



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. PAUL'S AND ST. TIMOTHY'S CATHOLIC INFANT SCHOOL

#### LIVERPOOL

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Inspection Date 8 October & 10 December 2019

Inspectors Mrs. Pat Peel Mr. Andy Cocker, Mrs. Louise Morton  
Fr. Anthony Kelly

Unique Reference Number 104673

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

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Type of School Catholic Infant

Age range of pupils 4 - 7

Number on roll 359

Chair of Governors Mr. Mark Thompson

Headteacher Mrs. Joanne Starkey

School address South Parkside Drive  
West Derby  
Liverpool  
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Date of last inspection 1 October 2014

# 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. Paul's and St. Timothy's Infant School is a large Catholic Infant School situated in West Derby, Liverpool serving the parish of St. Paul's and St. Timothy's.
- There are 359 children on roll of whom 343 are baptised Catholic, 10 come from other Christian denominations, and 3 from another faith or religious tradition. Three children have no religious affiliation.
- There are 18 teachers in the school, 18 teachers teach Religious Education. Eleven teachers are baptised Catholic. Nine teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant changes in the school.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Paul's and St. Timothy's Infant's 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 appreciate, value and actively participate in the Catholic Life at St. Paul's and St. Timothy's. They have an appreciation of their Mission Statement, and subsequent motto derived from it '*Love, Learn, Believe, Achieve,*' which is evaluated annually.
- Pupils show respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They are kind and considerate to each other.
- 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 good understanding of right and wrong.
- Pupils embrace the demands that members of the school community entail such as becoming school councillors, Eco councillors, play leaders, playground buddies, monitors, Road Safety leaders etc.
- Pupils say that they enjoy being a member of the school choir. They support the school at a variety of events including school celebrations, Masses, and charitable concerts e.g. Tesco's, Croxteth Hall.
- 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, NSPCC, MacMillan, Mission Together and the Royal British Legion Poppy Appeal to name but a few. Within the locality they have supported Zoe's Place, Alder Hey Children's Hospital, the Bobby Colleran Trust and the Liverpool Food Bank. They also support projects in Uganda, the Philippines and the United States. They are alert to the needs of others and are given opportunities to seek justice for all.
- The school has been awarded School of Sanctuary status. This enables pupils to support other pupils who are new to the school who may have come from another country or speak a different language.
- Pupils value and fully participate in opportunities provided by the school including a range of before, during and after school clubs e.g. ukulele, fencing, gardening, art, cooking, inventors club, outdoor explorers and a range of seasonal sports.
- Pupils take full advantage of the many 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.
- Pupils, appropriate to their age and capability, have begun to have an understanding of loving relationships. They are being prepared well for the next stage of their physical, emotional and spiritual development.
- Pupils in an age and stage appropriate way recognise the importance of using their gifts in the service of others. Pupils have recently begun 'Faith Friends' an opportunity to develop prayer and worship across the school alongside the Eco Council they are beginning to work towards gaining CAFOD's 'Live Simply Award'.

- During Remembrance celebrations Year 1 pupils visit the local village Cenotaph and on Remembrance Sunday the school council lay a poppy wreath alongside local community leaders.
- Following Pope Francis' call to 'Laudato Si' pupils have worked with Liverpool City Council and Sustrans to support walking to school and reducing carbon emissions and improving the air quality around school.
- Pupils are rewarded for achievement and good behaviour. A 'golden book' assembly is held weekly.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They respect and are involved on occasion with parish celebrations at various times throughout the liturgical year irrespective of their own faith commitments.
- Pupils have benefitted from a visit from a member of the charity 'Rainbow Smiles' who talked about everyone being unique and different in their own way and this was something to celebrate.

### **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 Mission Statement and subsequent motto derived from it '*Love, Learn, Achieve, Believe,*' is known and lived out by everyone at this extremely inclusive infant school.
- Staff are fully committed to its implementation across the curriculum. They participate in school activities which reflect the Catholic Life and mission of the school.
- There is a real sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its Mission and identity through concrete and effective signs of the school's Catholic character. The displays and classroom focal areas support St. Paul's and St. Timothy's catholicity and ethos. Before entering the school, statues of Our Lady and St. Bernadette are loved features which shine a light on the warm, welcome awaiting inside. Throughout Advent the sensory ambience created, and expectation of Christmas is a sight to behold in the main entrance and thoroughfare of the school.
- Staff are very good role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The 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. This is a real strength at St. Paul's and St. Timothy's as the school supports a variety of initiatives and hosts visitors to enhance the provision for Catholic Life including the local CAFOD representatives, KIND, Tim Parry and Jonathan Ball 'Peace Project' etc.
- John Burland has visited the school to support the Catholic Life through music, worship and prayer.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan in-service days and attendance at the West Derby Network Learning Community (WDNLC) which is a very successful cluster of local schools both primary and secondary.
- Clear policies and structures are in place which provide outstanding levels of pastoral care for pupils and their families and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.

- The Learning Mentor runs workshops alongside other health professionals for parents and these provide a wealth of information to support their social, emotional and health needs. These are popular and well attended.
- Since the monitoring visit the newly appointed Parish Priest is a regular visitor to the school and presides at the celebration of Mass in church across the liturgical year. He is fulsome in his praise of the work of the school community commenting that he, *"feels at home and is welcomed here!"*
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for. The school has achieved the Well Being Charter Mark and continues to work for the good of the staff in this area.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education alongside Personal, Social and Health Education.
- The school provides a bespoke starting school programme for children joining Reception classes in September and their parents. The school opens on a Saturday to enable parents to get a flavour of school life and all that it offers. Following the first week at school a special welcome Mass is held in church for pupils where they are presented with a bible for their faith journey.
- The school maintains very well-established links with St. Paul's Junior School, and they work collaboratively on lots of initiatives including transition which is a vital element in supporting pupils and their families at the end of Key Stage 1.
- The school has a very successful 'Friends of St. Paul's and St. Timothy's Association' who organise social and fundraising events throughout the year to support the school.

### **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 school's 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 school is using the new Self Evaluation Document and it is an accurate reflection of where the school is now. However, it is recommended that the school reviews the Mission Statement to create an up-to-date revision of the aims and objectives that reflects where the school is now. The motto derived from the current Mission Statement, *'Love, Learn, Believe Achieve,'* is known, loved and lived out.
- Relationships at every level are outstanding across the school.
- Continuous Professional Development focusing on the Catholic Life of the school takes place regularly. The Headteacher and Deputy both attend the Archdiocesan overnight Spirituality Conferences. The Deputy has also attended the Diocesan 'Prayer Spaces' Conference. Two staff have just completed the Catholic Certificate in Religious Studies (CCRS). As a result, staff understanding of the school's mission is outstanding.
- The school has developed successful strategies for engaging with parents and carers to the benefit of pupils. The school offers an open-door policy with a newly established daily 'meet and greet' at 8.45 a.m., sends out regular newsletters and has an up-to-date website. As a result, parents and carers have a very good understanding of the school's mission and are very supportive of it. They have made a commitment to support those hard to reach families. The parent questionnaires were very positive, and lots talked of feeling welcomed, and described the school as a happy and safe environment. One summed it up as *"The school feels like one big family!"*

- The Chair of Governors is the Link Governor with responsibility for Catholic Life and Religious Education. He is very supportive of the work of the subject leader.
- The school responds well to Archdiocesan policies and initiatives and promotes the vision of the Archdiocese throughout the school.
- Leaders and governors have made a commitment to develop Relationships and Sex Education throughout the school and this has been well mapped out to show how this is being developed across the curriculum.

## **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 good.
- Pupils, from their varied starting points, make good progress in Foundation and Key Stage 1.
- Groups of pupils, including those with special educational needs, are making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are becoming more religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Some pupils are not always as actively engaged in lessons as they could be because their teachers are not managing their behaviour for learning well enough.
- By the end of Year 2 most pupils are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Some pupils concentrate very well and understand how well they are doing whilst others could be challenged further. This can be improved by teachers and other adults using the language of the standards i.e. driver word skills routinely during lessons, mini plenaries and when questioning to challenge pupils' thinking.
- Lots of pupils approach their lessons with interest and enthusiasm. Those pupils quickly settled to tasks and responded positively throughout. However, in some lessons pupils were not fully engaged with the tasks set either because they were too easy or too hard and they were not managed effectively enough to ensure their learning was comparable with their peers.
- Pupils enjoy a range of activities and respond well to tasks which extend their learning when given the opportunity.
- Pupils have studied Judaism and Islam as part of their Other Faith and Religions topics. This helps to promote tolerance and respect for those who think differently to themselves.
- The quality of pupils' current work, orally in class and written, is good. Presentation in portfolios is good. The learning journals are a celebration of all the work that the pupils have covered across lessons.
- Pupils attainment, as indicated by teachers is good. Most pupils achieve at least the expected standard using Archdiocesan statistical data analysis.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept over time.

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

- The quality of teaching, learning and assessment in Religious Education is good.

- On the day of inspection there was some good and outstanding teaching observed. This good practice needs to be shared and modelled.
- In some classes inconsistencies in reinforcing high expectations, general behaviour management and behaviour for learning is hindering some pupils from making progress comparable to their peers.
- Most teachers are confident in their subject knowledge and have a good understanding of how pupils learn. However, in this large infant school teachers plan Religious Education lessons together and plans are replicated across year groups. This needs to be addressed to ensure that each individual teacher is providing activities which meets the needs of the cohort of pupils in their own classes. This is having a detrimental effect on pupils' learning in some classes.
- Some teachers and other supporting adults need to use the language of the standards i.e. driver word skills more as part of their repertoire to engage and challenge pupils further in their thinking and learning.
- The pace in some lessons could be improved to ensure quality time is spent on completing activities which meet the needs of the pupils.
- In the very best lessons teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are interested, motivated and concentrate well. However, they need to provide much more opportunities for greater depth and challenge by using the driver word skills throughout lessons to target groups of children further at the top of Key Stage.
- In books there is evidence of continuity in lessons and across sequences of lessons. Absenteeism creates gaps in learning in some books. It is important that pupils are given lots of opportunities to write in full sentences, particularly in Year 2 rather than just words and pictures in boxes.
- In the best lessons observed teachers used questioning techniques very well. However, there was limited open ended and adapted explanations using the language of the standards i.e. driver word skills catering for the needs of all pupils. This needs further development to become routine practice in all classes.
- High quality resources e.g. *Come and See* website, *God's and Church's Story*, role play, audio and visual media are employed to engage pupils in their learning.
- Other adults are used effectively to optimise learning for pupils who need their intensive support.
- The school has recently adopted a new scaled back marking policy to support teachers' well-being. Evidence in books shows that a coded marking system is being used, this is in line with other core subjects.
- Praise and affirmation are commonplace across the school.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are ensuring that the Religious Education curriculum meets the requirements of the Bishops' Conference.
- Leaders and governors are ensuring that the required amount of curriculum time is given to Religious Education. However, it is recommended that increasingly longer time periods are spent on Religious Education in Year 1 and 2 respectively.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation is embedded.

- Leaders and governors' self-evaluation of Religious Education is good. It is an accurate reflection of assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education.
- The subject leader regularly attends Archdiocesan in-service training and is a member of the LACE core cluster group which supports planning, monitoring, evaluation and assessment of the subject. She has made effective use of assessment and moderation by clustering with other schools in the locality to support on-going teaching and learning.
- Whole school tracking directly linked to the changes to the interim Standards in Religious Education has been adopted. The data analysis needs to be shared regularly at governor meetings and more importantly the impact of them discussed and acted upon regularly to raise standards in Religious Education further.
- A commitment has been made by leaders and governors to ensure that there is a Link Governor for Religious Education. As chair of governors he is very well informed of the current initiatives and ably supports the subject leader in her role. He has visited classes, undertaken ethos walks and looked at pupils' books.

## **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 are keen to participate in Collective Worship.
- Their early foundation skills are well honed. This was particularly evident as a child raised the Gospel and carried it into the sacred space created by the children.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence. John Burland music is used extensively to support this.
- Pupils are becoming involved in preparing the focus for worship with confidence and enthusiasm. This needs to be extended to other aspects of the worship.
- A 'Faith Friends' group has recently been developed and pupils were very keen to become a member of it. This is an opportunity for them to have a greater part in the prayer life of the school and begin to support Collective Worship in classes.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and worship. The oldest pupils say that they really enjoy prayer times.
- Pupils are being helped to understand the Church's liturgical year, its seasons and feasts. They regularly celebrate together in school and in church as part of the wider parish community.
- The experience of being a part of a praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.
- Pupils are not yet routinely evaluating Collective Worship. This needs to be further developed across the school in an age and stage appropriate manner.
- Pupils regularly visit church and have visited the Metropolitan Cathedral of Christ The King as part of the Eucharistic Voices celebration, Advent Nugent Celebrations and the Liverpool Anglican Cathedral as part of the Epiphany celebrations.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a central 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.
- Prayer experiences and worship is given a high priority in the school and is timetabled accordingly.
- Staff are skilled in delivering Collective Worship and facilitating pupils when preparing focus'.
- Relevant staff have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Parents and parishioners are welcomed to worship within the school community during class Collective Worship and other special celebrations. Opportunities are routinely planned in a manner that facilitates attendance by other adults throughout the liturgical year e.g. Lent, Easter, Advent, Nativity etc.
- Collective Worship is not yet being evaluated by pupils and staff either as a leader or participant and this needs to become routinely practised in the school.

## **How well leaders and 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 and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. A policy for Collective Worship is in place.
- Leaders and governors have a very good understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils. This was particularly evident in the Collective Worship experiences observed on the day of Inspection.
- Leaders and governors have made a commitment to ensure that there is Link Governor for Collective Worship. He alongside other governors are regularly invited to attend prayer and Collective Worship opportunities both in school and in church.

## What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
  - reviewing the Mission Statement to ensure it meets the requirements of the Archdiocese with regard to clear aims and objectives which reflects the current life of the school;
  - continuing to develop the areas identified on the Self-Evaluation Document e.g. gain the Live Simply Award, embed the Faith Friends and maintain the wellbeing of staff and pupils.
  
- Raise the standards of attainment in Religious Education further by:
  - ensuring teachers plan lessons which meets the needs of the pupils in their own classes;
  - ensuring a consistent approach to behaviour for learning strategies are adopted and maintained;
  - supporting and maintaining a 'can do' culture to ensure challenge is built in regardless of pupils' abilities using the driver word skill set;
  - continuing to monitor and analyse the on-going impact of the interim Standards assessment data;
  - continuing to develop the areas identified on the Self-Evaluation Document e.g. CPD support, further develop Target tracker, support moderation for staff using the Standards.

# INSPECTION JUDGEMENTS

## 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	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

## 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 is good, Grade 3 Requires Improvement and Grade 4 Inadequate***