



## ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

### ST. CECILIA'S INFANT SCHOOL

Liverpool

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Tuesday 6 February 2007

Inspectors Rev. David Melly Mr. Michael Halford

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Infant
Age range of pupils	3-7
Number on roll	201
Chair of governors	Rev. M. Madden
School address	Snaefell Avenue, Tuebrook, Liverpool, L13 7HB.
Telephone number	0151 220 2153
Fax number	0151 259 0365
E-mail address	ceciliasi-ao@st-cecilias-inf.liverpool.sch.uk
Date of last inspection	16 April 2002
Headteacher	Mrs. M. Buckley

## 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.

## Description of the school

St. Cecilia's serves the parish of St. Cecilia, which in turn is served by the Liverpool Local Authority. It is situated in an area, which experiences twice the level of social and economic deprivation found nationally. There are 201 children on roll of whom 200 are baptised Catholics, 1 comes from another Christian denomination and there are no learners from *Other Faith* traditions. The number on roll that takes free school meals is approximately 25%, which is higher than the national average. The number of children with learning difficulties and/or disabilities is average. When learners start school their communication and social skills and knowledge are below average than expected overall. There are 9 members of staff, all of whom are Catholic. Seven teachers teach Religious Education.

## Key for inspection grades

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

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## **Overall effectiveness of the school**

St. Cecilia's is an outstanding Catholic school. It is a very secure and loving community underpinned by a strong Catholic ethos. The children are respected, affirmed and supported. This encourages them to be confident, respectful and helpful and establishes a very positive climate for work. Very positive relationships have been established by working closely with both home, parish and the local community. Standards are outstanding. Learners achieve well and make outstanding progress in each key stage. Teaching is outstanding and assessment provides outstanding guidance on learning. The curriculum is very well planned taking account of the needs of all learners. It is owned by the school. Learners' behaviour is outstanding. The provision for learners' spiritual and moral development is outstanding. The headteacher's leadership of the school is outstanding and she has a clear understanding of the school's strengths and a clear vision of how to meet development needs.

**Grade: 1**

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

Following the last Section 23 Inspection in April 2002 the school has worked well and made outstanding progress in addressing the previous key issues identified in the report.

**Grade: 1**

### **Capacity to improve**

The school's self-evaluation is very accurate and comprehensive. It relates well to the school improvement plan. The priorities for both the improvement of Religious Education and the Catholic life of the school clearly stem from the self-evaluation. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is ample capacity and enthusiasm for further improvement.

**Grade: 1**

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

- Continue to implement the targets set out in the school self-evaluation document.

## **Achievement and standards**

Learners' attainment on entry to the school is below average with some learners having some special needs. Learners make outstanding progress in the school and by Year 2 many learners exceed expectation. Standards in Religious Education overall are outstanding. There are no significant differences in performance by children of different gender or ethnic background. Learners with special needs make very good progress in Religious Education. The school checks on the progress made by all and gives learners very clear guidance on improvement through very high quality assessment and marking. In Foundation and Key Stage 1 learners are confident in discussion, ask very good questions and can join in discussion showing knowledge and understanding of the subject. Standards are comparable to those found in literacy books. Targets have been set to raise standards further particularly by concentration on assessment.

Catholic beliefs and values are at the heart of learners' spiritual development. They have a very good understanding of the life and teaching of Jesus and are able to apply his teaching to their own lives and experiences. Their behaviour is outstanding. Learners have a very good sense of right and wrong and the school provides very well for their moral development enabling learners make a positive contribution to the school community. The development of this work is a priority for the school.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of provision for Religious Education is outstanding. Teaching is outstanding overall. Lessons are extremely well planned. All lessons have very good pace and timing, which maintains learners' interest and concentration and keeps them on task and focussed. Differentiated tasks are provided that meets the learning needs of all. Great support is given to those less able. Very effective use is made of learning assistants. Teachers use a wide variety of teaching and learning strategies that capture and retain learners' interest and involvement. All teachers ensure learners understand the purpose of the lesson and plenary sessions help consolidate and reinforce their learning. Regular assessment of learners' work is outstanding. Records are kept and information used to inform future planning. Monitoring of teaching/learning has helped improve standards in Religious Education.

Parents and carers are enabled to become involved in their children's Religious Education by the provision of newsletters informing them of what is to be covered and ways in which they can help.

**Grade: 1**

## **Curriculum**

The school is outstanding in meeting the Religious Education curriculum needs and interest of learners. The school, using the *Here I Am* programme recommended by the Archdiocese, meets the requirements of the curriculum directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Links are made with home, parish and the local community. The Religious Education curriculum makes a significant impact on learners' spiritual and moral development.

**Grade: 1**

## **Leadership and Management**

### **Religious Education**

Leadership and management in Religious Education are outstanding. The Religious Education coordinator provides strong and inspirational leadership for the staff who share a commitment to the subject's aims and values. She has shown a genuine enthusiasm for her role. The governors have demonstrated their commitment to and understanding of the shared vision of the school. There is a clear vision for the subject within the mission of the school with a focus on high standards. An outstanding handbook guides and directs all staff in their delivery of Religious Education. Performance in Religious Education is monitored. Self-assessment is undertaken for each topic both by staff and learners. St. Cecilia's is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Of the seven staff teaching Religious Education four have a suitable qualification. A further three are currently undertaking the *Catholic Certificate in Religious Studies*. Learning assistants are very well planned for and utilised very well during lessons and for other purposes e.g. providing display. The subject leader attends coordinators' meetings and information is disseminated to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. In the recent past £6,000 has been spent on appropriate resources and training to continue to achieve high standards. The headteacher and subject leader keep governors informed on matters relating to Religious Education. They discharge their responsibilities very effectively.

**Grade: 1**

## **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. The Mission Statement, aims and objectives express very well the philosophy of education in this Catholic school. All who form the school community were involved in their development. This enables the school to be a place in which the gospel spirit of love and respect permeates every aspect of its life and work. They direct all school policies and plans. Effective systems have been established for monitoring and evaluating the Catholic life of the school.

**Grade: 1**

## **Collective Worship**

The quality of Collective Worship is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, phase, key stage or whole school gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy and guidelines support the planning and delivery of Collective Worship. Teachers and learners plan and deliver Collective Worship. Acts of worship include various forms of prayer and scripture, and other elements that support creative liturgical formation. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. Learners respond extremely well and actively participate in acts of worship.

**Grade: 1**