



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. ANTHONY OF PADUA CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date 12 February 2020

Inspectors Mrs. Pat Peel Mrs. Louise Byrne

Unique Reference Number 104676

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 210

Chair of Governors Miss. N. Spragg

Headteacher Mr. N. Metcalf

School address  
Sands Road  
Mossley Hill  
Liverpool  
L18 8BD

Telephone number 0151 724 3233

E-mail address [b.middlebrough@st-anthonypadua.liverpool.sch.uk](mailto:b.middlebrough@st-anthonypadua.liverpool.sch.uk)

Date of last inspection 20 January 2015

# 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. Anthony of Padua is an average sized Catholic Primary School situated in Mossley Hill in Liverpool serving the parish of St. Anthony of Padua.
- There are 210 children on roll of whom 206 are baptised Catholic, 1 child comes from another Christian denomination and 3 children are from other faith or religious traditions.
- There are 11 teachers in the school of whom 8 are baptised Catholic. Ten teach Religious Education and 3 teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher has been appointed.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Anthony of Padua is an outstanding 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 outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St. Anthony of Padua. They know, own and live out their Mission Statement, *'Growing together, following Jesus'* and are regularly involved in reviewing it.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entail such as becoming school prefects, learning buddies and curriculum ambassadors.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, Missio, Marie Curie, British Legion, NSPCC and Save the Children. More locally they have run in the Santa Dash and collected items for the local foodbank.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, pupils commented that, *"It's a lovely school, with lovely teachers and lovely people!"*
- Pupils, appropriate to their age and capability, have begun Relationship and Sex Education lessons within the context of a Christian understanding.
- Pupils benefit from undertaking retreats and outdoor residential visits. Pupils across Years 4 -6 have the opportunity to go Skiing in Italy with the Liverpool Ski Association. Year 6 pupils go on a residential visit to Manor Activity Centre in Shropshire.
- 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. The school councillors say they enjoy being the 'voice' of their friends and are very proactive in the school; from choosing which charities to support, to organising competitions, leading the Christingle collection, to visiting Delamere to choose the school Christmas Tree.
- Sport plays a big part of pupils lives at St. Anthony of Padua and they take every opportunity to compete in a range of sports. They have a set of values linked to being 'the best they can be' and pupils really aspire to do this.
- Pupils are rewarded with 'certificates' and special person awards at their Friday celebration assemblies.

- Pupils highly value and respect the Catholic tradition of the school and its links with their parish community and the Archdiocese. Lots of pupils are altar servers and support at weekend Masses. As a result, they respect and are involved with St. Anthony of Padua parish celebrations and activities, irrespective of their own faith commitments.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school's Mission Statement "*Growing together, following Jesus,*" its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of school life at St. Anthony of Padua. It is reviewed on an annual basis.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community. The school is an extremely supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. On entering the school, the walls are adorned with beautiful displays inspired by pupils' response to an aspect of scripture taken from 'The Year of The Word'.
- The wealth of displays which exude catholicity and ethos at St. Anthony of Padua include random acts of kindness, moral guidance envelopes and SYNOD. This is tangible throughout the school.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer, retreats and continuous professional development such as attendance at Archdiocesan Head and Deputy Spirituality days, Newly Qualified Teacher days and subject leader briefings.
- The school hosted a music concert by John Burland to support the pupils with liturgy and worship.
- As part of Disability Awareness Day, pupils and staff hosted a visitor who spoke about his own disability, inclusion and overcoming challenges.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.
- The school has a newly appointed parish priest who has built up warm relationships with the pupils and staff. He was fulsome in his praise of the school and referred to the 'happiness factor' that exudes across the school. Pupils from the school supported his induction into the Parish by singing at his recent celebration.
- Mass is celebrated for the school community across the liturgical year and other celebrations e.g. giving out ashes. Catechists drawn from the staff, governing body and parish support the pupils and their families undertaking the With You Always Sacramental programme.

- Staff and Governors held a retreat for pupils with 'Stations of the Cross' to support their Sacramental journey.
- All the relevant documentation is in place and the school has made a commitment to support Relationship and Sex Education alongside Personal, Social and Health Education. *Jigsaw* and *Seal* are used to support this aspect of the curriculum. This needs to be further embedded across the school.
- The staff use *Rainbows* materials to support pupils with bereavement issues suffered through separation or loss.
- The school has an active Parents, Teachers and Friends Association which supports the school with both social and fundraising activities.
- Wrap around care delivered by an outside provider is popular and well attended.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's Mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. 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 and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Relationships at every level are outstanding in this very friendly, warm and welcoming school community.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school has an open-door policy, sends out regular newsletters, has an up to date website, parent App, and Twitter feed. As a result, parents and carers have an outstanding understanding of the school's mission and are supportive of it.
- The home, school and parish community links are well forged at St. Anthony of Padua. Both the Chair and Link Governor with responsibility for Catholic Life, Religious Education and Collective Worship are active members of the parish in this close-knit community.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive of the school's Mission.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school. Since the last inspection the school has supported The Year of Mercy, Adoramus and Laudato Si. The school has been proactive in supporting SYNOD 2020 with pupils and their families and has begun to look at The Year of The Word – The God Who Speaks with both pupils and staff.

# 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 outstanding.
- Pupils, from their varied starting points, make very good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate extremely well and understand how well they are doing because they are becoming familiar with the skills being developed through the driver words.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils supported each other throughout lessons and showed great respect in listening to one another's opinions during activities.
- Pupils enjoy a range of activities and respond well to questioning. This was evident in Year 6 where pupils were challenged to think about their own 'gifts' in light of Scripture they had read. They were able to link this to other aspects of work covered in the Vocation topic and successfully relate this to a quotation by St John Henry Newman.
- Behaviour for learning is very good because pupils enjoy Religious Education and disruptions in lessons are very unusual.
- The quality of pupils' current work, both orally and written, is excellent. Presentation in books is of a very high standard and pupils demonstrate a real pride in them.
- Rejoice celebration books are testament to the wealth of work pupils have undertaken throughout the *Come and See* topics.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept including exemplars used for moderation purposes.
- Pupils have been taught about Judaism as part of their *Come and See* lessons. This helps to promote tolerance and respect for those who are different from themselves.

## The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- On the day of inspection there was some outstanding practice observed with nothing less than good.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. Teachers' provide opportunities for greater depth and challenge by using the driver word skill set not just in the lesson objective but throughout lessons including in the plenary. This enables the most able children to pre-empt the next steps in their learning.

- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are highly motivated and concentrate well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons.
- In the best lessons observed teachers used questioning techniques very well and the pace is excellent. Teachers adapted explanations successfully to highlight the skills pupils were developing using the language of the new standards.
- High quality resources e.g. Come and See website, God's and Church's Story, audio and visual media are employed to engage pupils in their learning.
- Other adults are used very effectively during lessons to optimise learning for pupils who need their support and encouragement to maximise their outcomes. At times it was difficult to differentiate the teacher from the supporting adult. This is a real strength in the school.
- The school has adopted their own methods for marking in line with other curriculum subjects including verbal and written. This is effective and not onerous on staff well-being.
- Achievement and effort are celebrated immediately leading to excellent levels of motivation from pupils.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are outstanding 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 in each phase and key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- Leaders and governors have made a commitment to provide staff with the opportunity for Continuous Professional Development by undertaking the Catholic Certificate in Religious Studies (CCRS) and leadership programmes through the Archdiocesan Primary Trust (ALPSIT).
- The subject leader regularly attends Archdiocesan in-service training and meets together with other local cluster schools to support monitoring and evaluation of the subject.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of assessment, tracking, monitoring, analysis and self-challenge which is informed by best practice in Religious Education.
- Whole school tracking is in place for Religious Education. The school has developed and begun to adopt a different approach in line with the Bishops' of England and Wales directive regarding the draft Interim Standards and shows trends over time. Vulnerable groups are clearly highlighted. This is not onerous on teachers' workload.
- The subject leader is a real strength in the school and staff highly value the support that she gives them. She has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. She is passionate and highly committed to the role. Since the monitoring visit she has continued to drive forward the curriculum.

# **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 outstanding.
- Pupils act with reverence and respect and are keen to participate in Collective Worship.
- Pupils sing joyfully. Hymns and music are used to very good effect during Collective Worship and liturgical events.
- Pupils are routinely involved in planning, preparing and/or leading Collective Worship with confidence, enthusiasm and a degree of independence.
- Pupils gave heartfelt responses and engaged in prayerful silence.
- Pupils are not yet regularly evaluating Collective Worship. This needs to be further developed across the school to ensure that all pupils have the opportunity both as a leader and a participant.
- Pupils value and participate voluntarily in liturgy and say that they really enjoy Collective Worship. Pupils are encouraged to write and share their own prayers.
- Pupils early foundations are excellent and are built on year on year in the school.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts. Lots of pupils are active altar servers in the parish and enjoy supporting younger pupils with their Religious Education lessons.
- The experience of living and working in a faithful, praying community has a very positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations.
- Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction which clearly enables both pupils and staff to experience something of the mystery of God.
- Collective Worship and resourcing are given a high priority in the school. Staff are provided with themed planners to aid them on a daily basis.
- Monthly 'Come and See for Yourself' Collective Worship opportunities are held for staff to support Religious Education.
- Staff have a very good understanding of the Church's liturgical year, seasons and feasts.
- The themes chosen for worship reflect a very good understanding of the liturgical seasons and the Catholic character of the school.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is an up to date policy in place.

- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts. They make these accessible to the pupils in a contemporary context.
- Senior leaders of Collective Worship within the school are excellent models of good practice for staff and pupils. Off-site retreat opportunities are provided for staff.
- Leaders promote pupils' planning, preparing and leading Collective Worship in an age and stage appropriate way.
- Governors are always invited to school celebrations across the Church's year.

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

Further develop the work being undertaken in Catholic Life by:

- continuing to embed '*Journey in Love*' into lessons to support Relationship and Sex Education.

Raise the standards of attainment in Religious Education further by:

- continuing to support staff to further develop their confidence and skills using the new assessment and data tracking;
- continuing to address the areas identified on the Self Evaluation Document.

## OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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## CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

## RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

## COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***