



All Saints Catholic Primary School

URN: 134250

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

01–02 May 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Yes

What the school does well

- A school that is truly inclusive and outward looking, focusing on the worthiness and efforts of the individual.
- A shared passion, evidenced by its pastoral care, to give every opportunity for the pupils of All Saints to flourish.
- Leadership, from the head teacher, senior team and governors, which is relentless in serving the parish, local, wider and global community.
- A team of practitioners, enthusiastic and driven for the best outcomes for its pupils and their families.
- A spirituality rooted in faith and prayer and active in living out the Gospel values.

What the school needs to improve

- To establish further engagement strategies with Archdiocesan bodies and other schools and agencies.
- To provide a consistent approach in religious education for setting out each lesson's learning objectives and its consequential feedback and marking.
- To further develop the pupils' abilities and opportunities to plan and develop prayer and liturgy alongside their teachers.

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

Pupil outcomes

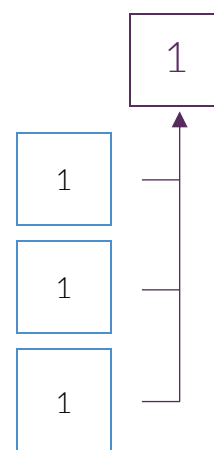
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



All Saints Catholic Primary School has taken to heart its call to serve and its whole curriculum, hidden and seen, is grounded in a view of each person made in the sacred image and likeness of God. All members of the school community value their Catholic life and mission and can tell its unique story as part of the local and universal Church. Catholic social teaching at All Saints is pioneering as the school community works relentlessly in proactively finding ways of responding to needs, locally, nationally and globally. Examples are numerous but include the school's drive to support pupils and families across the city in its enhanced provision. One parent commented that no other school in the area would go the extra mile for her two children due to their specialist needs. Other examples are the global partnerships, seeking that culture of encounter, with communities in Waterloo, Sierra Leone and Kyiv. Likewise, pupils are proactive in seeking ways to support others. Pupils initiated their own Poverty Busters group to provide Christmas presents for children in more need than them and another child fundraises regularly for 'An Hour for Others.' In response to Pope Francis' encyclical, "Laudato si", pupils and staff have

formed the Eco-Emeralds group to further increase their care for the local environment. All Saints is a living example of a full response to Catholic social teaching.

The school mission statement expresses: 'In the light of God, we shine on our own, but we shine brighter together.' This is nurtured and lived out in all the school does for the pupils to flourish. One staff member said: "I'm so proud of the belief our school has in every pupil. No barrier is too great to overcome, no child too difficult to work with, nobody is forgotten, nobody is left behind." The environment effectively witnesses to All Saints' Catholic character. Displays and photographs of pupils with scriptural quotations are personal to this community and celebrate its uniqueness. The pastoral care for all pupils, their families and staff is exemplary from the enhanced provision, the attached children's centre, from nursery through to year six. Provision for relationships, sex, and health education is carefully planned, is personalised for this community and meets all statutory requirements.

Leadership at all levels is particularly strong in All Saints and the capacity to continue its Catholic philosophy of service is planned and nurtured. Leaders and governors are fastidious in exercising their duty as guardians of the Catholic Life and mission of the school. Clearly there is a genuine and shared commitment to live out the Gospel calling to serve with love. The executive head teacher, the acting head teacher and the senior team articulate an educational philosophy rooted in the Gospel values of service and specifically in a preferential option for the poor. Determined links are made with the parish and the flourishing partnership is equally nurtured by the parish priest who is also the chair of the governing board. Governors are passionately ambitious and committed to ensuring each school member is afforded every opportunity to shine on their own and shine brighter together. Parents are embraced as partners in forming their children and speak highly of this relationship when they say, "All Saints has an outstanding team of staff who are confident in their delivery of the gospel and its values."

Religious education

The quality of curriculum religious education

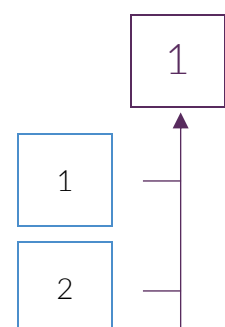
Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

Provision

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



Leadership

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

1

Pupils benefit from consistently strong teaching in religious education. They engage in a variety of activities which enable them to draw deeper meaning from their learning. For example, pupils spoke highly about their learning when using electrical circuits to explore the theme of transformation. They could make links between the science and how they are transformed. They could transform others by their kindness or be transformed by the Holy Spirit. Consequently, outcomes are in line with other core curriculum areas. Pupils make consistently good progress including pupils with special educational needs and/or disabilities who achieve the best possible outcomes for their age and ability. The pupils reflect ethically and theologically and articulate a spirituality at the service of others. Work produced is of a high standard reflecting increasing knowledge, understanding and skills. Pupils enjoy their learning, approaching lessons with enthusiasm, and consequently behaviour in lessons is mostly excellent.

The school's assessment tool, used for all core subjects, enables teachers to consolidate and extend learning. Teaching and learning are carefully considered, giving opportunities for each pupil to gain a deep understanding in religious education. Teachers have a high level of confidence and teaching assistants are carefully deployed, further supporting learning. In the enhanced provision, excellent consideration is given to pupils with severe special educational needs and/or disabilities, and they were able to plant seed balls as they explored the theme of new life. In some classes, the teacher and teaching assistants worked so collaboratively that the learning was greatly enhanced, enabling more ambitious activities. In some classes, careful questioning enabled pupils to reflect deeply and in turn pupils are religiously literate and engaged. Teaching is sensitively adapted to ensure all learners are included and progress in their learning. The good use of resources further enables extended learning, for example, the use of stringed cups as telephones in a class of younger pupils to explore passing on good news. Teacher feedback to pupils is at times inconsistent and pupils do not always know how to make greater progress.

The religious education lead has an inspiring vision for how to further develop the subject. Her passion and energy are infectious and radiate throughout the school. Leaders at all levels actively promote the professional development of staff. Most staff volunteer to undertake the Catholic Certificate in Religious Studies and find it supportive in their delivery of religious education. Enrichment in this school is outstanding. The school has excellent links with many outside agencies, locally, nationally and globally. All Saints is particularly proud of its work with schools in Sierra Leone and with communities in Kyiv. Likewise, the school's musical work with

the Liverpool Philharmonic Orchestra enables the pupils to develop not only musical skills but a positive and disciplined attitude towards all learning. Religious education, alongside other subjects, benefits from this initiative. Consequently, pupils thoroughly enjoy religious education lessons and the use of information technology, drama, art and music make the lessons enjoyable and inclusive for all. Through reflective practice, leaders and governors demonstrate they know the school well and can identify clear actions for improvement.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

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

1



A deep spirituality is nurtured at All Saints which drives a practical response in school and the wider community. Pupils at All Saints have a strong moral compass which compels them to support those they perceive to be in more need. They make connections with ease between scripture and action and speak about them passionately. This is derived from their response to prayer. Pupils value and enjoy formal liturgies, including regular Masses, other planned liturgies and private prayer around school. The pupils engage fully in prayer and liturgy showing great reverence for the word of God which they proclaim with great confidence. They gather reverently aware that this time is special. They reflect and pray in a profound silence and readily take part in word and song. This is clear across the whole school. Their going forth from prayer is meaningful and relevant to their own lives. In one class, a child supported the gathering for prayer by gently playing his cello helping to set a calm and reflective atmosphere. It was a privilege for one of the inspectors to be invited to pray briefly with some older pupils in their prayer garden. Importantly, pupils with special needs and disabilities are thoroughly included in prayer and liturgy and welcomed by the other pupils. An example is where a pupil spontaneously sang a hymn in church during a period of silence at Mass.

Prayer and liturgy is central to the life of the school. Its excellent provision is maintained through careful planning for class and phase celebrations and through a clear adherence to the liturgical calendar. The daily pattern and rhythm of prayer is clearly embedded in the school and drives faith in action. There is a balance between the formal liturgies and spontaneous moments that is fostered through the creative use of space. The prayer stations are used reverently by pupils as they bring their personal needs before God. One pupil noted that he really enjoyed praying because it made him feel calm. The Lenten trail is a powerful example of creativity and passion in providing All Saints pupils with opportunities for reflection and prayer. Likewise, the prayer

garden gives pupils the opportunity to pause during the day for contemplation. The Faith Room further evidences inclusion and consideration for both pupils and staff. It allows staff and pupils of all faiths to pray in their own tradition. There is a flourishing relationship between the school, its families and the parish community. A parent commented: "As a parent I have been supported by the school to engage in prayer at a regular school events." Pupils are welcomed to church throughout the year for class Masses and for other celebrations. This supports the developing prayer life of the pupils.

The subject leader and leadership team support the development of prayer and liturgy in All Saints. They monitor practice and support improvement through mentoring and the sharing of best practice as all place the highest priority on inspirational professional development. Staff, especially new teachers, welcome this support and benefit greatly by improving in confidence. The yearly plan, inclusive of scriptural references and suggestions for reflection, supports staff at all levels in the planning and delivery of prayer and liturgy and its evaluation takes place regularly by staff and pupils. Key times of the year, such as holy days of obligation, are marked by well-planned whole school liturgies, such as Advent and Lent. Governors fully support quality resourcing for prayer and liturgy, and they recognise its importance in the Catholic life of the school.

Information about the school

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| Full name of school | All Saints Catholic Primary School |
| School unique reference number (URN) | 134250 |
| School DfE Number (LAESTAB) | 3412006 |
| Full postal address of the school | All Saints Catholic Primary School, Oakfield, Anfield, Liverpool, L4 2QG |
| School phone number | 01512639561 |
| Headteacher | Jeremy Barnes |
| Chair of Governors | Rev Mgr Canon Stephen Maloney |
| School Website | www.allsaintsanfield.co.uk |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | N/A |
| Age-range of pupils | 2-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 21 November 2017 |
| Previous denominational inspection grade | Good |

The inspection team

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|-----------------|------|
| Alan Saunders | Lead |
| Deborah Albon | Team |
| Anne-Marie Webb | 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 |