

# Inspection of a school judged good for overall effectiveness before September 2024: St Paul's and St Timothy's Catholic Infant School

South Parkside Drive, West Derby, Liverpool, Merseyside L12 8RP

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Inspection dates: 19 and 20 November 2024

## **Outcome**

St Paul's and St Timothy's Catholic Infant School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

This is a warm and welcoming school where pupils run into class each day, looking forward to the learning ahead. Parents and carers described the school as 'home from home'. The positive engagement from parents supports pupils well in their learning.

The school expects pupils to be respectful and show love. These well-understood expectations flavour all of school life. On the playground and at other times of the day, pupils look after one another and make sure that no one feels left out. The school is a happy, safe and friendly place to be.

The school's high expectations for pupils' achievement show in their impressive artwork. They pride themselves in the exceptional work that adorns the walls. Pupils said that they enjoy celebrating each other's talents. Across many areas of the curriculum pupils live up to the school's expectations.

Pupils enjoy many opportunities to make a difference to both their school and to the wider community. For example, pupils have promoted sustainable living and have improved the school environment through the planting of trees. Furthermore, pupils are determined to offer strong support to the school. Such as through the pupil enterprise committee. They recently raised money by making and selling toffee apples.

## **What does the school do well and what does it need to do better?**

The school has developed an ambitious curriculum which identifies the important knowledge that pupils must learn. In many subjects, the knowledge that pupils should

remember is identified precisely. This means teachers know exactly what to teach and when to deliver it. This enables pupils to build their understanding step by step and achieve well. The school has developed its approach to continuous provision from early years to Year 2. These spaces in school give pupils the opportunity to deepen their learning further. Pupils in Year 2 look forward to their time in the 'research station'.

The school has developed clear approaches for checking what pupils know and can do. This includes ensuring that errors are identified and addressed before moving on to new learning. However, on occasion, pupils' errors in writing are not picked up quickly enough. In addition, sometimes the school does not choose the most appropriate activities for pupils to apply their phonic knowledge too. This hinders the quality of some pupils' written communication.

The school ensures that learning to read is a priority. Children start to learn to read as soon as they enter the Reception Year. The school makes sure that pupils practise their reading using books that match the sounds that they know. If pupils fall behind the pace of the phonics programme, they receive extra support to help them catch up. Nevertheless, on occasion, the phonics programme is not delivered as the school intends. Where this is the case, some pupils do not learn all that they could. The school has introduced a range of activities to promote a love of reading. For example, pupils relish time spent in the new school library. Authors and poets visit the school to talk about their work and to inspire pupils to read.

The school has ensured that pupils with special educational needs and/or disabilities (SEND) are well supported. It has effective approaches to identify pupils with SEND. Staff work closely with professionals from external agencies to ensure that these pupils receive the help that they need. Support plans help teachers to meet the needs of these pupils effectively so that they achieve well.

Pupils behave well. They feel excited to learn new things. Pupils consistently show respect and care for one another. A notable part of the school's work to promote positive mental health is its sensitive approach to helping pupils understand their emotions. Pupils benefit from the 'cosy club' room where they can settle themselves into the school day.

The school provides well considered and purposeful opportunities to enhance pupils' wider personal development. Staff equip pupils with a deep understanding of personal growth and character development. The school teaches pupils about how to treat one another with kindness and respect. This means that pupils are well prepared for their journey after infant school.

Governors provide strong support and challenge. They are knowledgeable about the school which helps them effectively drive improvements. Pupils are front and centre of all the decisions that the school makes. Leaders are mindful of the pressures on staff. Staff have a voice in how the school develops. They feel well cared for and empowered to do their roles well. Staff and parents are overwhelmingly positive about the school.

## Safeguarding

The arrangements for safeguarding are effective.

### What does the school need to do to improve?

#### (Information for the school and appropriate authority)

- The early reading and phonics programme is not always delivered as precisely as it should. This means that some pupils do not learn the important knowledge they need to become confident and fluent readers. The school should ensure that all adults deliver the early reading programme with the consistency and precision expected
- Sometimes staff do not uphold the school's high expectations in relation to pupils' writing. For example, inaccurate letter formation is not challenged and corrected routinely by adults. This hinders pupils as they prepare for the next stage of their education. The school should ensure that staff provide appropriate activities and high enough expectations so that the pupils develop the skills that they need to be successful writers.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness on the 9 and 10 October 2019.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	104673
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10347897
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	361
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Thompson
<b>Headteacher</b>	Jane Griffin
<b>Website</b>	<a href="http://www.stpaulandsttimothys.com">www.stpaulandsttimothys.com</a>
<b>Dates of previous inspection</b>	9 and 10 October 2019, under section 5 of the Education Act 2005

## Information about this school

- This Roman Catholic school is part of the Archdiocese of Liverpool. The last section 48 inspection, for schools of a religious character, took place in October and December 2019. The school's next section 48 inspection is due before October 2027.
- Since the last inspection a new headteacher and deputy headteacher have been appointed.
- The school runs a before-school club for pupils.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed pupils from Years 1 and 2 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector spoke with members of the governing body. They also spoke with a representative of the local authority and the diocese.
- The lead inspector spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- The lead inspector met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- The lead inspector looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- The lead inspector met with parents at the start of the school day. They took account of the responses to the online parent survey, Ofsted Parent View, including the free-text comments.
- The lead inspector spoke with groups of pupils about their experiences at school. There were no responses to Ofsted's online pupil survey.

### **Inspection team**

Helen Friend, lead inspector

His Majesty's Inspector

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