



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

TWELVE APOSTLES CATHOLIC PRIMARY SCHOOL

LEIGH

Inspection Date 23 September 2014

Inspectors Mrs. Pat Peel Mr. Dave Williams

Unique Reference Number 106503

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 213

Chair of Governors Mr. J. Thompson

Headteacher Mrs. S. Newton

School address
Nel Pan Lane
Leigh
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Date of last inspection May 2007

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

- Twelve Apostles is a smaller than a average sized Catholic Primary School situated in Leigh in Lancashire and serving the parish of St. Edmund Arrowsmith.
- There are 213 children on roll of whom 139 are baptised Catholic, 72 come from other Christian denominations and 2 from another faith or religious tradition.
- There are 11 teachers of whom 9 teach Religious Education. Ten have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- There have been no significant changes in personnel since the last inspection however, the subject leader has recently returned from maternity leave.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Twelve Apostles is a good school 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 Twelve Apostles.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement *"Through loving and learning we will follow Jesus"*.
- The school has recently employed an artist in residence to create hangings in support of the Mission Statement. These are a real feature in the school and the children are extremely proud of their work.
- Pupils benefit from an extremely stimulating learning environment which is adorned with high quality artwork which supports both aspiration and spirituality.
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the close knit community. Twelve Apostles 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.
- Pupils have an outstanding sense of belonging to the school. Its values and ethos are visibly reflected in the attitudes and relationships between all members of this inclusive school community. Pupils are encouraged to take on roles of responsibility by becoming councillors, Eco club members and playground buddies.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the local community, on residential trips and visiting the Metropolitan Christ the King Cathedral.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have had opportunities to visit Robinwood Activity Centre at Todmorden in Lancashire and more recently London.
- 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 and Lourdes HCPT. The school hosted a volunteer from Nugent Care before embarking on some fundraising activities in support of their campaign.
- Pupils have a good sense of belonging to the school community and value and respect others one Year 6 commented that *"This is an awesome school"*.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils benefit from an extremely caring and supportive environment.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies where 'Stars of the Week' are selected. This is shared with parents and on the school website.

- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and occasionally in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. A Year 2 child commented *"Our world would be wonderful if we all followed God's rules."*

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 teaching assistants 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. Assessment data whilst generated is not routinely used effectively to inform teachers planning and in turn impact on pupil progress. Teachers need to feed continuous assessment into daily lesson plans to ensure pupils make the required progress.
- 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 outstanding behaviour in lessons. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- 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 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. There is inconsistent use of the Driver Words when planning activities for identified groups of pupils. This is something which can be easily addressed to support differentiation by outcome. The Driver Words can also be used in the plenary sessions to reinforce learning outcomes and support next steps.

- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes pupils are challenged and inspired which enriches 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. There was a lot of evidence of Information Technology being used including iPads by some of the youngest pupils.
- 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. There was evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in next steps. Effort and achievement are celebrated.
- Samples of individual pupils work have been kept by the school over time.
- The school has implemented assessment strategies which provide information on the achievement of all pupils.
- There was evidence of assessment for learning taking place in some classes.
- The school has built up portfolios of moderate pieces of assessed work however some of the levels are not accurate especially at the higher levels. Forming a cluster group with other Catholic schools in the locality will support the subject leader in this process.

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 football, French, rugby, ICT, knitting, cookery, netball etc have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- 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 from a practising Jew who has shared his beliefs with the children. The children have also explored Hinduism with the help of a visitor. 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.
- Collective Worship plays a part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.

- A recommendation is to look at the Stepping Stones for Collective Worship provided from the Archdiocese. This will support the new 'liturgy group' currently being developed in the school.
- 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. The parish priest presides at key school celebrations of Mass throughout the Church's liturgical year.
- The school supports the With You Always family catechesis sessions.

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.
- 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. 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 need to be implemented on a more regular basis for staff at the beginning of each new topic. This will enable liturgical themes to be explored at an adult level before teaching and learning takes places.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Parents are consulted regularly and they support the school in fundraising activities.
- The 'Friends of Twelve Apostles' is a very active group who work with the school to provide both social and fundraising opportunities. They have recently supported the school in purchasing books and maths resources and are currently fundraising to support a WWI theatre company coming into school.

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 "*Through loving and learning we will follow Jesus*". 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. Evidence suggests that levels are over estimated especially in Key Stage 2.
- Building up a portfolio of accurately levelled exemplars will further support teachers when undertaking this process.

- Assessment information is being collated by the subject leader and whole school pupil tracking is in place over time but there is insufficient evidence to suggest that it is rigorously analysed, evaluated and shared to bring about improvement.
- The subject leader is committed to guiding Religious Education. She has successfully lead the implementation of the 'Come and See' programme and all the key documentation is in place for the delivery of the subject. The Headteacher has been leading the subject in her absence.

What the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to roll out the Archdiocesan planning templates across the school;
 - embedding the language of the level descriptors and driver words into planning to enable differentiated outcomes for pupils.
- Further develop the work already being done in assessment, monitoring and tracking of pupils progress by:
 - using information gleaned through analysis of assessment data to inform planning and track pupil progress;
 - forming a cluster with other schools in the locality to support moderation.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2

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	2

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

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