



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

CARLETON HOUSE PREPARATORY SCHOOL

LIVERPOOL

Inspection Date	Thursday 22 February
Inspectors	Rev. D. Seddon Mrs. S. Callaghan
DCSF Number	341/6004

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	171 (Including the Nursery)
Chair of Governors	Dr. Peter Edwards
Acting Head teacher	Mrs. Fiona Mintz
School address	145 Menlove Avenue Liverpool L18 3EE
Telephone number	0151 722 0756
E-mail address	info@carletonhouse.co.uk
Date of last inspection	17 October 2007

Introduction

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

Carleton House School is a Catholic Independent Preparatory School situated in Liverpool. There are 171 children on roll of whom 87 are baptised Catholic, 44 come from other Christian denominations, and 22 from other religious traditions. There are 12 teachers including the Acting Headteacher of whom 8 are baptised Catholic. There are 8 teachers who teach Religious Education and 3 have a suitable qualification in Religious Education. Since the last inspection the school has moved premises. There is an Acting Headteacher in post until another Headteacher is appointed. The subject leader has been in post for the last two years.

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 overall in providing Catholic Education with some outstanding features. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely built on previously good performance especially in the area of Collective Worship. Self evaluation is rigorous and accurate. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. The school has made a good start in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff and Governors in order to secure improvement. Staff are affirmed and supported. Teachers are provided with inservice to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes.

Overall the school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Continue to implement the targets set out in the schools Self-Evaluation Document. That includes:
 - Developing aims and objectives flowing from the Mission Statement;
 - Continue monitoring across the school to inform planning;
 - The further development of formal assessment.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. On entry to school some children have a limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is good. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken provides evidence of pupils' generally attaining appropriate levels for their age and stage of development in each key stage. There is no difference in performance between pupils of different gender. 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 think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is good as shown by their

interest, enthusiasm and excellent behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by living out the Mission Statement by the way they live, love and learn with Jesus. Pupils' have an outstanding sense of belonging to the school community. Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. the school council, and being prefects. Pupils are considerate and caring of others both in school and the wider community. This is evident in their extensive charitable fundraising events in support of CAFOD, Nugent Care, Operation Christmas Child Claire Home, Marie Currie, Bernardos, Jeans for Genes, Mencap, Guide Dogs, Samaritans Purse, LEPRA, NSPCC, and Missionaries of Charity. Pupils have a good sense of right and wrong. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are good in responding to and participating in the schools Collective Worship. They are becoming increasingly more confident preparing and leading worship. They act with reverence and are keen to participate in a variety of gatherings. They reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupil's 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.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
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 is effective in ensuring that pupils are interested and engaged and make outstanding progress. 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 resources e.g. the interactive whiteboard, video clips, and music. Teachers and others use a variety of strategies to sustain and motivate pupils. Pupils are informed of their progress and how to improve both orally and through marking but this could be improved further by wider usage of driver words linked to outcomes to support pupils' next steps.

The assessment of pupils work in Religious Education is good. The school has made a good start in implementing assessment strategies which provide information on the achievement of all the pupils but this needs further development to ensure the accuracy and rigour of the process is transferred into

future planning and differentiated tasks set. Teachers are able to identify how well pupils are achieving. Teachers enable pupils to evaluate their own work through the use of self assessment. Formal assessment tasks are undertaken in line with Archdiocesan guidance and tracking of pupils has just begun to be implemented. Assessment information is collated by the subject leader and shared appropriately. Achievement and effort are celebrated. Pupils are affirmed, know how well they are doing but more development is needed to ensure pupils know what they need to do to improve further.

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. Planning ensures full coverage of the Religious Education programme. Where imaginative and well planned strategies are deployed, pupils' learning is enriched. Curriculum newsletters are provided for parents to inform them of the topics being covered. The school implements new curriculum developments as appropriate. Enrichment activities such as the before and after school clubs have a positive impact on the curriculum. The Religious Education curriculum provides good opportunities for pupils' spiritual and moral development.

The Collective Worship provided is good in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. This has been a great improvement since the last inspection. Collective Worship plays a key part in meeting the Spiritual needs of the pupils. The subject leader has put together a very effective policy for Collective Worship opportunities for staff to use. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. Good use has been made of informal prayer focuses around the school. The school provides opportunities for Staff to develop the skills in planning and leading Collective Worship. The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Good opportunities are provided for parents, to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year.

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	2
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 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, governors and children were involved in the development of the Mission Statement. It is necessary to develop aims and objectives that flow from the Mission Statement and direct and guide every aspect of school life, and be a useful tool by which the school evaluates its effectiveness. Good Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and outlining areas for development. Leaders and managers have recognised what they need to develop in order to take the school forward and provided this is realised then the school should go from strength to strength. The school provides good in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils.

Leaders and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The leadership of the school is enabling and supporting the Religious Education subject leader. She is outstanding in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are good in fulfilling their responsibilities. There is a dedicated Link Governor with responsibility for Religious Education and she supports the school well. They have effectively helped to shape the direction of the school through their involvement and in their total commitment to the Catholic life of the school. They discharge their duties effectively and have a good understanding of practise and achievement in Religious Education. Their relationships with staff are constructive and supportive.

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 positive relationships at every level within the school. Leaders and managers facilitate pupils' involvement in service to the local Faith and religious communities. Dialogue and collaboration is encouraged with people who hold different beliefs and values. Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. assemblies and Here I Am celebration assemblies. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions i.e. Judaism, Hinduism and Islam. This helps to promote tolerance and respect for those who think differently.

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	2
How effectively leaders and managers promote community cohesion	2