



Archdiocese of  
Liverpool



Diocese of Liverpool

Report on the Denominational Inspection  
Carried out under Section 48 of the Education Act 2005 of

**EMMAUS JOINT CHURCH OF ENGLAND  
AND CATHOLIC PRIMARY SCHOOL**

Fir Tree Drive South  
Croxteth Park  
Liverpool  
L12 OJE

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Inspection date:	Tuesday 17 June 2008
Date of previous inspection:	8 – 10 June 2005
URN	131105
Inspectors:	Ms. Elizabeth Collins    Ms. Nora Finnegan

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Type of School:	Voluntary Aided
Age range of pupils:	4 - 11
Number on roll:	443
Chair of Governors:	Mr. David Catterill
Headteacher:	Mr. Alan Williams
Telephone number:	0151 233 1414
E-mail address:	Emmaus-ao@emmaus.liverpool.sch.uk

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Anglican Diocese of Liverpool and for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

## Description of the school

Emmaus is a larger than average joint Church of England and Catholic Primary School which serves one of the biggest private estates in Europe. Pupils come from a wide range of social backgrounds. The number of children claiming free school meals is below average as is the number of those with learning difficulties and/or disabilities. The vast majority of learners are of white British heritage. Few minority ethnic pupils are learning English as an additional language. A new headteacher took-up post in January 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **The distinctiveness and effectiveness of Emmaus Joint Anglican/Catholic School as a Christian school are good.**

The school's distinctive Christian nature, good overall, but with some outstanding features, enables all members of the community to feel valued and special. They understand how as fellow 'travellers' they are supported fully and generously by their 'companions'. Worship, different liturgical celebrations and Religious Education provide a good basis for all pupils to learn about and appreciate each other. A good foundation has been established for adults to support the shared vision practically and spiritually.

**Grade: 2**

### **Improvement since the last inspection**

The main issues left from the previous inspection have been addressed in essence. The exercise to review the Mission Statement was successfully undertaken following full consultation. It is well embodied in the life and thinking of the school and will influence school policies as they come-up for review. Technicalities related to the provision of Collective Worship in the school prospectus have been addressed fully. Work on revising the Religious Education scheme of work has begun, but is not yet completed.

**Grade: 2**

### **Capacity to improve**

The school's view of its overall performance is mainly accurate. The intention to create a new section in the next school development plan on the distinctiveness and effectiveness of the school as a Christian school are firmly established. The leadership and management have a very clear understanding of what needs to be developed and how this can be monitored and evaluated by all members of the community. They are fully committed to improvement. The capacity and eagerness for further improvement is outstanding.

**Grade 1:**

### **Focus for development**

- To establish clear processes for monitoring and evaluating all aspects of the school's distinctive Christian nature;
- To secure the content, continuity and progression in the Religious Education scheme of work.

**The development of the school's distinctive Christian nature is outstanding at meeting the needs of all learners.**

The Christian values and the traditions of both churches are recognised fully as the basis for the life of the school. Aspirations for all community members are set very high and these are attained through very good provision. Respect and trust underpins excellent relationships at all levels. This gives learners a high sense of self-esteem and confidence. A very positive appreciation of responsibility enables all children to develop extremely well as caring individuals. They understand the needs of others and how they can support more vulnerable members of the immediate and the wider community. School council members speak conscientiously of how learners use the 'friendship bench' and the need to respect the desire of some, 'who want to be alone'. They are proud to represent their school and to contribute to improvements for the whole community. Provision for social, cultural, moral and spiritual development and nurturing is very good. The ability of children to reflect and discuss sensitively, issues of right and wrong and of personal concern, is set clearly in the context of the school's Christian teaching. The environment reflects the all embracing focus of 'partnership'. A great pride is seen in the display of all children's work. There is a careful planning of space to provide for all types of activities and need. A positive atmosphere for learning and enjoyment is very evident. Discreet areas for quiet and good focuses to support reflective thinking encourage children to 'be still' without embarrassment. Parents and children are encouraged to share in looking after the school grounds and to be involved in growing things together.

**Grade 1:**

**The effectiveness of the provision for Collective Worship is good.**

The philosophy underpinning the worship policy indicates a good awareness of the different traditions represented in the school. A sensitive response to how these needs should be addressed is equally evident. Recent changes are allowing for more flexible approaches to worship. Materials used, including exceptionally well produced and carefully selected technology, set a good atmosphere and contributed well to learners' wider cultural development. Children recognise the value and place of Collective Worship and other liturgical experiences in their lives. They appreciate and enjoy the opportunities to grow and learn personally. Well-planned celebrations to mark the services of reconciliation and confirmation in the respective churches are shared successfully. Pupils in the respective year groups delight in being able to participate and celebrate together and learn from each other. Key events in the Christian calendar are used well for the parishes to work together and to enjoy their common and distinctive heritages. Staff are positive role models in participating and leading class worship. All have been well trained and are confident in doing this. Additional opportunities for children to be more active participants regularly in daily worship are not, however, evident. They do have clear views about the activity and these must be used when formal structures for evaluating the impact of worship are put in place.

### **The effectiveness of Religious Education is good.**

The vast majority of learners reach levels of attainment in Religious Education that are at least in line with the syllabus expectations and many are working above this. They show good knowledge and understanding of Biblical stories and Christian concepts. Their positive attitudes and responses to all aspects of the subject help them to achieve very well. They find great satisfaction in making links with religious ideas and every day life. Opportunities to discuss moral issues and to be receptive to new ideas and experiences are welcomed. Pupils respond to them well and express personal ideas with confidence and sincerity. Sensitive responses to topics about loss and friendship were seen in written work. Carefully structured and well resourced lessons lead to good teaching. Religious Education displays illustrate effectively different ideas and help to reinforce previous learning. Good opportunities are offered for spiritual development, relating topics to other curriculum areas and exploring social cohesion questions. A lack of specific tasks for pupils with differing levels of ability limited some from being able to achieve their full potential. Likewise, some pupils have good opportunities to evaluate their own progress and are being helped to identify future areas for development by teachers' comments in written work. This practice is not, however, consistently applied. A review of the curriculum has begun since the last inspection. Considerable progress has been made, but continuity and progression in learning is still not always transparent.

**Grade: 2**

### **The effectiveness of the leadership and management of the Christian life of the school is good.**

The school is driven by a desire to fulfil its newly launched, reviewed Mission Statement and aims. This exercise successfully involved a wide range of the school community and was effective in revitalizing the focus for the school's work. The school itself sees it as a catalyst to offer a focus for bringing together the wider community. This has already proved to be the case in practice. The leadership team sets high expectations for an 'ethos of respect and commitment based on the school's Christian values'. This is seen to be a reality in the daily life of the school. Staff, learners and their parents recognise and understand the implications of this for their own roles in the life of the school. The new school development plan will include a section on Christian distinctiveness, but as yet no process is formalised for monitoring and evaluating this. A limited start has been made in monitoring worship and Religious Education, but this has not led to evaluating impact and future action. Parish personnel are familiar figures, known and recognised as part of the extended staffing of the school. They are trusted, respected and turned to for their educational and pastoral support. Links with other faith groups are in their infancy, but recognised as important for pupils' learning and the wider implications of community cohesion.

**Grade: 2**

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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### OVERALL EFFECTIVENESS

<b>How distinctive and effective is the school as a Church school?</b>	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	2
How effective is the Religious Education?	2
How effective is the leadership and management of the Christian life of the school?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
The capacity to make any necessary improvements	1

### HOW WELL DOES THE SCHOOL, THROUGH ITS DISTINCTIVE CHRISTIAN CHARACTER, MEET THE NEEDS OF ALL LEARNERS?

<b>How distinctive is the school?</b>	1
How well do the school's Christian values enable the learners and staff to develop as individuals?	1
How does the Christian ethos support the spiritual, moral, social and cultural development of all members of the community?	1
How well is the school environment used to encourage spiritual development?	1

### HOW EFFECTIVE IS THE PROVISION FOR COLLECTIVE WORSHIP?

<b>How effective is Collective Worship in meeting the needs of all learners?</b>	2
How is the importance of Collective Worship reflected in its provision throughout the school?	2
What is the response to Collective Worship and liturgies?	2
To what extent does Collective Worship support the spiritual and moral development of the school community?	2
How well do Collective Worship and other liturgies develop learners' understanding of Anglican and Catholic faith and practice?	2

## HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

<b>How effective is Religious Education in meeting the needs of all learners?</b>	2
How high are standards in Religious Education and how well do all learners achieve?	2
How good are the opportunities offered to learners in curriculum Religious Education in: a) teaching?	2
How good are the opportunities offered to learners in curriculum Religious Education in: b) learning?	2
How good are the opportunities offered to learners in curriculum Religious Education in: c) curriculum?	3
How effective is the leadership and management of Religious Education?	2

## HOW EFFECTIVE IS THE LEADERSHIP AND MANAGEMENT OF THE CHRISTIAN LIFE OF THE SCHOOL?

<b>How effective is the leadership and management of the Christian life of the school?</b>	2
How well do the Headteacher and foundation governors use the mission statement to promote a distinctive Christian vision of the school?	2
How effective are the governors and senior management in challenging the school community to implement the Mission Statement?	2
To what extent does the whole school community have ownership of and involvement in putting the Mission Statement into practice?	2