

# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. MARY'S CATHOLIC PRIMARY SCHOOL

#### LITTLE CROSBY

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Inspection Date Wednesday 2<sup>nd</sup> October 2013  
Inspectors Miss. Julie Lockett Mrs. Patricia Deus  
Unique Reference Number 104927  
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary  
Age range of pupils 4-11  
Number on roll 99  
Acting Chair of Governors Mr. John Kelly  
Headteacher Mr. Peter Hennessy  
School address Back Lane,  
Little Crosby,  
Liverpool,  
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Date of last inspection 23<sup>rd</sup> January 2007

## 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 Mary's school is a smaller than average sized Catholic Primary School situated in Little Crosby serving a number of surrounding parishes.
- There are 99 children on roll of whom 97 are baptised Catholic and 2 have no religious affiliation.
- There are 6 teachers of whom 5 teach Religious Education and 5 have a suitable qualification in Religious Education. Six teachers are baptised Catholic.
- Since the last inspection the school has an Acting Chair of Governors. There has been no other significant change in personnel.

### Key for inspection grades

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

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## Overall effectiveness:

St Mary's Catholic Primary School 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.
- Pupils live out 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, inviting local residents from a residential home to Nativity plays and Collective worship.
- They take responsibility for a variety of fundraising events including CAFOD, Help for Heroes, Jospice, Mission Together and held a Macmillan fundraising event.
- The annual Harvest Festival is celebrated within the local parish and the whole community is involved. This annual event of parish and school life is evident in the displays and photographs around the school proudly showing the worth and importance of this traditional event.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are actively involved in developing the Catholic character of the school, being encouraged to work towards Star of the Week, The Endeavour Trophy and Progress cup. Assemblies celebrate academic, social and spiritual achievements.
- Pupils benefit from participation in away days and retreat activities. In past years pupils have attended residential to Keswick and Crosby Educational Trust. They have regular day visits that provide links to many areas of the curriculum.
- Pupils benefit too from many activities for outdoor learning providing access to the historic and natural beauty surrounding the school.
- 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.
- Pupils' behaviour is outstanding. They are considerate, courteous and are encouraged to be reflective and enquiring.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils through focusing on the Christian values of love and respect.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith community by regularly visiting church and attending Mass with parishioners.
- Pupils have taken part in ecumenical collaborations with other local parishes and receive regular visits from local Church of England representatives celebrating a variety of Bible stories together.
- They show respect and understanding of other faiths and religions through, for example, Judaism and Hinduism.
- Pupils embrace opportunities to meet their potential in all aspects of school life.

## **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Moderation for formal assessment tasks show pupils are achieving well, particularly in the upper key stages.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage.
- In the lower key stages appropriate use of the 'P' levels will ensure that pupils who are working towards levels of attainment can be easily identified.
- Challenging pupils' expectations for higher levels of attainment will broaden and secure their understanding of the content needed.
- Pupils are becoming increasingly more religiously literate. 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.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

## **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 keen to participate in a variety of gatherings and reflect well.
- 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.
- There is some evidence that pupils prepare and lead worship well. On the day of inspection upper key stage two pupils prepared and led their worship showing a reflective and reverent atmosphere.
- Continuing to support pupils by role modelling quality worship to pupils and guiding them through their preparation and worship will inspire and build confidence.
- Pupils' participation in worship can be further enhanced by creating a prayerful atmosphere where deep thought and heartfelt response is encouraged, deepening their prayer experiences.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately.

## **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 the inspection some of the lessons observed were good.

- At times lessons are effective in ensuring that pupils are interested and engaged.
- Teachers display subject knowledge and work hard to motivate pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively. There is evidence of paired partner work and good group discussion encouraging pupils to learn from one another.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. In observation pupils enjoyed their practical signs and symbols, pupils were lively and enthused in their group work.
- There is evidence of pupils' prior learning being taken into account.
- Teachers show differentiated tasks in planning and teaching. When this is used well, the work consolidates, builds and extends their knowledge and understanding.
- Differentiation needs to develop by ensuring that the learning objective suitably matches activities and driver words lead the differentiation appropriately ensuring that all tasks challenge and are relevant.
- Plenary sessions account for the work achieved and is celebrated well. Opportunities to revisit the learning objective, assess understanding and expand learning will embed the new learning that has taken place and offer further challenges to pupils.
- In one lesson observed older pupils showed great understanding of the values and commitment needed for particular jobs. Pupils achieved well because of a suitable learning objective, knowing how to achieve it and an expectation that it was to be revisited.
- Teaching Assistants provide support and care for pupils and show sensitivity to pupils needs.
- Information and Communication Technology is used to support learning through use of the interactive whiteboards. This now needs further development to maximise learning.
- Planning is annotated well in areas of the school. There are occasions when other areas of the curriculum are included in planning and at times through teaching and learning. All activities planned for need to be clear in its focus of knowledge, understanding and skills for Religious Education.
- Planning needs to be consistent across the school to include learning objectives to match the activities highlighted in child friendly appropriate language. Clear differentiation led by the driver words and plenary ideas to challenge new Religious Education learning.
- Marking in many areas of the school is positive and encouraging. In the upper key stages it is detailed and developmental feedback is given to sustain good progress. This now needs to be shared as good practice across the school.
- The school has formal assessment strategies in place which provide information on the achievement of all the pupils. This work is moderated well.
- Teachers are able to identify how well pupils are formally achieving.

### **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.

- The school implements new curriculum developments as appropriate.
- Planning ensures full coverage of the Religious Education programme.
- Teachers work hard to plan a range of activities to enrich pupils' learning, which is evidenced in the yearly 'scrap' books of events in and around the classroom.
- Planning, at times, matches some pupils' interests and is providing preparation for the next stage of their lives.
- The curriculum meets the needs of some groups and individuals across the school. Careful planning to develop, challenge and inspire pupils from their earliest starting points will improve pupils' learning.
- The Religious Education curriculum provides opportunities for pupils' spiritual, moral development and vocation.
- Enrichment activities such as an outdoor classroom, a variety of outdoor learning provision and after school clubs have a positive impact on the curriculum.
- 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 Hinduism are taught and a visitor from the Hindu religion has visited pupils.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school requires improvement.
- The school works 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 some prayer methods and styles.
- There is a routine structure to Collective Worship and key seasons and feasts are celebrated well. The school is developing a portfolio of Collective Worship.
- There is a range of pupils and teachers leading and planning worship across the school. Good practice of teachers guiding worship needs to be addressed in order to influence and share good practice with pupils.
- In-service guidance from the Archdiocese will provide further opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations and the liturgical year within the local parish church.
- The *Come and See* programme is celebrated within classrooms. The school hopes to utilise the new school hall in providing more opportunities to celebrate and worship the end of topics with parents.

### **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, governors and children were involved in the development and review of the Mission Statement.

- The Mission statement is lived out across the school. Its aims guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- The Mission Statement would benefit from practical objectives to aid direction and guidance and used as a visual aid, particularly for pupils to further understand and celebrate how they are living their mission at St Mary's.
- Opportunities are provided for the staff to reflect on their Catholic life and mission of the school, for example in a shared spiritual reflection day with a neighbouring school.
- Leaders, governors and managers are developing well 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.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. Improvements have been made steadily to the schools' provision and outcomes for Catholic life since the last inspection.
- The school provides updates and training from the Religious Education coordinator to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- Staff would benefit from further in-service opportunities provided by the Archdiocese relating to Religious Education and Catholic life.
- The quality of Collective Worship is a priority for the school and there is an up to date policy. A portfolio of worship and monitoring is in place and now needs training opportunities to embed practice further.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. There are positive relationships throughout the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. There is good communication between home and school. Parents are informed regularly of parish events and Religious Education.
- Presently there is an Acting Chair of Governors. Governors are good in fulfilling their responsibilities. They are committed to the mission of the school.
- Governors are committed to ensuring the high profile of the Catholic character of the school. They take great pride in ensuring that the traditions and values from Little Crosby and its surroundings are upheld for new generations.

**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 good in 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 shows commitment and introduces new initiatives when appropriate. She shows great commitment to her role.
- The subject leader has worked tirelessly to improve many areas for improvement since the last Religious Education inspection.
- With the support of the headteacher, she has systematically tackled key areas and improved them whilst also building on areas of strength.
- St Mary's can continue on its improving journey with targeted support and guidance from the Archdiocese.
- Documentation guides and directs all staff in the delivery of the subject. The Religious Education handbook is detailed and tailored to meet school needs.

- Monitoring data is used well to evaluate the schools performance and plan for future improvements.
- There is a good programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored and feedback and support are given as necessary. Training and guidance from the Archdiocese will develop this practice to ensure that provision continues to improve and good practices in areas of the school are shared.
- The subject leader attends all the training and events provided by the Archdiocese. She works hard to ensure staff are updated.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform the parents of what the child has achieved and the next steps for further progress.

## **What the school needs to do to improve further?**

- Plan and implement further improvement for the provision of Catholic Education by:
  - Following the guidance outlined in this report to review the Self Evaluation Document, outlining areas to celebrate and improve upon.
- Develop the quality of Collective Worship provided by the school by:
  - Sharing good practice of teachers guiding worship to influence pupil practice;
  - Provide opportunities for in-service guidance from the Archdiocese for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Develop the quality of teaching and learning of Religious Education by:
  - Planning consistently across the school to include learning objectives that match the activities highlighted in child friendly appropriate language;
  - Developing differentiation to ensure that driver words lead the differentiation ensuring challenging tasks;
  - Ensuring all activities planned for is clear in its focus of knowledge, understanding and skills for Religious Education;
  - Revisiting the learning objective in plenary sessions to assess pupils understanding and expand learning so that new learning can be embedded and offer further challenges to pupils;
  - Sharing good practice of developmental marking across the school;
  - Providing opportunities for in-service guidance from the Archdiocese for staff to develop the skills in planning, teaching and learning of Religious Education.

# INSPECTION JUDGEMENTS

## ***OVERALL EFFECTIVENESS***

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

<b>How good outcomes are for individuals and groups of pupils</b>	
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	2
How well pupils respond to and participate in the school's Collective Worship	2

## ***PROVISION***

<b>How effective the provision is for Catholic Education</b>	
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	3

## ***LEADERS AND MANAGERS***

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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

<b><i>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</i></b>
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