



Catholic Schools Inspectorate inspection report for **St Aloysius Catholic Primary School**

URN: 131332

Carried out on behalf of the Title. Arch/bishop's name, Arch/bishop of Diocese on:

Date: 19-20 October 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The personal development of the pupils through the enrichment curriculum is well planned, meaningful and supportive of the school's mission.
- The sense of belonging and community is evident in the collaborative approach of the staff and the support in place for Early Career Teachers (ECT), and other staff, new to the school.
- There are some outstanding teachers who generously share their wealth of skills and experience with less experienced staff.
- The behaviour of the pupils and their attitudes to learning are exemplary.
- Pupils say they greatly enjoy religious education and they achieve well.

What the school needs to improve:

- Enable pupils to take a leading role in responding to the demands of Catholic social teaching so that they can clearly articulate the theology underpinning their actions.
- Ensure consistency in the quality of teaching throughout the school by the sharing of the very best practice and the development of creative approaches.
- Widen the prayer experiences of the pupils so that they pray in different ways.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

Pupils actively live out the Catholic mission of the school with commitment and pride. They review their mission statement at the start of each school year. This is also revisited throughout the year when pupils find something relevant and meaningful which links to mission. Pupils respond well to the demands of Catholic social teaching. Some articulate aspects of the theology underpinning the associated actions. They are keen to take on responsibilities as ambassadors supporting other pupils, for example, digital leaders help those who are struggling, and attendance ambassadors strive to play their part in improving attendance across school. Pupils take these roles seriously and explain that they want to help others. Wellbeing ambassadors visited a local care home to help look after people who do not get many visitors, so demonstrating their kindness and empathy towards those in need. Pupils describe collecting items to donate to the local food bank to help the homeless. One pupil said, "We want to give back to the community." Another said, "We want to help people to be in a better place." Pupils have respect for those of other faiths and religions and there exists a culture of welcome for newcomers to the school.

Christ is at the heart of this school. Pupils are happy, confident and feel secure because staff provide the highest levels of pastoral care for them. There is a lived sense of community, evident in the quality of relationships and the strong culture of welcome. The mission statement is a clear expression of the educational mission of the Church. Staff are exemplary role models for the pupils, through their relationships with each other and the love and care they show for the pupils. They consistently bear witness to the school's mission. The care and attention given to the quality of the environment of the school contributes positively to the

formation of the pupils through the signs of its Catholic character. There is an excellent display of photography and news items about mission in action. The St Aloysius Pupil Passport gives the pupils a variety of activities to complete. These serve to support their developing understanding of Catholic mission. Pastoral care and personal development are a real strength of this school. The provision for relationships, sex, and health education meets archdiocesan and statutory requirements.

The development of the Catholic life and mission of the school is embraced by leaders and governors as a core leadership responsibility. The school has engaged with the archdiocese for the application for the *Live Simply Award*. This is beginning to impact on the pupils' understanding of solidarity, sustainability, and stewardship. Leaders and governors work hard to ensure a flourishing partnership between the school and the parish. The parish priest and the pastoral assistant are regular visitors to the school; the parish priest describes the school as, "A real family." Two classes of pupils attend Mass each week, taking roles during the service and singing hymns. The religious education governor involves himself in the life of the school, attending school Masses and prayer and liturgy sessions. Governors comment on the high standards of behaviour of the pupils and the commitment of staff to the Catholic ethos. In recent parent questionnaires, 95% of parents understand the school's mission and are highly supportive of it. Leaders and governors have implemented policies and practices that safeguard the wellbeing of the staff, demonstrating the high levels of pastoral care that exist at the school. Recent professional development provided by Cafod was focused on Catholic life and mission. The content was engaging and effective for staff.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

1



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the Religious Education Directory (RED). As a result, standards of attainment in religious education are in line with other core subjects and have improved in recent years. Pupils enjoy their learning in religious education and behaviour in lessons is exemplary. Disadvantaged pupils and pupils with special educational needs and/or disabilities are fully included in lessons and make good progress from their starting points. Adult support and adaptive teaching are effective in enabling this to take place. Questioning to build on previous content is used well at the start of lessons so that pupils understand the sequence of learning. The school protocols for teaching and learning are particularly effective in keeping the pupils actively engaged throughout lessons. The use of probing questioning and driver words by teachers, challenges the pupils to make links, give reasons and explain thinking so that outcomes are improved for most pupils. Staff are working to set more creative tasks for pupils, which is a result of feedback and monitoring provided by pupil voice. Pupils are aware of the demands of religious commitment in everyday life and even the very youngest children are enabled to explore their own lived experiences and relate these to scripture.

Teachers are committed and confident in their subject knowledge and have very good understanding of how pupils learn, appropriate to the phase in which they are teaching. Planning is linked to pupil abilities so that they are supported to make progress. Teachers know their pupils' abilities and backgrounds very well. Samples of pupils' work are chosen by staff to share at moderation meetings. This enables staff to feel supported when making assessment judgements. Effort is celebrated often with praise and encouragement from the adults both in lessons and in marking and feedback. The adults circulate, listen, engage and

question effectively. Strong supportive relationships enable the pupils to succeed. Teachers revisit prior learning covered throughout the topic to enable pupils to systematically build up their knowledge. Those with special educational needs in particular benefit from the excellent support provided by teaching assistants. Various cooperative learning structures known as *school protocols* are used consistently throughout the school so that there exists a lesson culture of pace, dialogue, and collaboration. Feedback in pupils' books enables them to respond to next step challenges, deepening their learning further. A recent review of the marking policy has led to more verbal feedback in lessons. This has enabled better outcomes for pupils and a reduction in workload for staff. The introduction of electronic floor books to gather evidence of learning and to serve as visual aids to recap prior learning, has been particularly successful in supporting the recall and retention of knowledge.

Leaders and governors ensure that the school is following the archdiocesan approved programme. The new Religious Education Directory has already been introduced in the early years and foundation stage. Religious education has full parity with other core subjects. Leaders monitor and evaluate learning in religious education, resulting in strategic action, well targeted planning, and good outcomes for pupils. The vision of the subject leader for high quality teaching and learning and professional development in religious education, has resulted in good teaching with some outstanding practice. Where practice in the teaching of religious education needs development, this is reflected in leaders' action planning. Phase leaders share their expertise with less experienced staff, resulting in a developing culture of professional openness and reflective dialogue. The subject leader is a source of inspiration for both staff and governors. Governors describe her as, "One of the best appointments we have made." She provides resources, support, and guidance for teachers, working alongside them to refine their practice so that the teaching profile is maintained and improving with time. The subject leader meets once each term with a local cluster group to discuss moderation of standards in religious education and to share best practice. She has also recently shared her expertise in the Religious Education Directory to the benefit of other archdiocesan schools. Governors are regular visitors to school and are involved in the monitoring of religious education in conjunction with the subject leader.

Collective worship

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

Collective worship key judgement grade:.....

1

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

1

Leadership

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

1



Pupils participate very well in the experiences of prayer and liturgy provided by the school. They work with teachers and other pupils to play an active part. They lead parts of the liturgy, undertaking ministries with quiet respectfulness and reverence. Under the guidance of adults, pupils light candles, read scripture and prayers, and select appropriate music to create meaningful prayer experiences. In responding to scripture, there is the need for a wider variety of prayer experiences. Pupils recognise and articulate the ways in which prayer and liturgy can be influenced by world events, local events, and the Church's seasons. Some pupils described times when they planned prayer and liturgy sessions after an earthquake and at harvest time. They describe the times of year when they attend Mass and other services at church and say that they really enjoy these experiences. During a recent residential, they were able to make links between being courageous in undertaking activities that were frightening for them. This led to a recent prayer and liturgy session based on courage. They have had experience of choosing appropriate scripture passages. Some pupils describe feeling moved after some sessions that were sad. The school invites parents to attend the *stay and pray* sessions with the pupils who in turn appreciate this level of participation.

Prayer and liturgy are central to the life of the school. There is a daily routine of prayer and appropriately planned opportunities for worship. Scripture passages and themes are well chosen by the subject leader to ensure that all present can fully and actively participate. Less experienced staff feel well supported because of this. The very youngest pupils are enabled to listen and understand the word of God through careful and thoughtful planning and delivery. Senior leaders and staff are inspiring models of exemplary practice to other staff and pupils as participants and leaders of prayer and liturgy. Because of this, pupils mirror their reverence

and respect, praying and responding sensitively. There is a clear structure for prayer and liturgy sessions. Consequently, pupils, including the youngest, are well established with the routines and know what is expected of them at each stage. There is a clear development of pupils' leadership of prayer and liturgy as they move through the school. Good use is made of the spaces available around school to create dedicated prayer areas. These include attractive reminders of the Church's seasons and feasts, along with photographs of the pupils and staff engaged in prayer and liturgy sessions. The school newsletters contain seasonal messages and prayers, enhanced with beautiful photographs and explanations of the events in the Church's year. The school supports the parish programme of sacramental preparation, *With You Always*, which enables pupils to take part more fully in the liturgy as they move through the school.

Leaders' knowledge and skills inspire the whole school community through policy and planning for prayer and liturgy. Staff have worked with parents to include them in the prayer life of the school and to support the developing prayer life of the pupils. The subject leader for religious education models, plans, guides and advises staff so that their subject knowledge and skills are in line with policy. A clear and comprehensive strategy, devised and monitored by the subject leader, exists for the development of practice and participation of the pupils at every level. The school has a calendar of liturgical seasons, holy days, significant days and sacramental preparation. Under the guidance of leaders, staff new to the school receive high quality continuing professional development, which impacts positively on their developing practice. Pupils enjoy the opportunities to use candles, statues, prayers and other items to prepare focus tables. Governors, leaders, and parents take regular opportunities to share in the prayer life of the school so that the whole community is a worshipping one with pupils often leading the services and prayers. The link governor for religious education visits the school to take part in prayer and liturgy sessions and to talk to the pupils. He holds the school in high esteem and reports that the staff, supported by the subject leader, work hard to provide meaningful experiences of prayer for the pupils.

Information about the school

Full name of school	St Aloysius Catholic Primary School
School unique reference number (URN)	131332
Full postal address of the school	Twig Lane, Huyton with Roby, Liverpool, L36 2LF
School phone number	0151 477 8110
Name of head teacher or principal	Miss Sheryl Wrigley
Chair of governing board	Mrs C Hamilton
School Website	www.staloyusius.co.uk
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	27 September 2016
Previous denominational inspection grade	Outstanding

The inspection team

Mrs Fiona Brownsey	Lead inspector
Mrs Christine Mason	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/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