



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ALOYSIUS CATHOLIC PRIMARY SCHOOL

HUYTON-WITH-ROBY

Inspection Date	27 September 2016
Inspectors	Mrs. Pat Peel Mrs. Meg Buckley Mrs. Angela Paget
Unique Reference Number	131332
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	310
Vice Chair of Governors	Mr. Terry Sutherland
Headteacher	Miss Sheryl Wrigley
School address	Twig Lane Huyton-with-Roby Liverpool Merseyside L36 2LF
Telephone number	0151 477 8110
E-mail address	staloyusius@knowsley.gov.uk
Date of last inspection	October 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. Aloysius is a larger than average sized Catholic Primary School situated in Huyton-with-Roby, Merseyside and serving the parish of St. Aloysius.
- There are 310 children on roll of whom 251 are baptised Catholic, 52 come from other Christian denominations and 7 from another faith or religious tradition.
- There are sixteen teachers of whom fifteen teach Religious Education. Eleven teachers are Catholic. Six have a suitable qualification in Religious Education with a further two currently undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection there has been a significant turnover of staff with a new headteacher, deputy and assistant headteacher being appointed. The deputy is the 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. Aloysius 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. Aloysius.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement *"Together with Jesus, we love, learn and believe"* which was launched in June 2015.
- Pupils benefit from an extremely stimulating learning environment which is adorned with high quality artwork which supports aspiration, spirituality and core values.
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected across the school community. St. Aloysius is an oasis whereby everyone feels safe, loved and valued.
- They are actively shaping the Catholic character of the school by showing an outstanding commitment to living out their Mission on a daily basis. RESPECT hangings which reinforce the school Code of Conduct are displayed prominently in the hall. The entrance to which is currently decorated to represent holy doors in respect of the Year of Mercy.
- Pupils are encouraged to take on roles of responsibility by becoming playground and reading buddies, school councillors and Eco warriors.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the local community, sports events and on residential trips.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have the opportunity to visit London and Year 5 pupils visit Plas Caerdeon Outdoor Education Centre, Bontddu in Barmouth owned and run by Hope University.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example CAFOD, Barnardo's, Nugent Care, MacMillan and Cancer Research UK to name but a few. They have had a visit from Pudsey Bear to support their fundraising efforts for Children In Need.
- Pupils have an outstanding sense of belonging to the school community and value and respect others one Year 4 commented that *"We are very proud of our school; it's really great with good teachers who help us!"*.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils benefit from an extremely caring and supportive environment. Barnardo's have worked with children in Years 3, 4, and 5 helping them with self esteem and valuable life skills.
- The school has a parent mentor who works with children and their families. She organises a range of activities which are well received.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly awards assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish. Pupils collected food and then donated them to the parish to be distributed.

- Pupils in Year 6 readily rise to the challenge during 'Enterprise Week' and comment that they value the experience to show what they can do.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. The school recognises pupils' commitment to various causes outside school by supporting the Children's University.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' attainment in Religious Education is good. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good. This is due to the excellent support given by learning support staff which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a broadly average level for their age and stage of development. Some Key Stage 1 formal assessments are under marked but this will improve as teachers become more confident moderating pupils work.
- Standards in Religious Education are rising as pupils are becoming more aware of the language of the level descriptors which informs assessment. Driver words are used very effectively throughout lessons and pupils respond to them very well. However, there are inconsistencies when marking and pupils are not always given opportunities to make a response when teachers pose key questions.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing in line with their age and capacity.
- Pupils 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 their learning is good as shown by their interest, enthusiasm and exemplary behaviour in lessons. This is a real strength of the school.
- A range of positive reinforcement strategies are used throughout lessons to motivate and engage pupils i.e. awarding stars, stickers, and smileys.
- Pupils work 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 act with reverence and are keen to participate in a variety of gatherings including at the ends of Religious Education lessons where learning is appreciated.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- Pupils' liturgical formation is developing well across the school.
- They reflect in silence, sing joyfully and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in scripture.
- The school has begun to support pupils planning, leading and preparing Collective Worship.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and make good progress.
- Teacher's planning is good in meeting the needs of the pupils.
- Following in-service driver words are now used when planning activities for identified groups of pupils and used throughout lessons to reinforce learning outcomes and support next steps. However, book scrutiny undertaken on the day of inspection shows inconsistencies in the range of activities undertaken in some classes and this is an area which needs developing further. Rigorous monitoring will ensure that a lack of differentiation is identified quickly and acted upon to bring about improvements.
- Teachers display good subject knowledge and deploy a range of teaching strategies to engage pupils. On the day of inspection there was some outstanding practice observed. In these classes pupils are focussed, challenged and inspired which enriched their enjoyment of Religious Education.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story, audio and visual media etc. On the day of inspection lessons were very well prepared and organised.
- John Burland music is used very effectively to support the teaching of Religious Education.
- The school is very effective in deploying learning support assistants to enhance lessons for those children who require additional support.
- Pupils are very positively affirmed throughout their lessons and relationships at all levels are very good. Effort and achievement are celebrated.
- The school has implemented formal and informal assessment strategies which provide information on the achievement of all pupils.
- Samples of individual pupils' work have been kept by the school over time and tracking systems reflect this. Standards in Religious Education are rising however this information needs to be more regularly shared with the governing body so that they can see the impact that this is having on a daily basis.
- Some evidence of assessment for learning was observed in some classes i.e. thumbs up.
- The school has built up portfolios of moderated pieces of assessed work however some of the levels are not accurate especially at the lower levels. Re-establishing a cluster group with other Catholic schools in the locality will support the subject leader in this process who in turn can cascade this down to other members of staff.

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

- The Religious Education curriculum is good in promoting pupils' learning.
- 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 Religious Education newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as a variety of seasonal sports, choir, drama, guitar, dance, zumba etc have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.

- The school has recently purchased 'Journey In Love' to support the pupils with Relationships and Sex Education. This resource needs to be shared with the Governing Body and an up to date policy ratified. A website guidance statement needs to be adopted and shared before developing it with staff.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed.
- Children have explored the beliefs and values of another faith – Judaism and had a visit to the synagogue. Mrs. Priti Mistry has visited the school as the children have explored Hinduism. This helps to promote tolerance and respect for those who think differently. The school have recognised that this is a particular area that they wish to develop further.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship plays a central part in meeting the Spiritual needs of the pupils and staff.
- Opportunities are provided to enable full, active and conscious participation of the whole school community when praying together.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Collective Worship resources have been provided to all classes to support acts of 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.

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 monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They show an excellent understanding of and are deeply committed to the Mission of the Church.
- Very good opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document is a comprehensive document providing evidence of the schools monitoring, analysis and self challenge in regard to the Catholic life. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils. Opportunities to join in 'Come and See for Yourself' celebrations are held with staff at the beginning of each new topic, both the head and deputy have attended the Archdiocesan spirituality conferences. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The parish priest has developed a positive relationship with the new leadership team and feels that it is improving all the time. He is a frequent visitor to the school and presides at key school celebrations of Mass throughout the Church's liturgical year.
- The school promotes pupils becoming altar servers in the church and they regularly support at Mass.
- The school supports the *With You Always* family catechesis sessions.
- Parents are consulted regularly and they support the school in fundraising activities.

- The school has a very active PA group who organise a range of social and fundraising activities including bingo, Christmas and summer fayres, cake sales etc.. The money raised is used to support the school in various ways.
- The school runs a before school breakfast club and has consulted with parents about extended services after school. Currently this provision is covered by a range of after school activities.

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.

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the schools Mission Statement "*Together with Jesus, we love, learn and believe!*". Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Formal assessment tasks are being undertaken in line with Archdiocesan guidance. Regular moderation must be undertaken to ensure judgements made are accurate. Building up a portfolio of accurately levelled exemplars will further support teachers when undertaking this process especially in Key Stage 1.
- Assessment information is being collated by the subject leader and whole school pupil tracking is in place over time.
- The subject leader is outstanding in guiding Religious Education and since her appointment has made the role her own. Her commitment, passion and enthusiasm has raised the profile of Religious Education in the school and she has been instrumental in forging links with the parish community. In the last two years she has successfully continued to build on and further develop the *Come and See* programme and ensures that all the key documentation is in place for the delivery of the subject.
- The school currently has no chair of governors and is trying to recruit a full complement of foundation governors. The vice chair has been appointed the link governor for Religious Education and there is evidence which shows that he has begun to work more closely with the subject leader. However, this role needs developing further.
- There is insufficient evidence that the Self Evaluation Document with regard to Religious Education assessment and data is rigorously analysed and evaluated at governance level to bring about improvements and to consider impact. This needs addressing once appointments have been made. The curriculum committee need to ensure that this is always a standard item on the agenda for every meeting.
- A range of opportunities are provided for the continuous professional development for staff including subject leader briefing, newly qualified teacher and topic days and there is a commitment to promoting the Catholic Certificate in Religious Studies.

What the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to embed the language of the level descriptors and driver words into planning to enable differentiated outcomes for pupils especially the more able;
 - rigorously monitoring books to ensure that tasks set provide challenge and succinct marking provides pupils with opportunities for growth;
 - building in time for pupils personal reflection and response to marking.
- Further develop the work already being done by the subject leader in monitoring and evaluating the provision for Religious Education by:
 - Ensuring that governors undertake systematic monitoring and searching analysis of assessment data to ensure a firm strategic basis for diagnosis of the impact of Religious Education, areas of strength and areas for development.

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	2
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	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
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	2

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