



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. LEWIS' CATHOLIC PRIMARY SCHOOL

CROFT

Inspection Date Tuesday 26th February 2013
Inspectors Miss Julie Lockett Mrs Meg Buckley
Unique Reference Number 111368

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

Type of School Catholic Primary
Age range of pupils 5-11
Number on roll 180
Chair of Governors Mr Tony Webster
Headteacher Mr Michael Boland
School address Mustard Lane,
 Croft,
 Warrington,
 Cheshire,
 WA3 7BD.

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Date of last inspection 20th May 2008

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 Lewis' school is a smaller than average sized Catholic Primary School situated in the village of Croft, Warrington, serving the parish of St Lewis.
- There are 180 children on roll of whom 119 are baptised Catholic, 34 come from other Christian denominations, and 5 from other faith or religious traditions. Twenty-two children have no religious affiliation.
- There are 10 teachers of whom 10 teach Religious Education and 7 have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection there is a new Chair of Governors and Religious Education Coordinator.

Key for inspection grades

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

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Overall effectiveness:

St Lewis' Catholic Primary School requires improvement 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.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They have been involved in its evaluation.
- Pupils have a good sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community through, for example, the school council, 'carers' for younger pupils, organisation of their 'merit shop' and regular visits to a local nursing home.
- Pupils take part in many fundraising activities. For example, the last Friday of each month is known as 'Rice Friday,' where they donate bags of rice to Jacobs Well.
- Pupils are actively involved in developing the Catholic character of the school. Each pupil and staff member is a member of a house team. Houses are linked to values such as patience, humility, hard working and kindness.
- St Lewis' pupils show great efforts in their donations to others shown by their generous nature. Gifts or prizes gained are often offered to family, friends or the cost is given to a charity.
- Pupils benefit from participation in away days and retreat activities such as a residential to France and the Conway Centre. They have regular day visits that provide links to many areas of the curriculum.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils 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.
- Pupils' achievement and enjoyment of Religious Education should improve as the expectations and challenges are set consistently across the school.
- Pupils are anxious to learn and improve their knowledge, understanding and skills.
- Pupils work independently and collaboratively.
- Pupils work steadily and show enthusiasm and interest, particularly when work challenges them.
- Most pupils work effectively when provided with appropriate tasks and guidance.

- They are developing some 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 are becoming religiously literate. Their knowledge, understanding and skills are developing.
- Analysis of formal assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage.
- There is some difference in performance between pupils of different gender.
- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- Pupils make the progress expected, given their starting points and some make good progress.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- They are attentive and at times show act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully and join in community prayers appropriately and with confidence.
- Older pupils show great enthusiasm and are becoming increasingly more aware of preparing and leading worship.
- Pupils will develop more confidence by continuing to evaluate their worship.

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

- The quality of teaching and purposeful learning in Religious Education requires improvement. On the day of inspection some of the lessons observed were good.
- Some lessons are effective in ensuring that pupils are interested and engaged.
- In one lesson older pupils were invited into a younger class to discuss their roles as altar servers.
- Teachers display subject knowledge and work hard to motivate pupils. Teachers regularly use 'shoulder' partners as a way of encouraging pupils to share and learn from one another.
- There is evidence of pupils' prior learning being taken into account.
- Differentiated tasks are at times included in planning. When this is used well, the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide some opportunities for pupils to work independently.
- Teachers set good collaborative work for the pupils and always encourage and praise their shared learning.
- In one lesson observed, good questioning and collaborative work led pupils to work independently and with confidence. In the plenary session, effective questioning allowed pupils to further explore their understanding. Self assessment, using the driver words, ensured that pupils were accurately informally assessed.
- Teaching Assistants provide support and care for pupils and show sensitivity to pupils needs.

- Information and Communication Technology is used to support learning, for example, use of 'God's Story' for interaction and display.
- Planning is annotated and now needs to be consistent across the school to include differentiation, driver words and evaluations. All parts of the topic need to be planned for including Explore and Rejoice.
- In plenary sessions pupils share their work and are praised and encouraged orally. Effort and achievement are celebrated.
- Informal assessment strategies such as evaluation of pupils' achievements shown within planning, assessment for learning within lessons and consistent developmental marking of Religious Education in pupil workbooks, will challenge and develop knowledge and understanding.
- The school has good formal assessment strategies which provide information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are formally achieving.
- Teachers can continue to develop a more accurate picture of pupils' formal assessments by using the context sheets provided by the Archdiocese to moderate work. This will aid justification of levels enabling teachers to continue to improve the content needed for high level tasks.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning requires improvement.
- The curriculum requires improvement in meeting pupils' needs.
- 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.
- Timetabling of Religious Education can be improved by allowing time for pupils to explore and extend their learning.
- Planning, at times, matches some pupils' needs and interests and is providing adequate preparation for the next stage of their lives.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as a nature trail and a variety of after school clubs have a positive impact on the curriculum.
- The Religious Education curriculum provides opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism and Islam are taught and a visitor from the Jewish faith has visited pupils.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school.
- St Lewis' is working hard to ensure that collective worship has a high profile and is central to the life of the school.

- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The Collective Worship policy would benefit from a review of how collective worship is celebrated within central locations in the school. Reverence and reflection for pupils and adults can be shared by ensuring that each location for worship is made a quiet, sacred space.
- The teachers are beginning to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- Pupils can continue to develop ways of planning and leading worship through developing gradual steps across the school. This practice can be reflected in the Collective Worship policy review.
- 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 and the Church's liturgical year.

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.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. It directs and guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness.
- The school is rightly very proud of their Mission Statement and their motto of '*I said that, I did it,*' attributed to St. Lewis. The front entrance displays are reflective of this. They also celebrate the achievements of past pupils from all walks of life, who serve as real role models for the pupils.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and mission of the school, for example, celebrations for St Lewis' 50th school birthday was an opportunity to embrace their mission.
- The headteacher shares his vision and mission well to make St Lewis' the hub of the community.
- Beautiful artwork, prominently displayed to capture the hopes and dreams of the whole school community is inspired by the subject leader and produced by pupils, staff and parishioners.
- Continuing to revisit the Mission Statement each year will enable the whole school community to reflect on the schools' current strengths and future developments. This will be an opportunity for new pupils and new members of staff to embrace and celebrate how they successfully live out their mission.
- Leaders, governors and managers are developing good ways in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge.

- The Self Evaluation Document would benefit from a review showing diagnosis of the schools strengths and areas for development in the areas outlined in this report.
- By completing areas of the Self Evaluation Document, such as the feeder parishes of the school and the expenditure for Religious Education would inform leaders, governors and managers and provide a full, comprehensive picture of the school from which to plan and celebrate.
- The school provides some induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. For example, training from the Archdiocese was provided to improve the quality of Collective Worship.
- Staff would benefit from further in-service opportunities relating to Religious Education and Catholic Life.
- The quality of Collective Worship is a priority for the school. It is beginning to be monitored. Leaders, governors and managers can be fully informed of its impact on the Catholic Life of the school through monitoring and evaluating regularly.
- Some opportunities for spiritual and moral developments are provided for staff, such as *Come and See for Yourself* reflections at the beginning of each theme.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. There are positive relationships within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. For example, end of topic celebrations and regular newsletters inform parents of a variety of activities relating to the Catholic life of the school.
- Governors are good in fulfilling their responsibilities. They are committed to the mission of the school. They are proud that the Gospel values are instilled and are a part of daily life and know fully how this will impact on pupils' decisions as adults.
- The Chair of Governors promotes community cohesion well and fully supports the great efforts and impact that the school has on the community, particularly helping those in need.
- The Parish priest is a regular visitor to the school and is a member of the governing body. He works with pupils in preparation for masses and leads liturgical events for the school.
- Members of school staff including the headteacher, Religious Education coordinator and a higher level teaching assistant are catechists for the *With You Always* Sacramental Programme.

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 are requiring 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 subject leader is developing well in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. Since the last inspection there are many areas that have improved or are improving.
- She is supported in her role and given time when needed to develop ways forward.
- Documentation guides and directs all staff in the delivery of the subject. The Religious Education handbook is suitable to school needs.
- There is evidence of some monitoring for teaching and learning, pupil workbooks and planning.
- The subject leader is aware that a more rigorous cycle of monitoring, in particular, of teaching and learning will begin to have an impact on developing a consistent quality and style of teaching across the school and allow for good practice to be shared.

- There is some good evidence found in her evaluations when monitoring pupil workbooks. She recognises clearly how standards can be improved.
- Continuing professional development opportunities have been provided at times. There is now a need for in service provision for all staff concerning teaching and learning.
- Assessment information is collated and tracked by the subject leader.
- Information concerning assessment and tracking are shared informally with the governors and senior leadership team. This now needs to be shared formally with all leaders, governors and managers.
- Leaders, governors and managers now need to ensure that the subject leader continues to be fully supported and understand the commitment and rigour needed to lead Religious Education as the core subject in a Catholic School.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The Self Evaluation Document outlines some targets, timescales and lines of accountability and can be reviewed outlining areas to celebrate and improve on following the guidance given in this report.
- Parents are informed of the themes and topics for Religious Education through a curriculum outline alongside other areas of the curriculum.
- The *Come and See* website provides a full and comprehensive outline for Religious Education topics each term. By sending this home regularly, parents would benefit in fully appreciating and supporting their children's work.

What the school needs to do to improve further?

- Improve pupils' achievements in Religious Education by:
 - setting challenging tasks and raising expectations.
- Improve the quality of teaching and purposeful learning in Religious Education by:
 - ensuring all parts of each topic are planned for;
 - annotating planning consistently across the school;
 - planning for differentiated tasks using the driver words;
 - informally assessing pupils through evaluating pupil achievements in planning;
 - developing assessment for learning within Religious Education lessons;
 - using developmental marking with a Religious Education focus in pupils workbooks and allowing for pupil responses;
 - using context sheets to aid moderation and understanding of the content needed for high level tasks for formally assessed work.
- Develop pupils' learning in Religious Education by:
 - timetabling Religious Education lessons to suit the time needed to explore knowledge and understanding.
- Develop the Catholic life of the school by:
 - completing and reviewing all areas of the Self Evaluation Document to provide a comprehensive diagnosis of the schools strengths and areas for development;
 - allow for in-service opportunities relating to Religious Education and Catholic Life.
- Develop leaders, governors and managers provision for Religious Education by:
 - developing a more rigorous cycle for monitoring of teaching and learning, pupil workbooks and planning;
 - allow for in-service opportunities for teaching and learning of Religious Education;
 - formally sharing the standards in Religious Education with governors;
 - informing parents of Religious Education themes through termly newsletters.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	3
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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