worship life of the school. There should be continued development of this team so they can work with all classes with increased frequency, ensuring their work impacts on all pupils.

Prayer life is appropriately planned at St Oswald's school with a daily pattern of prayer and worship taking place. Prayer areas are established in every classroom. The excellent partnership of the school and parish is helping pupils to gradually participate more fully in all forms of prayer and liturgies. Leaders and staff work well with pupils and families to include them in the prayer life. Families are invited to the Key Stage 2 monthly Masses, where pupils contribute to the services with the reading of scripture and bidding prayers. Staff and senior leaders are models

of good practice when participating in prayer and liturgy. The head teacher and senior leaders lead assemblies on a Monday morning, which is attended by all staff and pupils. They take turns in reading passages from scripture based around the liturgical season. The parish priest is a regular visitor to the school and leads Liturgy of the Word for the younger Key Stage 1 pupils. Regular hymn practice takes place and this ensures pupils know a variety of hymns. Scripture readings and pupils' own prayers are evident in all class sessions. Further prayer spaces, other than the classrooms, are currently being planned with the religious education ambassadors in the continued development of the outside garden area.

Leaders, including governors, recognise the importance of prayer and liturgy for the school community and are striving to ensure it is of the highest quality. A policy on prayer and liturgy is in place. Assemblies, class prayer and liturgies and whole school masses take place on a regular basis. Priority has been given to this area when purchasing appropriate resources. All staff have received training on the delivery of class prayer and liturgy and the importance of it is understood by all. Staff appreciate the opportunities provided to observe other colleagues where there is good practice. All leaders need to continue to monitor, evaluate and review the quality and impact of prayer and liturgy across the school to ensure that it is engaging and of a consistently high quality in all classes. Governors and parents are actively included and welcomed in regular prayer and liturgy activities. Leaders need to continue to work with the religious education ambassadors so they too can influence the work of other pupils around the school.

Information about the school

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| Full name of school | St Oswald's Catholic Primary School |
| School unique reference number (URN) | 142523 |
| School DfE Number (LAESTAB) | 3412037 |
| Full postal address of the school | St Oswald's Catholic Primary School, Montague Road, Liverpool, L13 5TE |
| School phone number | 01512288436 |
| Headteacher | Donna Hay |
| Chair of Governors | Anthony Hegarty |
| School Website | www.stoswaldsschool.com |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | N/A |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 14 th November 2017 |
| Previous denominational inspection grade | Outstanding |

The inspection team

| | |
|-----------------|------|
| Fiona Robinson | Lead |
| Julia Ashton | Team |
| Janice Taberner | Team |

Key to grade judgements

| Grade | England | Wales |
|-------|----------------------|--|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |