



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MATTHEW'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date	Tuesday 20 October 2015
Inspectors	Mrs Pat Peel Mrs Ann McNally Mr. David Ashley
Unique Reference Number	132793

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

Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	407
Chair of Governors	Mr. Frank Vaudery
Headteacher	Mrs. Moira Loftus
School address	Queens Drive Walton Liverpool L4 8UA
Telephone number	0151 226 1871
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Date of last inspection	5 October 2010

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. Matthew's is a larger than average sized Catholic Primary School situated in Clubmoor, Liverpool and mainly serving the parish of St. Matthew.
- There are 407 children on roll of whom 290 are baptised Catholic, 31 come from other Christian denominations. Eighty six come from other faith or religious traditions or have no religious affiliation.
- There are 18 teachers of whom 14 teach Religious Education. Seventeen teachers are Catholic. Twelve teachers have a suitable qualification in Religious Education. Four teachers are currently undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection there has been a significant turnover of staff. A new Headteacher, Deputy and Assistant Headteacher have been appointed. The Religious Education Subject Leader is currently on maternity leave but was present on the day of inspection.

Key for inspection grades

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

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Overall effectiveness:

St. Matthew's Primary School is good in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- Pupils are good in the way in which they contribute to and benefit from the Catholic life at St. Matthew's.
- The Mission Statement has recently been renewed 'Through respect we will work together in Christ to develop the whole person.' This newly shaped vision has begun to be embraced by the whole school community.
- Pupils have a good sense of belonging to the school and all have been involved, working with an Artist, to create a visual representation of their new Mission Statement.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, prefects, and buddies to younger pupils.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the community and in visiting Church. Two pupils annually go to Lourdes as part of the Hosanna House and Children's Pilgrimage Trust.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. Sports Relief, Red Nose Day, CAFOD, British Legion Poppy Appeal and Nugent Care to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit Barcelona as part of the Liverpool International Schools. Year 4 pupils visit Kingswood Activity Centre, Colomendy, North Wales. Year 2 pupils visit Crosby Hall Education Trust.
- Education for personal relationships has fostered positive attitudes in pupils. SEAL materials are used effectively to aid this. Pupils in years 5 and 6 use the 'All that I Am' relationship and sex education materials.
- The school benefits from a pastoral care manager and the school offers pupils and their families a range of in-house and external agency support including Rainbows.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly Golden Rule assemblies. The school hosts an annual prize giving awards ceremony.
- Pupils show a readiness to celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils are involved in service to the local Faith community by becoming altar servers, taking part in parish liturgies and choral events, the immediate neighbourhood served by the school through support of the parish and outreach in the wider community through collecting for the food bank at St. Andrew's.
- The school runs an Early Bird club and offers a weekly Raindrops playgroup for 0 to 4 year olds. A parent commented "Staff and helpers are really friendly and supportive. St. Matthew's school caters well for our babies and toddlers."

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of the pupils are being met through the Religious Education curriculum.
- Pupils' attainment in Religious Education is outstanding. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are excellent and their support in class is very effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. Formally assessed pieces of work are generally over marked especially in Key Stage 2 and teachers need to gain more experience in levelling work. Cross phase moderation and attendance at cluster moderation meetings will aid this process.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics and 'driver words' from the language of the level descriptors which are used routinely in most lessons to raise achievement. 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. This was particularly evident in Year 6 where pupils considered both vows and service as a commitment to 'religious' life. Their responses were quite insightful.
- Pupils' engagement in and enjoyment of their learning in Religious Education is outstanding as shown by their interest and excellent behaviour. This is a real strength of the school.
- Pupils work extremely 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.
- Pupils act with reverence and are keen to participate in a variety of gatherings.
- The school is sensitive to the needs of all those present throughout Collective Worship. Pupils act with integrity when praying together.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in prayers appropriately and with confidence.
- Collective Worship plays a central role in the life of the school. However, evidence and discussion with pupils suggests that a lot of Collective Worship is adult led. This needs further development to enable all pupils from their earliest years to regularly prepare, plan and lead worship with confidence.
- A prayer group has been developed together with members of the school and parish community. Key Stage 2 pupils are involved in this and have begun to lead Worship but the school has recognised that this needs to be further developed particularly planning and delivering worship.
- Each classroom has its own focus area which enriches pupil's sensory experiences.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make very good progress.
- In the Early Years there was an excellent range of continuous provision activities provided for the 'Baptism' topic in both the inside and outdoor environment with a very clear Religious Education focus.
- On the day of inspection there was outstanding practice observed.
- In the best lessons the Driver Words were used routinely by the class teacher. In some they were used in the plenary session to reinforce learning outcomes and support pupils' next steps.
- Excellent use is made of pace and resources e.g. interactive white board, God's and Church's Story, audio and visual media etc. iPads were observed being used in some lessons which enriched pupils enjoyment of Religious Education.
- The school welcomes the involvement of other adults from the parish community to support Come and See topics during lessons i.e. the catechist, deacon and parish priest. This enhances the home, school and parish link.
- The school is effective in deploying teaching assistants to enhance lessons for those children who require additional support.
- Pupils are positively affirmed throughout their lessons and were quick to support others.
- There is evidence of quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in pupils' next steps. Effort and achievement are celebrated.
- The school has implemented the formal assessment tasks as required which provide information on the achievement of all pupils and tracking is in place.
- The school has built up a portfolio of pieces of assessed work. Currently the accuracy of teacher assessments is too high especially in upper juniors. Building up a portfolio of moderated 'levelled exemplars' will further support teacher's accuracy when undertaking this process. External moderation enabled by attending the cluster group with other Catholic schools in the locality will continue to support the subject leader in this process.

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

- The Religious Education curriculum is good in promoting pupils' learning.
- Governors and staff see Religious Education as the core subject and central to curriculum.
- 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.
- All teachers are using the Archdiocesan planning pro-forma and Driver Words are used when planning activities.
- Planning ensures full coverage of the Religious Education programme. Whilst collaboration with the parallel class teacher is an effective way to maintain consistency in content coverage, each teacher needs to plan activities which meet the needs of their own pupils.

- Termly Religious Education newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate.
- Enrichment activities provided by the school i.e. choir, sports, Dance, film making etc. have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of another faith – Judaism and have benefitted from a visit by a Jewish speaker and Islam is planned to be taught in the summer term. The school has recognised that this is an aspect of the curriculum which they want to develop further. Bringing in authentic members of different faith and religious communities to speak to children and parents or taking them out to places of worship 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.
- Collective Worship is given a high profile in the school. Investment has been made in training for staff on delivering Collective Worship and the purchase of resources to support it.
- A lot of the Collective Worship opportunities provided by the school are adult led. Those skills need to be further developed with the pupils to enable all pupils from the earliest years to prepare, plan and lead worship. A variety of aide memoires are available from the Archdiocese to support pupils in planning and leading worship.
- Further development is needed to effectively enable both staff and pupils to evaluate Collective Worship both as a facilitator and as a participant.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school have developed a prayer group made up of staff, clergy and pupils from across Key Stage 2. The school has identified this needs further developing to include Key Stage 1.
- Opportunities are provided for parents, carers and the local faith community to participate in a variety of celebrations of the 'Come and See' programme. The parish priest is a regular visitor to the school and presides at celebrations of Mass throughout the Church's liturgical year. He is fulsome in his praise of the work undertaken by 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 and developing the Catholic life of the school.
- They are committed to the Church's Mission in education. This is reflected in the new Mission Statement outlining St. Matthew's as a place where '...we will work together in Christ to develop the whole person.'
- All those who form part of the school community were involved in the development of the Mission Statement.
- 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 and the school has outlined areas to further improve the provision and outcomes for pupils in the Catholic Life.
- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, pupil retreats, Rejoice celebrations and Archdiocesan led in-service.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff, pupils and their families.
- There is a proactive fundraising group made up of parents and friends of the school who have provided a range of resources in support of the curriculum.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They are committed to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes in this area.
- The school supports the parish 'With You Always' family catechesis sessions.

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

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good.
- The Self Evaluation Document is comprehensive and the school has outlined areas to further improve the provision and outcomes for pupils in Religious Education.
- Document is a coherent reflection of monitoring and self challenge.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school tracks pupil progress in Religious Education. The assessment data in some year groups is inflated. More opportunities to moderate work against the levels of attainment will aid this.
- The parish priest is the link governor for Religious Education and is proactive in facilitating regular planning meetings with the school and supporting the work of the subject leader.
- The subject leader is excellent in guiding Religious Education she is enthusiastic and shows a real commitment to the role. The school staff is united in support of the role that she plays in leading, supporting and further developing the subject.
- Good documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. The subject leader has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Continue to develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - improving the rigour of moderation across year groups;
 - building up a portfolio of 'moderated' work to aid accurate levelling.
- Continue to improve the quality of provision and outcomes for Collective Worship by:
 - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years;
 - evaluating Collective Worship to ensure quality, meaningful prayerful experiences.
- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.

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	1
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	1
The extent to which the Religious Education curriculum promotes pupils' learning	2
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	2

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