

ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST JULIE'S CATHOLIC PRIMARY SCHOOL

ECCLESTON

Inspection Date 25 February 2014
Inspectors Mrs Marie Connolly Mr Anthony Ford
Unique Reference Number 104819
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 243
Chair of Governors Cllr T. Sims
Headteacher Mrs Catherine Morris
School address Brooklands Road
Eccleston
St. Helens
Merseyside
WA10 5HG
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E-mail address stjulies@sthelens.org.uk
Date of last inspection 21 January 2009

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 Julie's is an average sized Catholic Primary School situated in Eccleston, St. Helen's serving the parish of St Julie's.
- There are 243 children on roll all of whom are baptised Catholic. There are no children from other Christian denominations or religious traditions.
- There are 13 full time teachers, 8 of whom teach Religious Education. Currently 5 have a suitable qualification in Religious Education. Ten teachers are baptised Catholic.
- A new headteacher has been appointed since the last inspection. However, the same subject leader has remained in post.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St Julie's is an outstanding 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 outstanding.
- Pupils know and understand the school's Mission Statement and delight in the part they play within it. They are regularly involved in its evaluation.
- The Mission Statement 'A caring Family School where we learn, grow and walk in the footsteps of Jesus' along with its aims and practical objectives makes explicit the Christian values by which the school operates. Displays and extensive photographic evidence are excellent reminders to all of how the school puts its mission into practice on a daily basis. The children commented that the colourful displays 'lifted their spirits'.
- Assemblies and Collective Worship regularly reflect the values of the Mission Statement. Pupils have a tremendous sense of belonging to the school community and value and respect others. They described the school as 'a friendly place with excellent teachers, great atmosphere and great opportunities.
- Positive, warm and caring relationships at every level are a key feature of the school.
- Pupils are encouraged to take on roles of responsibility in the school and wider community from their earliest years e.g. school councillors, playground buddies, activity leaders, mentors etc.
- Pupils are actively involved in developing the Catholic character of the school by planning and delivering Collective Worship, membership of the school council and involvement in charity work e.g. friends of Mulanje Orphans and Fair Trade sales.
- Opportunities are provided to support children's spirituality and social and emotional development e.g. through discussion and times of reflection in Collective Worship and lessons. They show curiosity, are imaginative and intuitive and understand what makes them who they are.
- 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. Class rules are drawn up collaboratively and rewards and sanctions are appreciated. The children know this is a safe place to make mistakes as well as shine. Children praise and acknowledge the contribution of others freely.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They show a wholehearted readiness to celebrate their lived experiences. Equal opportunities are provided for all. Much photographic evidence supports all of this.
- Staff and pupils are involved in service to the local faith and religious communities e.g., fundraising for CAFOD and Nugent Care, supporting the local hospice, the Santa Dash for a member of the school family etc. St. Julie's is a small school with a big heart.
- They show respect and understanding of other faiths and religions which is important as the school's intake is not culturally diverse.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a good 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 outstanding. Excellent differentiation and support of pupils from additional staff is in place.
- Analysis of assessments undertaken provides evidence of pupils generally attaining at least appropriate levels for their age and stage of development in each key stage. A large percentage of pupils exceed this.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. Assessment indicates that this is improving steadily each year. School tracking will reinforce these findings.
- Pupils 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. They are becoming increasingly more confident in expressing their views. Powerful examples of this are to be found in workbooks.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and outstanding behaviour.
- Pupils are encouraged to work independently and collaboratively and do so extremely well.
- Their ability to grasp opportunities to extend and improve their knowledge, understanding and develop skills is exceptional.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond wholeheartedly and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings and a range of ways.
- Pupils' knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They pray sincerely and movingly, reflect in silence and join in community prayers appropriately and with confidence.
- They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, and respond with actions most wholeheartedly.
- They are becoming increasingly more confident preparing and leading worship from their earliest years and do so with great enthusiasm. This has been an area of significant development since the last inspection.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. This has improved even further since the last inspection when it was judged to be outstanding.
- Teachers display excellent subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils. The calm but highly creative way this is undertaken consistently throughout the school is a real strength.

- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. Expectations are consistently high and pupils respond well to the challenge.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and excellent resources including other adults e.g. governors and Information Communication Technology to maximise learning. The Parish priest supports the curriculum significantly. This is greatly appreciated by the children.
- Pupils are informed of their progress and how to improve both orally and through excellent empathetic and affirming marking. This is undertaken by each class teacher. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated regularly.
- The quality of work produced by the children is of a consistently high standard. Beautifully presented work is evidence of the secure learning that takes place throughout the school.
- The assessment of pupils work in Religious Education is outstanding.
- The school has excellent assessment and moderation 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 tackle underachievement.
- Teachers enable pupils to evaluate their own work simply during the plenary in lessons and at the end of the topic. They are well used to the systems in place and this really helps teachers identify the various needs of children when planning.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding 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. The teachers are adapting planning as their experience of the programme develops. Curriculum outlines are pasted on children's workbooks to identify expectations for each topic. This is excellent.
- 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 thoroughly as appropriate.
- Enrichment activities such as role play, art, drama, excellent use of ICT, music and other creative cross curricular links have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. This was seen first-hand on the day of inspection. The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. The school has benefitted from visiting speakers.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. A wide range of liturgical celebrations take place throughout the year.
- 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. Monitoring of Collective Worship identifies areas of strength and development.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. Use of the Collective Worship resource cards provided by the Archdiocese will further help children in planning, leading and evaluating Collective Worship. This will also help children grow in confidence and support their liturgical formation.
- 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. This is greatly appreciated and parents and others have commented on how moving these celebrations are.

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 outstanding 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.
- Leaders, governors and managers are outstanding in the way they monitor and use their findings to evaluate the schools performance, celebrate, and plan future improvements. A sub-committee is to be created including children especially devoted to the school's Catholic life.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. celebrations, services, fundraising projects and community links. Displays all around the school serve as a constant reminder to all of the school's Mission and vision. They know, own and live out their Mission beautifully.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The inspectors agreed with the school's accurate grading of itself. The experience of Catholic life for the whole school community and witness to it is exemplary.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Excellent and coherent documentation has been produced to support staff. All documents relating to Religious Education and the Catholic life of the school are to be found on the school's website.

- Teachers planning and workbooks are monitored regularly by the Religious Education subject leader and feedback given individually and at staff meetings when common areas need to be identified for celebration or development. Staff are encouraged to attend in-service provided by The Department for Christian Education as well as specific training for Newly qualified teachers. The quality of Collective Worship has been a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- Innumerable opportunities for spiritual and moral developments are provided for staff and pupils such as use of 'Come and See for Yourself, beautiful displays and objects of beauty around the school enable all to appreciate their worth and nurture their self-esteem. In-service is to be arranged to help nurture staff spirituality. This in turn will impact on the children.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level within the school. Every person knows they are valued and the part they play in the school family is regularly affirmed.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through newsletters, meetings and questionnaires. The school's website is excellent in the way it presents Catholic Education.
- Governors are excellent in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through review of the Mission Statement, rigorous monitoring and evaluation, regular involvement in the day to day life of the school and development of the Improvement plan. Along with the leadership team they check timetabling and spending.

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 outstanding 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.
- Monitoring data is used most effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle. Governors visit the school and meet with the children to discuss their work. This has helped them to see first-hand a broad picture of practice and identify strengths and areas for development alongside the subject leader.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and will be tracked by the subject leader and shared with governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader, supported by the headteacher is truly outstanding in guiding Religious Education. She has shown real commitment and creativity introducing new initiatives promptly when appropriate. She is wholehearted in the manner in which she nurtures others. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability. This is updated as soon as new areas for development are identified.

- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated in a multitude of ways. This is a real characteristic of the school and helps to explain the wonderful caring and happy family atmosphere permeating the school.
- The school leadership is wholehearted in its willingness to support other schools in any area relating to Religious Education. This is exemplary.

What the school needs to do to improve further?

- Continue to celebrate, embed, share and consolidate the outstanding practice in all areas.
- Introduce the Archdiocesan resource cards to support children plan, lead and evaluate Collective Worship.
- Use the class and school tracking sheets provided by the Archdiocese to inform Governors of attainment and progress.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1
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	1

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	1
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	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

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