



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### St AIDAN'S CATHOLIC PRIMARY SCHOOL

#### HUYTON

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Inspection Date 27 January 2016  
Inspectors Rev D Melly Mrs A Williams  
Unique Reference Number 104463  
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School St Aidan's Catholic Primary School  
Age range of pupils 3-11  
Number on roll 194  
Chair of Governors Mrs A Brannan  
Headteacher Ms M Kenneway  
School address Adswood Road  
Huyton  
Liverpool  
L36 7XR  
Telephone number 0151 477 8370  
E-mail address staidan@knowsley.gov.uk  
Date of last inspection 22nd February 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 Aidan's School is an average sized Catholic Primary School situated in Huyton and mainly serving the parish of St Agnes and St Aidan.
- There are 194 children on roll of whom 130 are baptised Catholic, 61 come from other Christian denominations, and 3 from other faith or religious traditions.
- There are 13 teachers of whom 8 teach Religious Education and 5 have a suitable qualification in Religious. Eight teachers are baptised Catholic.
- Since the last inspection a number of new staff and governors have been appointed. They have had a considerable amount of work done to improve the building. Two class rooms have been taken down.

### Key for inspection grades

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

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## **Overall effectiveness:**

St Aidan's is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

### **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.
- Pupils know and understand the school's Mission Statement and understand the part they play within it.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. They are very proud to be part of the school.
- Pupils are encouraged to take on roles of responsibility in the school and wider community taking on the role of head boy and head girl, being members of the school council, being prefects, play leaders, reading buddies and lunch time helpers. They also plan and lead Collective Worship
- Pupils are actively involved in developing the Catholic character of the school by their living out of the Mission Statement above all in the way they treat each other. By their participation in Masses and Collective Worship and by their care and concern for anyone less fortunate than themselves.
- It is hoped that in the future pupils will benefit from participation in retreat days led by the parish worker.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences and can recognise the presence of God in their lives.
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. They sang carols at three local care homes. They had a visit from the local fire and police services and are due to work with a local Memory Group, singing for people with dementia. They have collected for the British Legion, CAFOD and Red Nose Day. They show respect and understanding of other faiths and religions.
- Pupils embrace opportunities to meet their potential in all aspects of school life.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited or even no knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage.

- Pupils are becoming increasingly more religiously literate. Their 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, enthusiasm and outstanding behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and participate in Collective Worship.
- They act with reverence and are keen to participate.
- They appreciate and are open to the Word of God in the scriptures which are very well proclaimed.
- They are becoming increasingly more confident preparing and leading worship and are extremely competent and confident by the time they reach Year 6. They also really enjoy the experience.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding overall.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults in school and from the parish and Information and Communication Technology (interactive white boards, iPads and iPods) to maximise learning.
- Pupils are informed of their progress and how to improve. Effort and achievement are celebrated.
- A great deal of time and effort has been recently given to the improvement of the assessment of pupils work in Religious Education. The development of this work is one of the coordinator's priorities.
- The school's assessment strategies provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement accordingly.
- Teachers are enabling pupils to evaluate their own work.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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 at least 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. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the many after school clubs, visitors to the school and educational visits have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions and have visited the Hindu Temple on Edge Lane where they felt very welcome and were very well treated. This helps to promote tolerance and respect for those who think differently.

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

- The quality of Collective Worship provided by the school is good with some outstanding features. It reflects the Catholic character of the school.
- Collective Worship has been given a high profile and is obviously central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally and are encouraged to make use of their beautiful prayer garden for prayer and reflection.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. It is hoped to increase this involvement in the future.

## **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 now 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.

- The need to now review the school's own Mission Statement is appreciated by the head teacher.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school particularly by the way they care for each other.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The SED is very comprehensive and demonstrates the enthusiasm of all for Religious Education and the Catholic life of the school.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and to play their unique part in it. Great efforts have been made to ensure that all teaching staff have the Catholic Certificate in Religious Studies or equivalent and staff regularly attend in-service provided by the department for Christian Education.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated. An up to date policy is in place, which is very comprehensive.
- 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 very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are invited to attend major acts of collective worship.
- A number of new governors have recently been appointed who are becoming outstanding in fulfilling their responsibilities. They are effectively helping to shape the direction of the school through their enthusiasm and the generous sharing of their many gifts.

**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 outstanding 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.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all on a regular basis.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents. The development of this work is a priority for the Religious Education Coordinator.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She shows enthusiasm and commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.

- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered and are encouraged to be part of the learning process.
- Achievement and effort are celebrated.

## **What the school needs to do to improve further?**

- Implement the plan to further develop the assessment process already in place especially by becoming part of the local cluster of schools' moderation work.
- Continue to develop the already good work being done in child led Collective Worship.
- Implement the plan to further develop parental involvement in Collective Worship.

# INSPECTION JUDGEMENTS

## ***OVERALL EFFECTIVENESS***

How effective the school is in providing Catholic Education	1
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## ***OUTCOMES FOR PUPILS***

<b>How good outcomes are for individuals and groups of pupils</b>	
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	2

## ***PROVISION***

<b>How effective the provision is for Catholic Education</b>	
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***

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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***