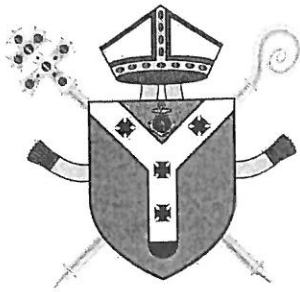


ARCHDIOCESE of LIVERPOOL

CHRISTIAN EDUCATION DEPARTMENT

ST VINCENT'S SCHOOL
A SPECIALIST SCHOOL FOR SENSORY IMPAIRMENT AND OTHER **NEEDS**
LIVERPOOL

A Section 48 Report from the Department for Christian Educa**tion**



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. VINCENT'S SCHOOL A SPECIALIST SCHOOL FOR SENSORY IMPAIRMENT AND OTHER NEEDS

LIVERPOOL

Inspection Date: Tuesday 21 November 2017

Inspectors: Deacon Paul Mannings & Mrs Elizabeth Dolan

Unique Reference Number: 3417018

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

Type of School: Catholic, voluntary aided, mixed comprehensive

Age range of pupils: 4 -18

Number on roll: 30

Chair of Governors: Mr. Terence Bates (Acting)

Headteacher: Dr John Patterson

School address:
Yew Tree Lane
Liverpool
L12 9HN

Telephone number: 0151 228 9968

E-mail address: office@stvin.com

Date of last inspection: November 2012

OVERALL EFFECTIVENESS

St. Vincent's is outstanding in its provision of 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 speak about how much they love their school. In their view it is an extension of home. They speak of their staff as being, "amazing". Because of this strength of belonging they want to be highly involved in school life.
- Pupils took a key role in the recent Mission Statement review. They readily explained this was because they are valued as the whole reason for the existence of St Vincent's.
- Pupils understand the Mission Statement's call for them to, "Love, Live, Learn and Grow ... in faith, confidence, wisdom and understanding and so reach their full potential."
- They are proud to be invited to constantly review the extent to which the Mission is being lived. This takes place in the residential group, in class and during Collective Worship.
- They take a leading role in Catholic Life regardless of their faith or world views. They have responded well to the drive in ensuring their contributions match or exceed the generosity of others toward their school. There has been a significant growth in their interaction with fundraising and outreach towards others in need.
- Pupils appreciate the chaplaincy provision and speak positively about their links with diocesan clergy and with the associated Daughters of Charity of St Vincent de Paul.
- Pupils benefit from the highest standards of social and pastoral care provided by house and teaching staff. This ensures they are above all safe, happy, confident and secure in their rates of physical, social emotional and spiritual development.
- Pupils receive a Christian understanding of loving relationships and sexual development within the context of their own stages of maturity and personal needs.
- Pupils have a very practical understanding of the school's Catholic tradition inspired by the Vincentia charism. They have a high rate of involvement with the local parish community and the Cathedral. Irrespective of their own faith commitments, they are proud to be part of this Catholic school.

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 is a concise expression of the school's educational mission underpinned by Church Teaching.
- The staff community is fully conversant and supportive of the Mission. This is evident from its total sense of the joyful giving of time, energy and skills that keep the whole sense of community alive and purposeful.
- The school's environment is an expression of that mission. The campus is entirely well kept. The symbols of Christianity are abundant in the visible and tactile sense. Their whereabouts are made known and explained to pupils, not least the statue of St Vincent de Paul, the Mission Tree and the Mission Cross. The Chapel is located at the heart of the campus. It is a beautifully maintained place of quiet and prayer, which is well used publicly and privately.

- The governing body is exemplary in its modelling of Catholic Life. Members offer wide and varied skills, several having done so over a long period of time. The governors maintain a tradition of strong interaction with school's daily life, attendance at meetings and events. Due to this level of commitment they are well informed in their ability to affirm and to challenge as appropriate.
- St Vincent's is an active and highly participant within the family of Archdiocesan schools.

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.
- This school provides unique and internationally acclaimed strategies for special education needs and disabilities. Pupils have wide and varied starting points and reach the highest levels of achievement in relation to their needs and capabilities.
- The pupils are full aware of the demands of Religious Education in their everyday life. Being taught in small groups encourages their confidence to converse and to question. They make use of the abundant facility in class to reflect spiritually and think theologically in relation to their own capabilities and experiences.
- Pupils are well engaged in their lessons because they know help is at hand and their study pathways are explicit. They ask for help and are keen to share progress. They refer positively to any areas for action because they are clear about how to proceed.
- Whilst pupils have varying levels of concentration they remain well on task and willing to achieve.
- They enjoy the levels of challenge because progress measures are individually structured. Consequently, their motivation maintains best behaviour.
- Pupils' attainment across the phases is totally unique to their individual capacity to achieve. Where GCSE is appropriate for very small numbers their results are well within the national average for *A-C grades. At Entry level and at Post 16 their measured performance meets or exceeds personal targets.
- Their personal work is produced using a wide variety of written and creative mediums which ranks high for quality. Their formative work is assessed regularly. They respond well to the positive commentary and how to make their work better.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding overall.
- The quality of assessment is good.
- Lessons are extremely well planned and tailored to individual pupils' needs.
- Teachers are confident in their subject expertise and have a precise understanding of how their pupils learn.
- Learning Support Assistants are professionally trained to standards entirely appropriate to the needs of the pupils. They are experienced, essential and proactive members of the teaching and learning community.
- Teaching strategies are wide ranging and included independent and collaborative study. Differentiation is abundant and designed to cater for all learning needs. These facets are key to the whole purpose of the school.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils respond to and participate in the school's Collective Worship is good.
- They regard it as relevant, educational and supportive of the school's values. It provides them with an opportunity to pray and to think at the start of each day. They realise such times are important because they have their own space with time to consider how faith and belief applies to their personal lives.
- During Collective Worship pupils are attentive and enjoy singing, joining in prayer and responding to opportunities to question or to give their own points of view.
- At least once a week pupils deliver Collective Worship to the whole school. This is being developed to include more pupils who want to be involved in its leadership and presentation either in class or larger gatherings.
- Pupils respond positively to staff leading Collective Worship because it enables them to concentrate upon what is expected of them.
- Pupils know that prayer has a variety of expressions. They like to hear or to read stories from Scripture. They enjoy preparing their own prayers and poems. There is enjoyment of poetry or pieces of artwork that inspire them to speak or to share.
- Pupils are confident in their understanding of how the Church's Year unfolds. They relate meaning to each of the seasons. They understand that as they get older these acquire more meaning and personal enrichment.
- Collective Worship enables pupils to share thoughts and prayers. They want to listen to fellow pupils' faith or world views. They show an innate sense to listen, consider and reflect upon the views of others.
- Consequently, their participation supports their growth in spiritual and moral development.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- There are outstanding features namely the development of resources and increasing opportunities for staff training and participation, together with growing local and national community links for the sharing of prayer and worship.
- Collective Worship is an essential part of school life. Pupils gather daily in class groups and twice each week with the whole school. There are regular seasonal celebrations.
- Coordination of Collective Worship directs its delivery and meaning. There are thoughtful weekly themes and resources made available for all staff. These clearly reflect the school's Catholic Life through its Mission Statement.
- Resources include accurate and creative inclusion of other world faiths and traditions.
- British Values are expressed through the Gospel and by a whole sense of inclusion of all participants in the pursuit of responsible citizenship.
- Provision of Collective Worship is monitored to ensure it takes place consistently. Its quality is determined through practical and shared delivery.
- The community has a good or better understanding of the Church's Liturgical Year and how it can be lived by all participants.
- Staff are becoming increasingly skilled in helping pupils to plan and deliver quality worship when appropriate. Thanks to demonstrative good practice they have a growing understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.

What the school needs to do to improve further

Sustain the progress in establishing the revised Section 48 Self Evaluation Document by:

- Annual team updates to ensure concise statements that ensure focus on the section headings;
- Use of the content as a practical and regularly monitored tool for development.

Further enrich the strength of Catholic Life by:

- Considering the appointment of a Catholic Lay Chaplain.

Ensure the existing rate of development in provision and promotion of Religious Education by:

- Ongoing revision of curriculum programmes in each phase;
- More rigorous process for end of task assessment and availability of recording;
- Enabling increased attendance at Archdiocesan training;
- Continued to refine the administrative process for Religious Education.

Maintain and further improve the quality of Collective Worship by:

- Increased training for pupil leadership;
- Focused and regular training for groups of staff to ensure their maximum usage of the quality weekly resources and sharing of best practice.

