



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### OUR LADY'S CATHOLIC PRIMARY SCHOOL

#### PRESCOT

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Inspection Date                      Tuesday 25<sup>th</sup> February

Inspectors                              Miss Julie Lockett   Mrs Maria Eves

Unique Reference Number        104459

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

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Type of School                        Catholic Primary

Age range of pupils                3-11

Number on roll                        246

Chair of Governors                Mr Peter Johnson

Headteacher                         Mr Haydn Boyle

School address                        Ward Street,  
Prescot,  
Merseyside  
L34 6JJ

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Date of last inspection             3<sup>rd</sup> March 2009

# 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

- Our Lady's school is an average sized Catholic Primary School situated in Prescot, Merseyside serving the parish of Our Lady Immaculate and St Joseph, Our Lady Help of Christians and other parishes in the surrounding area.
- There are 246 number of children on roll of whom 227 are baptised Catholic, 5 come from other Christian denominations, and 4 from other faith or religious traditions. Ten have no religious affiliation.
- There are 11 teachers of whom 8 teach Religious Education and 9 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- Since the last inspection there has been no significant change in personnel.

### Key for inspection grades

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

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## Overall effectiveness:

Our Lady's Catholic Primary School is an outstanding school in providing Catholic Education.

## Inspection Judgements

**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 at Our Lady's know and understand their school's Mission Statement. They understand the part they play within it and are fully involved in its evaluation.
- Pupils are ambassadors of their Mission, '*Loving, Learning and Reaching out to all.*'
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are actively involved in developing the Catholic character of the school.
- Pupils' behaviour is outstanding. They have a good sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- Pupils are encouraged to take on roles of responsibility in the school, for example, through the school council.
- Pupils are encouraged to be '*Bearers of Hope,*' for others and show wider responsibilities through a variety of fundraising events. Funds are regularly raised for RNLI, CAFOD, Marie Curie, Nugent Care and many others.
- Pupils benefit from a variety of away days and regular educational visits and good use is made of the school mini bus enabling smaller groups to visit local areas regularly.
- Pupils have benefitted from residential to Robin Wood and Wales to take part in the *Knowsley Mayors Award.*
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. There is outstanding support and care for pupils and their families through the work of the Pastoral leader, for example, through Relax Kids and PSHE programmes.
- The school works closely with an Education for Personal Relationships programme, *Journeying in Love.*
- Pupils are actively involved with a variety of events in service to their local community, for example, visits to care homes and many choir events.
- Pupils show respect and understanding of other faiths and religions. Pupils from other faiths and religions are given time to share and celebrate their own beliefs.
- Our Lady's praise and acknowledge the contribution of others evident in, for example, '*Stars of the Week,*' and an award for the recognition of living out their Mission Statement.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage.
- Pupils are provided with their own assessment book to record their assessed work and there is a portfolio of assessed work.
- The portfolio of work can now continue to improve by moderating higher levels of attainment securely across the year groups.
- Pupil attainment is tracked comprehensively across the school. This also highlights varying groups of pupils who have special educational needs.
- Pupils' attainment levels can continue to develop and be secured by closely planning for and monitoring highlighted groups of pupils across the school.
- Pupils can also benefit from continued use of the driver words throughout planning, and teaching and learning.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They 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 are articulate and are diligent about their work. They work enthusiastically and enjoy enquiring about their learning. They show maturity in their responses.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- Pupils are becoming more confident in developing ways to prepare and lead worship.
- The school is ensuring that pupils participate and lead worship according to their age and stage across the school. They are continually encouraged.
- On the day of inspection younger pupils worshipped together in a collaboration between pupils and staff members. There were excellent contributions from the teaching assistants and children led at appropriate points throughout the worship.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Older pupils gathered to a beautifully presented focus area. Throughout there was reverence that enabled all who participated to reflect and share the message from Scripture.
- The outstanding practice is enabling deep response and heartfelt responses to all present.
- Pupils are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.

- There are very well established, consistent behavioural routines across the school which ensures that pupils are interested and engaged and are always ready to learn and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teacher and pupil relationships are outstanding. Pupils are able to reflect and respond in a rewarding, relaxed atmosphere when they are encouraged and challenged.
- In one lesson observed pupils were able to practically understand and describe the Preparation of Gifts. Excellent links and discussion about the Last Supper enabled deeper understanding.
- In lessons observed teachers used a variety of tools for effective teaching such as, pre and post learning routines, a thinking box, think, pair and share and consistently differentiated using driver words with many various activities.
- Teachers can now develop these excellent routines and embed the driver words so that one activity can be differentiated to suit pupils needs, this in turn will enable a more defined learning objective and success criteria.
- Effort and achievement at all stages of learning is celebrated.
- In the Foundation Stage, themes are reinforced through appropriate continuous provision. There is evidence of how Religious Education is promoting and developing many early skills.
- Teaching Assistants and support workers provide outstanding care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Good quality resources are used within lessons and teachers use Information Communication Technology at times to maximise learning particularly through use of the interactive whiteboard.
- The school has detailed assessment strategies which provide accurate and detailed information on the achievement of all the pupils. This ensures that teachers are aware of how pupils are achieving and provides information that can be used in planning to tackle underachievement.
- Planning is annotated well at times showing a good range of activities, differentiation and home, school links. Planning would benefit from using Archdiocesan guidance on annotating or using a written planning model to develop consistency across the school.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking for Religious Education is a strength of the school. It is positive, encouraging and identifies next steps for learning.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- Enrichment activities, for example, a wide variety of after school clubs, many regular visits to the cathedral, fundraising projects particularly the RNLI, enable pupils to live out their mission and have a positive impact on the curriculum.
- The school environment is used creatively, for example, a daffodil planting area for Marie Curie, '*field of dreams*,' enables quiet outdoor reflection and activities and displays around school, reflect pupils valuable contributions.
- The Religious Education curriculum provides opportunities for pupils' spiritual, moral development and vocation. For example, through many links by the Pastoral leader to the *Come and See* programme and through Collective Worship and the PSHE curriculum.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism is taught each year and Hinduism, Islam and Sikhism are taught over a three year programme.

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

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- A newly appointed Collective Worship coordinator is guided excellently by the subject leader.
- The Collective Worship coordinator understands and demonstrates the importance of quality worship impacting across many areas of school life. She is outstanding in her creativeness and wonder in her displays and focus areas.
- This outstanding practice enables opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide appropriate age related resources and opportunities to help pupils acquire the skills necessary to plan, lead and participate in Collective Worship.
- Teachers plan and deliver alongside pupils providing excellent role models in worship.
- There is a detailed policy that is suitable to the needs of the school. This can be further improved by including Archdiocesan advice for gradual steps in pupil expectations for leading and preparing worship across the school.
- The school follows a themed timetable and has an excellent portfolio of Collective Worship display and planning from across the school which is developing opportunities to share outstanding practice.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community. For example, there are regular end of topic *Rejoice* celebrations and 'Stay and Pray' sessions for Foundation Stage parents and children.
- The parish priest visits the school and its worshipping community often providing support for Collective Worship through, for example, whole school Advent and Easter liturgies and class masses.

## **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.
- This is reflected in the school's own Mission Statement, '*Loving, Learning and Reaching out to all.*' All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement.
- The Mission Statement underpins every aspect and every decision at Our Lady's. Its aims and practical objectives direct and guide school life and are a useful tool by which the school evaluates its effectiveness.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- The Self Evaluation Document would benefit from giving further detail to areas of strength and developments following the advice given in this report. This will enable the self evaluation to truly reflect the outstanding practices and ways forward at Our Lady's.
- Governors have an outstanding knowledge of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Regular updates are received from the Headteacher and subject leader regarding the Catholic life of the school. They visit school regularly and attend many assemblies. They know that each child in their care is, '*unique, loved and in a happy place.*'
- Governors take pride in the schools' very close and well established links with the parish community.
- The Parish priest is a constant support and guide to school. He visits school regularly and celebrates masses with the school community for liturgical occasions throughout the year and supports Religious Education topics.
- There are outstanding home, school, parish links. The school and parish work in partnership to provide pastoral care to families particularly through the With You Always programme.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. There are positive relationships at every level within the school.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. They know, own and live out their Mission Statement.
- The headteacher and deputy regularly attend spirituality in-service and the subject leader has attended aspiring deputy headteacher training provided by the Archdiocese for those working in Catholic Education. This in turn has a positive influence on staff well being within the school.
- There are regular *Come and See for Yourself* reflections for staff. One teacher commented, '*I feel blessed that I am able to celebrate my faith daily being part of a school family in which the love of God underpins our journey together.*'
- The quality of Collective Worship is a priority for the school. It is monitored and evaluated by leaders, governors and managers. Monitoring now needs to continue to be embedded and outstanding practice to continue to be shared.
- Parents are valued and cared for at Our Lady's. For example, pupils and families added to the Advent tree of remembrance. One parent expressed, '*Small acts of kindness are a common occurrence at Our Lady's and mean so much to families.*'

- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, an outstanding and informative school website, through twitter messages and a variety of liturgical liturgies and celebration assemblies.

### **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 outstanding 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.
- The subject leader is outstanding in guiding Religious Education. Her excellent mentoring of the newly appointed Collective Worship coordinator is an example of her commitment to Religious Education. She implements new initiatives with care and support to pupils and staff members.
- She is accurate in her review of strengths and areas for development for Religious Education. There is an action plan in place.
- The Self Evaluation document identifies targets, timescales and lines of accountability.
- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication with the headteacher, staff, parents and governors is effective.
- The Religious Education governor is outstanding in her care and support to Our Lady's. In partnership with the subject leader she is aware of strengths and areas to be developed and monitors data related to attainment in Religious Education. She is a regular visitor and deeply committed to the school. Time has been taken to produce an evidence book detailing the working partnership between the link governor and subject leader.
- Detailed documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- There is a robust programme for the monitoring and evaluation cycle.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- Assessment information is collated and tracked comprehensively by the subject leader and shared with the leadership team, governors and parents.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

### **What the school needs to do to improve further?**

- Continue to implement any areas for development in the Self Evaluation Document using the guidance outlines in this report.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	1

**Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate**