



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. VINCENT'S CATHOLIC PRIMARY SCHOOL

WARRINGTON

Inspection Date Tuesday 6th November 2018

Inspectors Mrs Julie Rourke Mrs Chris Mason

Unique Reference Number 111376

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 177

Chair of Governors Mrs Win Douglas

Headteacher Mr Dominic Vernon

School address
Finlay Avenue
Penketh
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Date of last inspection Tuesday 12th November 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

- St. Vincent's school is an average sized Catholic Primary School situated in Penketh, Warrington serving the parish of St. Joseph's.
- There are 177 children on roll of whom 149 are baptised Catholic, 14 come from other Christian denominations. Fourteen children have no religious affiliation.
- There are 12 teachers at the school, including the headteacher, of whom 8 are baptised Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection, there has been a significant change in personnel. A new Chair of Governors has been appointed. There is a new headteacher and deputy headteacher in post. The newly appointed deputy headteacher is also the new Religious Education subject leader.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St. Vincent's Catholic Primary School 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 value and are ambassadors of their mission, *To love and serve as Jesus shows us*. They actively participate in the Catholic Life and mission of the school. They are fully involved in its evaluation with a dedicated day to their mission on the Feast of St. Vincent.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children's behaviour is exceptional, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements. On the day of inspection children commented, *"Our school is a big family."* *"We have lots of friends"*. *"Everyone says Good Morning"*.
- Children are praised regularly through a variety of awards. They are rewarded with house points, pupil of the week, attendance and even a pot of gold!
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They celebrate Holy Days of Obligation and a variety of liturgical events.
- Parishioners are invited into school and the children share experiences of the traditions of the parish. They are regularly welcomed into school to lead the Rosary for staff, children and parents. Pupils and their families are welcomed in the parish for Sacramental preparation and Family Catechesis.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they become, for example, part of the School Council, Reading Buddies and the *Eco Team*. The team of Junior Safety Officers were awarded as the 2018 winners.
- The School Council contributes to the ethos of the school and have recently achieved a Gold Wise Up Award within the recent Anti-Bullying Week.
- 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. Children actively seek ways to fundraise for national charities but also know the needs of their own community. They support causes such as, CAFOD, Warrington Foodbank, Good Shepherd Appeal and Sports Relief.
- Pupils fully live their Catholic mission through a variety of opportunities such as the Christmas Nativity and Easter Passion performances. The choir is involved in the annual Peace Proms held in Liverpool and offer a variety of local community support by Carol singing. Children also enjoy team and confidence building in a variety of residential.
- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures.
- Pupils at St. Vincent's are articulate, mature pupils who understand the importance of their mission. The school is providing strong foundations for children to develop their alertness in taking leading roles in expressing their religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good.
- The school's current Mission Statement expresses the educational mission of the Church. The school is keen to renew its mission with renewed aims and objectives to reflect the mission of the new headteacher, staff, governors, parents and children.
- St. Vincent's reflects its mission and identity through obvious signs of its Catholic character. The school is a welcoming, friendly, organised, learning environment with beautifully presented sacred prayer spaces around the school.
- St. Vincent's is a supportive family community on a journey to fully live out the church's mission. This is evident in the quality of relationships in the school.
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. The headteacher ensures that staff have regular non-contact time, reflect and renew within staff meetings and encourages a work and life balance.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. One staff member explained, "Children are included in a highly inclusive and loving religious learning environment."
- A parent commented, "The school is welcoming to parents. We especially enjoy coming in to see the class Rejoice assemblies and see the wonderful work that has been done"
- Staff participate in school activities which reflect the Catholic Life and mission of the school through staff meetings, staff prayer times and dedicated Catholic in-service with the Warrington Catholic Schools cluster.
- St. Vincent's school would benefit from developing the prayer life of the school for staff, governors and parish community. The *Come and See* staff reflections and spiritual retreats would continue to support the promotion of Gospel values throughout the school, local and wider community.
- Policies and structures are in place which provide pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. Senior leaders are trained in mental health and emotional wellbeing.
- The Archdiocesan recommended, Relationships and Sex Education programme, *Journey in Love* has begun to be implemented across the school. The school is now ready to map this programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year to embed the programme.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. The curriculum is enhanced through a Personal, Social and Health Education programme and circle time which reflects 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 good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. 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 priority by leaders. This is reflected in the school's self-evaluation which involves some monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.

- The new headteacher, leaders and governors are keen to develop the school's mission statement to reflect and celebrate its journey.
- The schools' self-evaluation document is a thorough, clearly outlined document.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff have a strong understanding of the school's mission. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. The school's website has a wealth of information as well as an open-door policy, twitter feed, regular newsletters, welcome and parent and teacher meetings. Parents have a good understanding of the school's mission. The school is keen to continue developing their parental links.
- The parish priest has made an impact on the Catholic Life of the school. He has arranged masses in school and church for the children and staff. He is fully supportive of the school's *Come and See*, Religious Education programme and is keen to continue the good relationship he has with the school.
- The governing body are ambitious for the Catholic Life of the school and lead by example in the way it emphasises Catholic Life as a school improvement priority. Governors show a dedication, they are enthused and active in ensuring a full contribution to the school's mission and Catholic Life. Governors have strong parish links and support children in their Sacramental programmes.
- Policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and promotes them throughout the school. The programme for Relationships and Sex Education, *Journey in Love* has been agreed by the governing body and has begun to be implemented 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 good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils, relative to their age and capacity, are religiously literate and engaged and articulate young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Pupils concentrate well and are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning. Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions are unusual.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks are well presented, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is some good evidence of developmental marking with the use of driver words. This good practice should be shared across the school to be consistent. This will enable pupils to benefit from challenges, know how well they are progressing and know how to keep improving.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment.
- There is good evidence of data collated from across the school, showing how Religious Education is affecting different groups of children, for example, children with specific needs,

boys and girls. The school can now continue to use this data to develop Religious Education groups, use data for planning and develop pupils' levels of independence and challenges.

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 some elements of teaching and learning were outstanding.
- Teachers plan good lessons and have a good understanding of how pupils learn. Consequently, pupils apply themselves well and make good progress in lessons and in some lessons observed, outstanding progress.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. This will enable them to communicate high expectations for Religious Education.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. In a number of lessons 'hooks' were used effectively to engage the pupils. Prior learning was used well, and real-life experiences were used to link faith to life.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care and encourage progress.
- On the day of inspection, younger children discovered why water is used in Baptism. The teacher engaged children creatively, used questions skilfully and adapted the content to suit the needs of all learners. The children were able to use driver words to progress their learning in a variety of ways. In an outstanding plenary, driver words consolidated learning and children were challenged in their new knowledge and understanding by making links to Scripture.
- The good and outstanding practices within school now need to be shared to enable consistency in Religious Education lessons.
- Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve. On the day of inspection, children spoke articulately about Scripture. They are showing a good depth of understanding and are ready for further challenges such as, debate, inference, reasoning and moral and spiritual discussion.
- Achievement and effort are celebrated well in lessons leading to high levels of motivation from the pupils.

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 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.
- Timetables reflect the required teaching time for Religious Education. Lessons that are given quality and appropriate timings are reflected well in children's work. By monitoring timetables to ensure quality across the school week consistently, would support furthering children's attainment and assessment.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of the school and clear vision for the future of Religious Education is in the school's action planning. This is leading to at least good outcomes in Religious Education.

- Governors are aware of Religious Education standards and are informed of monitoring. They are keen to support the Religious Education coordinator in continuing to develop the Religious Education standards across the school.
- The curriculum leader for Religious Education, supported by the experienced headteacher has a clear vision for Religious Education. She is new to the role and in her short time as leader is making an impact on improving the provision and outcomes for Religious Education.
- One of the highlights of her role so far is the implementation of *Learning Journals*. They are beautifully and thoughtfully presented to reflect how children are experiencing and learning about Relationships and Sex Education, Religious Education and Personal, Social, Health Education.
- The leader for Religious Education has worked hard to ensure any new initiatives are in place and staff are supportive of those changes. She attends a very supportive local cluster group to share best practices. She plans effectively wanting the very best in all areas of Catholic Life, Religious Education and Collective Worship.
- There is some good evidence of monitoring for Religious Education. Developing further rigorous monitoring, searching analysis and self-challenge will result in targeted planning and strategic action leading to outstanding outcomes.

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.
- Acts of Collective Worship engage pupils' interest and inspire in their thoughts and responses.
- Pupils have a genuine enthusiasm and love for Collective Worship.
- Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils take part in preparing and leading worship with confidence, enthusiasm and a degree of independence supported by adults. They are thoughtful in their planning of liturgy. On the day of inspection, both worships observed were creative and well resourced.
- On the day of inspection, children explained their enjoyment of writing their own prayers. They value their participation in liturgy and prayer.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- On the day of inspection, older pupils were supported in planning and delivering a Remembrance liturgy. Parents and governors were invited to an appropriate solemn, reverent service outside in their poppy garden. The meaningful prayerful atmosphere was palpable.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is central to the life of the school and is at the heart of school celebrations. Praying together is part of the daily experience for all pupils and staff.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have meaningful and a variety experiences of the Church's liturgical life.

- Staff help pupils to plan and deliver quality worship when appropriate. They have a good understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Quality worships can continue to enhance the prayer life of the school by accessing advice and support from the Archdiocese to unpick how Scripture and children's responses can be further enriched.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging, and all members of the community speak positively about these opportunities.
- Collective Worship has a purpose, message and direction. The themes chosen for worship can be enhanced by developing a long-term planner that will reflect the good practices already in place and will help to support all teachers in their planning and delivery of worship.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and there is a good and growing response to this invitation.
- Parents are positively engaging with the prayer life of the school. A parent commented, "I enjoy Collective Worship on a Friday. Pupils are able to express their faith and successes are shared with the wider community".

How well leaders, 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.
- Senior leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive and active in the prayer life of the school.
- Senior leaders of Collective Worship within the school are appropriate role models of worship practice for staff and pupils.
- They have an experienced understanding of the Church's liturgical year, seasons and feasts.
- They are ensuring that worship is made accessible to the pupils in a contemporary context.
- They promote pupils' planning and leading Collective Worship.
- Senior leaders are now keen to offer further professional development of staff incorporating liturgical formation and planning for Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.
- Governors are fully supportive of the culture of prayer and worship that has been established in the school by the new headteacher and know that is an invitation for all to be a part of.

What the school needs to do to improve further

- Continue to develop the Catholic Life of the school by:
 - renewing the school's mission statement, aims and objectives with all stakeholders;
 - embedding the Relationships and Sex Education programme.
- Continue to develop Religious Education by:
 - embedding monitoring to share and celebrate best practices;
 - embedding consistency when using driver words in planning, teaching and learning, marking;
 - using data to impact on planning for pupil's independent learning and challenges.
- Continue to develop Collective Worship by:
 - accessing support from the Archdiocese to build on themes, enhance the use of Scripture and enriching responses.

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 Good, Grade 3 Requires Improvement and Grade 4 Inadequate