



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

URSULINE CATHOLIC PRIMARY SCHOOL

BLUNDELLSANDS

Inspection Date Tuesday 4th December 2012

Inspectors Miss. Julie Lockett
 Mrs. Sue Bannister Mrs. Angela Williams

Unique Reference Number 104937

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 410

Chair of Governors Ms Marguerite Duffy

Headteacher Mr Mark McQueen

School address Nicholas Road
 Liverpool
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Date of last inspection 30th September 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

- Ursuline school is an average sized Catholic Primary School situated in Crosby, Liverpool serving the parish of St Joseph's and the wider surrounding area.
- There are 410 children on roll of whom 379 are baptised Catholic, 17 come from other Christian denominations, and 5 from other faith or religious traditions. Nine children have no religious affiliation.
- There are 20 teachers of whom 16 teach Religious Education. Seventeen are Catholic. Seven teachers have a suitable qualification in Religious Education.
- Since the last inspection there is a new Parish Priest and Chair of Governors.

Key for inspection grades

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

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Overall effectiveness:

Ursuline Catholic 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 show a good knowledge and understanding of the schools' Mission Statement and understand the part they play within it. They are actively involved in its evaluation.
- The schools motto, *'Believe, Trust, Love'* from the Mission Statement feeds into their class statements and school code of conduct.
- Pupils have a strong sense of belonging to the school community and value and respect others.
- Pupils enjoy opportunities to meet their potential in all aspects of school life. They actively participate in developing the Catholic character of the school.
- The school actively encourages pupils to understand their similarities and differences especially through their links to charities that are close to school.
- Pupils are encouraged to take on roles of responsibility in the school community through, for example, the school council and eco-club.
- They are encouraged to take on roles of responsibility for the wider community. Pupils fundraise for a variety of charities such as, Nugent Care and Isaac's House. The school choir visits local care homes and food hampers are collected for the Salvation Army.
- Pupils benefit from participation in away days and retreat activities such as Robinwood and Crosby Hall Educational Trust. Pupils in Year 5 participate in away day retreats linked to their Sacramental programme of Reconciliation.
- Pupils' behaviour is outstanding. Pupils interviewed were expressive and very knowledgeable about their school. A Year 2 pupil expressed, *'We learn about Jesus and how we should live.'*
- 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. Ursuline provides emotional support through the Rainbows programme.
- Pupils show respect and understanding of other faiths and religions. They have good Ecumenical links, such as a 'Harvest Experience' and an Epiphany celebration with local Church of England parishes. Pupils have experienced Jewish and Islamic visitors from other faith and religious backgrounds. Pupils are due to participate in a Holocaust Memorial Day.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

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

- On entry to school children have some knowledge and understanding of the Catholic faith.
- Pupils' achievements in Religious Education are mostly above average.

- Pupils' attainment in Religious Education is good. Pupils make good progress in relation to their starting points and capabilities.
- Outcomes for pupils with additional or special needs are good.
- Moderation for formal assessment tasks show pupils' good understanding for the lower attainment levels and a developing understanding for higher levels of attainment.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- 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 outstanding behaviour.
- Pupils are encouraged to work independently and collaboratively. Pupils use talking partner strategies well, to reinforce learning.
- 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 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.
- Pupils are developing ways to become more confident preparing and leading worship.
- In a key stage Collective Worship observation, pupils led their peers, teachers and parents in prayer.
- Pupils are showing reverence in particular when a symbol of faith, such as God's Story, is presented for the focus table.
- Pupils sing joyfully, and join in community prayers appropriately and with confidence.
- Pupils use Information Communication Technology as a visual aid to encourage full participation and music is used effectively.
- Time is dedicated within worship for prayers from class petition books.
- Pupils are encouraged to go forth in meaningful ways and good resources are provided for the pupils to reflect on the message given.
- Pupils can now further explore how to develop their reverence in response to Scripture and as they go forth.

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

- The quality of teaching is good. On the day of inspection all lessons observed were at least good and half were outstanding.
- Teaching is effective in ensuring that pupils are interested and engaged.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.

- In some classrooms displays inspired, motivated and were a reminder of prior learning. Driver words were used effectively to move pupils forward. Selective, quality resources that reflected the theme were a good focal point for the children. This good practice should be shared across the whole school.
- In lessons observed, effective questioning, teaching strategies and appropriate timing ensured pace and all pupils were engaged.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. For example, as one teacher shared his 'shopping', pupils were captivated as they explored and created a Christingle.
- Teachers take into account pupils' prior learning. In one lesson observed, older pupils explored their 'learning journey' as they tracked footprints through their prior learning intentions and outcomes.
- Planning is annotated and detailed. For example, good home, school links, teaching strategies and planned power points suit pupils needs.
- Planning shows some good differentiated tasks so that the work consolidates, builds and extends their knowledge and understanding.
- The good practice shown in planning should continue to develop and be shared.
- In the Foundation Stage, themes are reinforced through appropriate and well planned continuous provision.
- Teachers provide opportunities for pupils to work independently and collaboratively. The use of 'think, pair, share' is highly effective across the whole school.
- Good quality resources are used within lessons and teachers use a variety of Information Communication Technology to maximise learning. For example, pupils used microphones to record group ideas, effective use of interactive whiteboards and well prepared power points focused pupils learning.
- Teaching Assistants provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential. In lessons observed they used driver words and prompted thoughtful responses.
- Pupils are given opportunities to discuss their work and assessment for learning was used in some lessons observed.
- Pupils are informed of their progress and how to improve both orally and at times through marking. Marking shows positive and encouraging comments. In some year groups there are developmental comments and pupil responses.
- By developing and sharing good practice of assessment for learning in lessons and through marking, teachers will enable pupils to consistently evaluate their own work.
- The school assesses pupils' achievements well and expectations for able learners will continue to be raised as the new Religious Education Programme, 'Come and See' is embedded.
- The school tracks the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and are working towards tackling underachievement.
- The school has good assessment strategies which provide detailed information on the achievement of all the pupils.
- Effort and achievement at all stages of learning is celebrated.

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

- The curriculum is good in meeting pupils' needs and the school has successfully implemented the new Religious Education Programme, 'Come and See.'

- 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. Imaginative and well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- The curriculum supports the needs of groups and individuals. The new Religious Education Programme will provide opportunities to develop more able pupils.
- The Religious Education curriculum provides good 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 is taught within the school year and Hinduism is taught in one year group to link with other areas of the curriculum.
- A variety of enrichment activities have a positive impact on the curriculum. The schools Eco club, for example, created an Eco garden and an area for free range chickens. This space encourages awe and wonder within the curriculum.

The quality of Collective Worship provided by the school.

- Collective Worship provided is outstanding in reflecting the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- The school has begun monitoring Collective Worship.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The teachers provide the necessary resources and opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it.
- Some evidence is provided for pupil and staff Collective Worship. Creating and displaying Collective Worship in portfolios would enable good practice to be shared.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. This can be further developed by embedding pupils ability to respond with deep thoughts and heartfelt responses
- Opportunities are provided to enable full, active and conscious participation of the whole school community. There are plans in place to involve parents and members of the community to add to the class petition prayer books.
- Opportunities are provided for parents and carers to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- School masses are attended by both parents and parishioners. Pupils also attend mass in their local parish.

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 and show a good understanding of and commitment to the Mission of the Church.
- This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the development of the Mission Statement.
- Relationships between pupils, staff, parents, governors are a testament to their mission – ‘*to build a Christian community,*’ where they, ‘*Believe, Trust and Love.*’
- The Mission Statement guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness. The Mission Statement would benefit from a full review involving the whole school community to refresh and reflect on the schools current strengths and future developments.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate and plan future improvements.
- The Self Evaluation Document provides good evidence of the schools monitoring, analysis and self challenge, showing a good diagnosis of the schools strengths and areas for development.
- Governors are enthusiastic and knowledgeable of their responsibilities and actively help to shape the direction of the school. There is a named Religious Education governor. They receive regular updates from the Headteacher and Religious Education coordinator regarding the Catholic life of the school.
- The former Parish Priest continues to be active through the governing body. He has a good relationship with the Religious Education coordinator and advises the school on liturgical celebrations and reviewing policies in relation to Catholic Life and Religious Education. There is a new Parish priest working with the school.
- Governors attend a variety of liturgical and seasonal celebrations. They have strong links with the local parish church that provides valuable connections between home and school. The Chair of Governors is very active within the daily life of the school
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The school provides valuable induction and in-service training to enable staff to further understand the Church’s Mission in Education and play their unique part in it.
- Some staff hold a suitable Religious Education qualification and the school is now ensuring that the Catholic Certificate in Religious Studies is a desirable criteria for new teaching staff. The school should continue to encourage those teachers teaching Religious Education to complete this qualification to further their understanding of the Church’s Mission in Education.
- Ursuline is in the process of a major long term building project. As the school changes its environment, opportunities can be taken to create areas and displays that demonstrate their Catholic life, mission and work. This will allow the whole school community to celebrate in a rich reflective environment.
- There is a good Spiritual, Moral, Social and Cultural policy in place that is reflective of the positive relationships within the whole school community.
- The school makes the quality of Collective Worship a priority. An up to date policy is in place. It is beginning to be monitored and evaluated by leaders, governors and managers.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. the school website has good information for parents and are invited to a variety of liturgical celebrations and Collective Worship that is led by the pupils.

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 promoting, monitoring and evaluating the provision for the Religious Education of the school.
- The Religious Education coordinator is outstanding in leading Religious Education, showing excellent knowledge and understanding of her key role. She attends regular training and implements updates provided by the Archdiocese as necessary.
- In her role she shows passion, dedication and commitment in driving forward new initiatives. She communicates with the headteacher, staff, parents and governors effectively.
- Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors receive regular updates from the Religious Education coordinator and are aware of standards at Ursuline.
- The Self Evaluation Document is good in identifying targets, timescales and lines of accountability
- The Religious Education handbook has been updated suiting the needs of the school and guides and directs all staff in the delivery of the subject.
- Monitoring data for Religious Education is used effectively to evaluate the schools performance and plan for future improvements.
- The school would benefit from a more robust monitoring of pupils workbooks. By sharing the good practice, already in place in some year groups, would ensure that all work is presented to a high standard. This would show more uniformity, consistency and raise expectations
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Planning is good and is continuing to evolve following the introduction of the new Religious Education Programme, Come and See.
- Assessment information is collated and tracked by the subject leader and headteacher and is shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and moderated well by the by the Religious Education coordinator. Continuing to focus on Archdiocesan guidance for formal assessments will raise higher level attainment expectations.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. Parents also receive copies of the Wednesday Word.
- Formal written reports are detailed and reflect well on pupils work within Religious Education. There are plans in place to ensure that Religious Education has a prominent position on the report for 2012-2013.
- Achievement and effort at Ursuline is always celebrated.

What does the school needs to do to improve further?

- Continue to develop Collective Worship by:
 - developing pupils reverence in response to Scripture to create a prayerful atmosphere;

- creating and displaying Collective Worship in portfolios enabling good practice to be shared.
- Continue to raise standards of attainment by:
 - as the new Religious Education Programme, 'Come and See' is embedded, raise expectations of detailed content for able learners.
- Continue to raise standards in Religious Education by:
 - sharing good practice in planning so that differentiated tasks match pupils' attainment and consolidates, builds and extends pupils knowledge and understanding;
 - sharing good practice in marking using assessment for learning in lessons enabling pupils to evaluate their own work;
 - showing uniformity and consistency in pupils' workbooks so that all work is presented to a high standard.
- Reflect the Catholic life, mission and work of Ursuline by:
 - creating areas and displays that will allow the whole school community to celebrate in a rich reflective environment.

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	2
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	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	1

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	Grades
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