



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST CLARE'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 20 May 2014
Inspectors Mrs. Pat Peel Mrs. Joanne Farrimond
Unique Reference Number 104648
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary
Age range of pupils 3 - 11
Number on roll 197
Chair of Governors Fr. Aidan Prescott
Headteacher Miss Kerry O'Sullivan
School address Garmoye Close
Liverpool
Merseyside
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Date of last inspection 31 January 2012

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

- St. Clare's is an average sized Catholic Primary School situated in Wavertree, Liverpool and mainly serving the parishes of St. Clare and St. Hugh of Lincoln.
- There are 197 children on roll of whom 123 are baptised Catholic, 21 come from other Christian denominations, and 27 from another faith or religious tradition. Twenty six pupils have no religious affiliation.
- There are eleven teachers of whom ten teach Religious Education. Nine have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection a new subject leader has been recruited.

Key for inspection grades

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

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Overall effectiveness:

St. Clare's is a good 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 good at St. Clare's.
- Pupils have put together a prayer to compliment the school Mission Statement "...we will work with families to develop each child's full potential". They are actively shaping the Catholic character of the school by showing a good commitment to living it out on a daily basis.
- Pupils have a good sense of belonging to the school. Its values and ethos are visibly reflected in the attitudes and relationships between all members of the school community.
- Pupils are encouraged to take on roles of responsibility by becoming councillors, buddies to younger pupils, and playground leaders.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. to St. Clare's Church, St. Hugh's 'Wow' Room, the local Sikh Temple, and the Metropolitan Christ The King Cathedral.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit Colomendy Centre for Outdoor Education, Loggerheads, Near Mold, in Denbighshire.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example Nugent Care, CAFOD and Zoe's Place Hospice to name but a few.
- Pupils have a good sense of belonging to the school community and value and respect others one Year 4 commented that "*We are really proud of our school*".
- The school has a well developed link with Millsted Special School.
- Pupils benefit from a stimulating learning environment which has recently been enhanced further through the purchase of a range of visual and tactile resources.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils benefit from an extremely caring and supportive environment.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies where 'Star of the Week' certificates are awarded.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. A Year 2 child commented "*I know we need rules because if we didn't we wouldn't be safe and I like feeling safe.*"
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers and taking part in parish liturgies throughout the year. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education requires improvement.

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' attainment in Religious Education requires improvement. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good. This is due to the support given by teaching assistants which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a broadly average level for their age and stage of development. Assessment data whilst generated is not used effectively to inform teachers planning and in turn impact on pupil progress. Teachers need to feed continuous assessment into daily lesson plans to ensure pupils make the required progress.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills needs further developing.
- Pupils 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' engagement in their learning is good as shown by their interest, enthusiasm and outstanding behaviour in lessons. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- Pupils' liturgical formation is developing well across the school. On the day of Inspection Year 6 children had prepared an act of Worship in its entirety. They were very proud of their achievement and everyone was engaged wholeheartedly throughout.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in scripture.
- The school has begun to use materials provided by the Archdiocese in support of pupils planning, leading and preparing Collective Worship. The school recognises this needs to be further developed as all children need to be regularly involved in this.

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

- The quality of teaching and purposeful learning in Religious Education requires improvement.
- Teacher's planning requires improvement in meeting the needs of all the pupils. Teachers need to plan high quality learning experiences for all pupils that encapsulate the richness of the Come and See programme. There needs to be a greater emphasis on differentiation to meet the needs of all pupils including greater challenge for the more able.
- There were no examples of outstanding teaching on the day of inspection. Where teaching and learning was found to be good, those teachers displayed good subject knowledge and deployed a range of teaching strategies to enrich pupils' enjoyment of and enthusiasm for Religious Education.

- Teachers do not always take into account pupils' prior learning and ensure differentiated tasks are set which consolidate, build on and extends their knowledge, skills and understanding. It is recommended that the school undertakes In-service to support teachers with this.
- In the best lessons good use is made of time and resources for example other adults, interactive white board, the *Come and See* website, audio and visual media etc. to maximise learning.
- In weaker lessons the pace was slow and pupils were not exposed to a range of resources. Learning opportunities were missed to deepen and extend pupils understanding.
- Plenary sessions need to be adapted to ensure pupils have an opportunity to revisit focused learning objectives, assimilate and evaluate what learning has taken place.
- Pupils are positively affirmed throughout their lessons. Marking is inconsistent. The best examples inform pupils of their progress however, it does not identify what pupils need to do next. Teachers need to ensure time is given to gain a response from pupils if marking includes key questions. This needs to be done consistently throughout the school. Effort and achievement is celebrated.
- The school has implemented formal assessment tasks which have begun to provide information on the achievement of pupils. This needs to be used effectively to bring about improvement and raise standards across the school.
- The tracking of pupils' progress in Religious Education is in place but it needs to be regularly analysed and the information gleaned through regular assessment needs to be used to inform teachers planning.
- There is evidence of pupils using assessment for learning techniques in classes. This needs to be developed consistently across the whole school.

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

- The Religious Education curriculum requires improvement in promoting pupils' learning.
- 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. However, in some classes there is little evidence of pupils work. This needs to be addressed through regular monitoring.
- Termly newsletters and the Wednesday Word are provided for parents and carers.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as basketball, Gospel choir, quick cricket and football etc have a positive impact on the curriculum.
- The school provides an 'Active Kids' early morning club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed. The provision for pupils with additional needs is good.
- Children have explored the beliefs and values of another faith – Judaism and will explore Islam later in the year. Some children have visited the Sikh Temple. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good.
- The school has recently invested in In-service training to support Collective Worship being undertaken however, this needs time to embed.
- Collective Worship plays a part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- There is not enough evidence to show that Collective Worship is being undertaken across the school on a daily basis or monitored regularly.
- In some classes teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the 'Come and See' programme. The parish priest presides at key school celebrations of Mass throughout the Church's liturgical year. He was fulsome in his praise of the Catholic ethos and mission of the school.

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 good 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.
- They show a good understanding of and are deeply committed to the Mission of the Church. The school has recognised the need to renew the Mission Statement and plans are in place to do this in the Autumn Term. The children's prayer which supports the current Mission Statement is a feature in the entrance porch.
- Good opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document is comprehensive but needs to become a 'realistic' working document providing evidence of the schools rigorous monitoring, searching analysis and self challenge. Since the last inspection the school has made some progress in developing the areas identified as key priorities.
- Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- The subject leader regularly attends Archdiocesan briefings.
- The school recognised that the quality of Collective Worship was a priority and has recently undergone in-service training to support teachers in their planning and delivery. New resources have been purchased to support this. An up to date policy is in place.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils. Opportunities to join in 'Come and See for Yourself' celebrations need to be implemented on a more regular basis for staff at the beginning of each new topic. This will enable liturgical themes to be explored at an adult level *before* teaching and learning takes places.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.

- Parents are consulted regularly and they support the school in fundraising activities.
- Governors are kept informed about the Catholic Life of the school. They know the school's major strengths and areas for development in respect to it.
- The school is working collaboratively with St. Hugh's and the parish in support of the 'With You Always' family catechesis sessions. These are well attended.

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 require improvement 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 senior leadership team needs to support the subject leader in undertaking rigorous monitoring, analysis and evaluation of teaching and learning in order to bring about improvement to standards in provision and outcomes for pupils.
- The subject leader is committed to guiding Religious Education. She has successfully lead the implementation of the 'Come and See' programme and all the key documentation is in place for the delivery of the subject. She has been instrumental in recently introducing the planning proforma as a way to improve the quality and consistency of teaching and learning in Religious Education.
- Teachers planning must be effective and founded on sound evidence of pupils capabilities with data obtained from both formative and summative assessment. It is highly recommended that the school receives In-service training on teaching and learning to ensure that pupils are exposed to quality learning experiences which will lead to raising standards.
- Formal assessment tasks are being undertaken in line with Archdiocesan guidance. Regular moderation must be undertaken to ensure judgements made are accurate. Evidence suggests that levels are over estimated especially in Key Stage 2.
- Building up a portfolio of levelled exemplars will further support teacher's accuracy when undertaking this process. Forming a cluster group with other Catholic schools in the locality will support the subject leader in this process.
- Assessment information is being collated by the subject leader and whole school pupil tracking is in place but there is insufficient evidence to suggest that it is rigorously analysed, evaluated and shared to bring about improvement. This is a priority and has to be communicated to teachers, pupils, governors and parents.
- Continuing professional development opportunities are provided for the subject leader to attend Archdiocesan briefings. It is important that opportunities are provided for all staff to attend Archdiocesan in-service days to enhance their continuing professional development especially with the subject leader about to go on maternity leave.

What the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - providing in-service to ensure planning is undertaken consistently throughout the school using the guidance provided by the Archdiocese;
 - formally monitoring teaching and learning through regular lesson observations and drop-ins;
 - systematically and accurately monitor planning to ensure full coverage, differentiation and challenge;
 - embedding the language of the level descriptors and driver words into planning.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - using information gleaned through analysis of assessment data to inform planning and track pupil progress;
 - undertake regular book trawls to monitor pupil outcomes and marking;
 - build up a portfolio of moderated work to aid accurate levelling.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
How well pupils achieve and enjoy their learning in Religious Education	3
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	3
The extent to which the Religious Education curriculum promotes pupils' learning	3
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

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