



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## ST. EDMUND ARROWSMITH CATHOLIC CENTRE FOR LEARNING

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Inspection Date 24-25 March 2011  
Inspectors Dcn. Paul Mannings Mrs. Elizabeth Dolan  
Unique Reference Number 135481  
Inspection carried out under Section 48 of the Education Act 2005

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Type of School Catholic voluntary-aided, mixed  
comprehensive  
Age range of pupils 11-16  
Number on roll 963  
Chair of Governors Mr. J. Robson  
Principal Mr. M. Campbell  
School address Cumber Lane  
Whiston,  
Prescot  
Merseyside  
L35 2XG  
Telephone number 0151 477 8770  
E-mail address [admin@stedmundarrowsmith.klear.org.uk](mailto:admin@stedmundarrowsmith.klear.org.uk)  
Date of last inspection 9-10 October 2007

# Introduction

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

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 the school

St. Edmund Arrowsmith is a Catholic voluntary-aided, mixed comprehensive centre for learning in the Knowsley Authority. This is a new campus, first opened in January 2010. There are 963 pupils on roll, drawn in the main from feeder schools in two local pastoral areas together with a number from schools in the wider community. Baptized Catholics account for 68.74% of the roll, with 30% from other Christian denominations, and 0.2% from other faith or religious traditions. There are 70 teachers of whom 47.14% are Catholic. The Religious Education department has six full-time and two part-time teachers. Seven are qualified in Religious Education.

### Key for inspection grades

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

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Further copies of this report are obtainable from the school.

# Inspection Judgements

**Overall effectiveness:**

**How effective the school is in providing Catholic Education**

1

**The school's capacity for sustained improvement**

1

## **Main Findings:-**

St Edmund Arrowsmith is an outstanding Catholic centre for learning, committed to its mission to provide all members of the community with the opportunity, 'to have life in all its fullness.' There is a great sense of continuity as past achievements are celebrated, developed and enriched on a new campus.

Outcomes are good for individuals and for groups of pupils. Achievement and attainment in Religious Education are good with outstanding features. The quality of pupils learning and progress is good with outstanding features. The extent to which they contribute to and benefit from the Catholic Life of the centre is outstanding. They make a good response to Collective Worship.

There is outstanding provision for Catholic Education. This is evident in teaching and learning, the process for assessment and the quality of curriculum. Provision for Collective Worship is good.

Leaders and managers are outstanding in developing the Catholic Life of the school. This is undertaken through commitment to the mission statement and support for Religious Education. Governors too share the same commitment and practical involvement. Leadership and management of the Religious Education department are outstanding. The promotion of community cohesion is good with outstanding features.

Outstanding capacity for sustained improvement is evident through continued improvement since the last inspection. All area identified for action have been addressed, with the need to continue developing provision for Collective Worship. The Self Evaluation Document is thorough and linked to developmental strategies.

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

- Continue to develop the provision for Collective Worship by:
  - A renewed programme of in-service for staff focused on planning and delivery;
  - Wider opportunities for leadership by pupils particularly in form Groups;
  - Monitoring progress through observation.

## How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. There are outstanding features. In 2010 59.7% of pupils entered for GCSE achieved grades A\*-C. Whilst this is below results achieved in 2008 and 2009, which were 66.7% and 66.9% respectively, there were temporary staffing constraints that have since been resolved. Also in 2010, 73% of pupils in Year 11 reached their target grade. By the end of Key Stage 3, 66% of pupils in Year 9 are meeting or exceeding their target grades. This reflects outstanding efforts to improve attainment which is now generally above average in knowledge and understanding of Religious Education.

The quality of pupils learning and their progress in Religious Education is good with outstanding features. The quality of pupils learning is outstanding and making an impact on progress in achievement and attainment overall. Pupils are consistently encouraged to apply themselves in class. They demonstrate high levels of religious literacy through willingness to research and to reflect. Pupils' enjoyment of Religious Education is evident through their outstanding behaviour and stimulation in class.

The extent to which pupils contribute to and benefit from the Catholic Life of the centre is outstanding. They connect the relevance of Religious Education to their involvement in the wider Catholic Life of the community. They are clear in their understanding of the importance of religious belief and practice for themselves and others. They are keen to articulate the Christian symbolism in the centre. Pupils express awareness of the importance of religious celebrations and how these connect with parishes of the local pastoral areas. They have a clear sense of the need to care for others. At the core of their participation in the Catholic Life is an ability to articulate the Mission Statement and apply it to their own spiritual development and moral conduct.

Pupils show a good level of response to and participation in the centre's Collective Worship. Prayer and worship provides stimulus for discussion and personal reflection. There is good use of scripture, religious artefacts and visual presentations. Most are keen to participate and show respect for the interaction of others. A minority require more focus. Pupils are clear about the good opportunities for their own involvement and leadership of Collective Worship. It makes a good contribution to their spiritual and moral development.

<b>How good outcomes are for individuals and groups of pupils</b>	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"><li>pupils' standards of attainment in Religious Education</li></ul>	2
<ul style="list-style-type: none"><li>the quality of pupils' learning and their progress in Religious Education</li></ul>	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	2

## **How effective the provision is for Catholic Education**

The quality of teaching and purposeful learning in Religious Education is outstanding. This makes a major contribution to the pursuit of outstanding achievement and attainment. Pupils are enthused and stimulated by challenging and creative lessons. Teachers plan thoroughly according to pupils' abilities and starting points. They deliver with confidence and flair. High standards of differentiation are evident in all collaborative and independent learning. There is strategic use of high quality resources including technology.

The effectiveness of assessment in Religious Education is outstanding. Marking and annotation in both Key Stages is systematic in the use of challenging and enabling comments. All marking is linked to levels of attainment together with diagnostic commentary and target setting for pupils. End of task assessments are regular, thorough and supported by teacher tracking and pupil target level sheets that encourage their participation in progress. This too is making a major contribution to the overall drive toward outstanding achievement and attainment.

The extent to which the Religious Education curriculum meets pupils' needs is outstanding. There is 10% curriculum allocation which fulfils the requirements of the Bishops of England and Wales. In Key Stage 3 Icons is supported by a high quality programme of study. In Key Stage 4 all pupils have access to an appropriate GCSE course. Entry Level accreditation is also available. All of the content is supported by wide ranging teaching and learning activities. The curriculum is well focused on learning about and learning from religion. The curriculum makes an outstanding contribution to pupils' spiritual and moral development.

The quality of Collective Worship provided by the school is good. Staff and pupils pray together daily in form or year groups. Themes are related to the Liturgical Year and supported by good resources. Planning and development has recently been passed to a new coordinator. There are plans in place to further develop the profile of Collective Worship through greater staff and pupils' involvement in planning and delivery.

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	2

## **How effective leaders and managers are in developing the Catholic Life of the school**

Leaders and managers are outstanding in their promotion, monitoring and evaluation of the provision for Catholic Life of the centre and in their planning and implementation of improvement to outcomes for pupils. This is undertaken through analysis of the Mission Statement and its impact on spiritual and moral development. This is specifically evident in the centre's Self Evaluation.

Consequently the community is confident in its understanding and committed contribution to the mission.

Leaders and managers provide outstanding monitoring and evaluation of their provision for Religious Education, together with planning and implementation for improvement to outcomes for pupils. This continued progress is testimony to work undertaken by the department since the last inspection. The Self Evaluation is thorough and closely linked to supporting documents and developmental strategies. The process for performance management is highly effective. The department is motivated to continue working as a lead team in the centre.

The governing body provides an outstanding level of effective challenge and support for the Catholic dimension of the centre so areas needing development are addressed decisively and responsibilities met. They are fully committed to maintaining the Catholic dimension through the mission statement and the secure place of Religious Education at the core of the curriculum. They are fully conversant with the Self Evaluation and their role in implementing development.

Leaders and managers provide good promotion of community cohesion. There are outstanding features. The centre continues to focus on the common good through wide-ranging interaction with local and national projects. Outstanding features include their drive to enrich levels of global involvement. The Religious Education curriculum contains in-depth coverage of other world faiths and religions. Gospel values form the basis of citizenship, which is implicit in all aspects of the curriculum. Provision for Collective Worship is inclusive. Themes and resources include religious and world views. There is strong emphasis on home, centre and parish links. Staff and pupils share a common pride in belonging to the centre.

<b>How effective leaders and managers are in developing the Catholic Life of the School</b>	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	2