



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

BLESSED SACRAMENT CATHOLIC JUNIOR SCHOOL

LIVERPOOL

Inspection Date 30 November 2010

Inspectors Rev Desmond Seddon Mr Andy Cocker

Unique Reference Number 104668

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary

Age range of pupils 7-11

Number on roll 344

Chair of Governors Mr Mark Butchard

Head teacher Mrs Jacqueline Gouldson (Acting)

School address Cedar Road
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Date of last inspection 20 June 2006

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

Blessed Sacrament Catholic Junior school is a larger than average school situated in the Liverpool authority and serving the parish of Blessed Sacrament. There are 344 on roll of whom 325 are baptised Catholic, 12 come from other Christian denominations, 2 from other religious traditions and 5 have no religious affiliation. There are 20 teachers of whom 16 teach Religious Education and 13 are baptised Catholic. Thirteen of the teachers have a suitable qualification in religious Education. There is an acting headteacher since the retirement of the previous head teacher in the summer. There is now a Religious Education Team which includes the previous subject leader. Not every teacher was observed due to the weather conditions on the inspection day.

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

2

The school's capacity for sustained improvement

1

Main Findings:-

The school is good with some outstanding features in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has maintained and built on previously good or outstanding performance. This is clearly evident in all aspects of school life and reflected throughout all the displays around the school. Self evaluation is rigorous and broadly matches the judgements made in this report. Outcomes for pupils are satisfactory. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The school is successfully addressing the areas it has identified for improvement. The leadership team recently constituted is deeply motivated and consistently communicates its high expectations to staff and Governors in order to secure improvement. Staff are affirmed and supported. Morale is very high. Teachers are provided with inservice to support their ongoing development. Realistic and challenging plans are now in place and stem from the analysis obtained through monitoring and will continue to be used to ensure outcomes improve further.

Overall the school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Ensure the comprehensive information gained through formal assessment impacts on future planning and celebrates achievement by:
 - Moderation;
 - Monitoring;
 - Sharing information with all relevant parties, teachers, children, parents and governors.
- Continue to monitor planning, teaching and learning to ensure outstanding practice is shared.
- Implement any ongoing areas for development outlined in the self evaluation document:
 - Ensure a rich variety of cross curricular activities support Religious Education;
 - Teachers include 'driver words' in planning;
 - Provide more opportunities for parents to engage in Collective Worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is satisfactory. On entry to school some children have a limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is satisfactory and children make good progress in relation to their starting points and capabilities. Analysis of assessments undertaken has begun to provide evidence of pupils' generally attaining the appropriate level for their age and stage of development in each key stage. There is no significant difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. Their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. The detailed analysis of assessment outcomes will ensure any underachievement is challenged. Pupils are encouraged to work independently and collaboratively. Pupils showed enthusiasm for and great enjoyment of their learning in Religious Education. Pupils' behaviour overall is outstanding. Children have a sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school for example school council. Pupils have a good sense of right and wrong and apply this in their personal relationships. Positive attitudes in pupils are fostered in numerous ways. Pupils are considerate and caring of others both in school and the wider community and take an increasing responsibility for themselves and their actions. This is evident in their charitable fundraising events.

Pupils are good in responding to and participating in the schools Collective Worship. Teachers guide children when they plan acts of worship to ensure opportunities are given for personal reflection and stillness and the full active participation of all. They act with reverence and are keen to participate in a variety of gatherings for example Here I Am rejoice assemblies. All show mutual respect. Pupils' knowledge of prayer and liturgy is increasing.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	3
• pupils' standards of attainment in Religious Education	3
• the quality of pupils' learning and their progress in Religious Education	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
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 overall is good in ensuring that pupils are interested and engaged and make good progress. Teachers have begun to take into account pupils' prior learning. Differentiated tasks have started to be indicated in some

planning. This needs to also take into consideration the 'driver words'. The work planned consolidates, builds and extends on pupils knowledge and understanding and meets the learning objectives and outcomes set in the Here I Am programme. Teachers provide opportunities for pupils to work independently and collaboratively. Time management is effective. The school is well resourced. Teachers ensure that resources are used efficiently to challenge and stimulate learning i.e. God's Story. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. marking, rewards and positively affirming pupils throughout lessons. Pupils are informed of their progress and how to improve through some positive yet challenging marking. Teaching assistants provide excellent support.

The assessment of pupils work in Religious Education is satisfactory. The school has made a good start in implementing assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and begun to use this information to tackle any underachievement. Teachers need to provide pupils with greater opportunities to evaluate their own work particularly during plenary sessions. Assessment information will be collated by the subject leader and shared with all concerned e.g. teachers, governors and parents. Achievement and effort are celebrated.

The curriculum is good in meeting pupils' needs. 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 Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Teachers ensure full coverage of the Religious Education programme when planning to meet the learning outcomes. Imaginative and well planned strategies enrich pupils learning. The school implements new curriculum developments as appropriate. The Religious Education curriculum provides many opportunities for nurturing pupils' spiritual and moral development.

The Collective Worship provided is good in reflecting the Catholic character of the school. It takes into account the variety of Faith backgrounds among the pupils. Collective Worship plays an important part in meeting the Spiritual needs of all staff and pupils. A peaceful, prayerful atmosphere is created to ensure all gather respectfully. Opportunities are provided to enable full, active and conscious participation of all those present when listening and responding. Children are enabled to pray formally and informally. The school has provided inservice opportunities for Staff to develop the skills in planning and leading Collective Worship. Opportunities are provided for parents, carers, parishioners and others to participate in a variety of celebrations. Plans are underway to promote this even further.

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

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are good in promoting and developing the Catholic life of the school and show a real understanding of and commitment to the Mission of the Church. This is reflected in the School's own good Mission Statement. The aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through activities such as work undertaken on other Religions, charity work etc. They are constantly striving to improve. The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge. The school's analysis provides a basis to celebrate strengths and outlines areas for development. Induction and in-service training has enabled staff to further understand the Church's Mission in Education and play their unique part in it for example NQT and new Co-ordinator training and staff undertaking the Catholic Certificate in Religious Studies. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils' e.g. celebrating together throughout each year. Pupils have a keen awareness of their need for outreach and support many local, national and international charities first hand and through fundraising.

Parents, the Parish Priest and governors are fulsome in their praise of the schools commitment to its Catholic Mission.

Leaders and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. This will now impact on future planning, targets, timescales and clear lines of accountability are clearly identified. Excellent practice needs to be shared through monitoring of teaching. Lesson observations must ensure that there is creativity and differentiation when appropriate. Plenary sessions should include pupils self evaluation of learning. The leadership of the school whole heartedly support the Religious Education Team. The Team will continue to make a significant impact. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are satisfactory in fulfilling their responsibilities. They have helped to shape the direction of the school. They discharge their duties effectively. With the help of and information provided by the acting Headteacher they will have a good understanding of practise and achievement in Religious Education. Their relationships with staff are constructive and supportive. They are confident in providing challenge and support in Religious Education.

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 extremely positive relationships at every level within the school. Leaders and managers facilitate pupils' involvement in service to the Parish, local and wider communities. Links with the Parish are fostered through Sacramental programmes. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other religions. This helps to promote tolerance and respect for those who think differently. There are developments in place to take this even further.

How effective leaders and managers are in developing the Catholic Life of the School	
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	2
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	3
How effectively leaders and managers promote community cohesion	1