



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. EDWARD'S COLLEGE EDMUND RICE ACADEMY TRUST

LIVERPOOL

Inspection Date 25 June 2014

Inspectors Dcn. Paul Mannings Mrs Barbara Melia

Unique Reference Number 131320

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

Type of School Catholic Converter Academy,
Coeducational

Age range of pupils 11-18

Number on roll 1,118

Chair of Governors Dr. Phil Doyle

Principal Mr. John E. Waszek

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Date of last inspection Wednesday 20 May 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 college

- St. Edward's is a Catholic 11-18, coeducational college situated within the Archdiocese of Liverpool and an Edmund Rice School.
- St. Edward's is the Choir School for Liverpool Metropolitan Cathedral.
- The college became a Converter Academy on 1 May 2011.
- There are 1,118 pupils on roll of whom 94% are baptised Catholics, with 4.55% from other Christian denominations and 1.5% from other world faith or religious traditions.
- Pupils are drawn from parishes in several local pastoral areas, together with significant numbers from the wider diocesan community.
- The college has 72 teaching staff, 51.4% of whom are Catholic.
- The Liturgical Coordinator has been appointed since the last inspection.
- The head of Religious Education has been appointed since the last inspection.
- The Religious Education department has five members. Of these, four are full-time. One member is part-time in addition to teaching another subject. All are qualified in Religious Education.

Key for inspection grades

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

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Overall effectiveness:

St. Edward's College provides outstanding Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the college

- The extent to which the pupils contribute to and benefit from the Catholic life of the college is outstanding.
- Pupils are fully conversant in how they strive to live the Mission Statement through faith and the courage to trust in God.
- Pupils have implicit faith in the college's determination for each person to fully develop their own potential. They readily appreciate this key personal aim as having a selfless dimension, whereby they value their own talents and skills in terms of public service. This is shown by their involvement in a wide ranging network of support that regularly and consistently supports the needs of others, often less fortunate.
- They understand that Christ is central to the life of the college in very practical and tangible ways. Pupils have confidence in their pastoral care. They value the frequent opportunities to celebrate the achievements of others. Pupils can express Gospel values through lived examples in and beyond the college.
- Pupils are clear that Catholic life crosses the boundaries of others faiths, religions and world views. Those who claim to have no particular faith regard Catholic values as relevant to their lives, particularly the aspects of social teaching.
- Religious Education is regarded as core to Christian living. Its content touches their lives in a very practical sense. Equally they understand how the whole package of curriculum and additional provision makes its own explicit contribution.
- Pupils show a mature grasp of how the efforts of all members of the college maintain a Catholic community founded upon respect and mutual support.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- In Key Stage 3 progress by the end of Year 9 demonstrates at levels of progression that exceed personal targets set in Year 7 from the broad baseline of Level 4. Current data shows 45% achieving Level 6, 38% Level 7 and 4% working within Level 8.
- A similar rate of progress is evident in GCSE. By the end of the course in Year 10, results for A*-C are consistently above the national average. Performance for A*-C in the period 2011-13 has ranged respectively from 88.6%, to 91%, to 83%. In the same period achievement of A*-A has ranged from 41.7%, to 64.4%, to 31.6%. A slight shortfall in 2013 has to be considered in comparison with national performance; the college rate of progress remaining some 10% above the national average.
- In Key Stage 5 results for A Level show similar evidence of success. In 2012 and 2013, 100% achieved between grades A*-E. In 2012, 47% reached A*-B, which increased to 57% in 2013.
- In Key Stage 5 achievement for General Religious Education indicates above average progression between Levels 2 and 3 in Years 12 and 13.

- Progress by pupils with special educational needs exceed well beyond baseline predictions.
- This rate of performance is the result of quality teaching and learning that focuses on pace and progress. It is also the consequence of pupils' enjoyment of Religious Education and their subsequent motivation. Their behaviour in class is outstanding.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They value the community aspects of prayer and worship best illustrated by the year group gatherings. These present occasions for quiet and for personal stillness. They include occasions for pupils to publicly share prayer, to sing, to listen to Scripture and benefit from effective presentation of drama and role play.
- Pupils readily understand how Collective Worship themes express the college's Christian life. They judge the content to be highly relevant to their needs. Challenge, for example, encourages pupils to critically examine their own levels of contribution to practical everyday living of Catholic life.
- Pupils' value periods of reflection. They are offered the time to gather their own thoughts and to contemplate the prayer and messages shared. In their view, it is also a time when they can gather their own thoughts and put their lives into perspective.
- Pupils appreciate the continuing growth of occasions for their own leadership of Collective Worship. This is giving them an awareness of the variety of styles in which they can present prayer and worship. It also enables them to gain experience in encouraging maximum participation from others.
- Pupils are confident that faith can be expressed and shared in Collective Worship. They listen to each other. They engage in discussion. There is a sense of ease when praying.
- Pupils are clear about how the college mission can be expressed through acts of worship. Celebration of achievement is a regular theme bound up in the Gospel call to live the fullness of life.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- This judgement is consistent with the college's process for performance management.
- On the day of inspection three lessons were observed.
- Teaching demonstrated high expectations of all pupils. In turn they were enthused and motivated to participate. Pupil resilience was promoted. They were confident when working independently or in groups. There was imaginative and creative use of resources. They were encouraged to question and to evaluate progress.
- Teachers' planning is well founded on the development of pupils' prior learning, current development and the use of enriching extension activities. All of this is best demonstrated through quality starter, main content and plenary activities.
- In class, learning and progress enables pupils to acquire knowledge and develop understanding. They work at an outstanding pace and apply themselves diligently. This is the result of teaching strategies with targeted support and intervention. There is ongoing monitoring through continuous assessment well linked to levels of attainment. Consequently their rate of progress is exceptional overall.
- Differentiation is embedded in planning, delivery and outcomes.
- Marking and annotation of pupils work complies with the school policy. For the most part pupils' books are checked regularly. In fact exemplars are shared with the Principal. There is effective diagnostic commentary. This will be further enriched by more challenging pupil targets.

- Quality teaching and learning upholds standards of achievement and attainment. Pupils appreciate its robust support of their academic development.

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

- The extent to which the content of the Religious Education Curriculum promotes pupils' learning is outstanding.
- In Key Stage 3 the programme and scheme of work is rooted in the process of Research, Revelation and Response. Teachers have developed the content to maximise wide ranging styles of teaching and learning.
- In Years 9 and 10 the GCSE specification is undertaken by all pupils with high levels of success.
- In Year 11 the post GCSE programme has been revised to ensure effective progression and the marketing of post 16 courses.
- In Key Stage 5 the uptake for AS and A2 has increased considerably.
- In Key Stage 5 the accredited course in General Religious Education is taken by all students. This continues to develop in terms of ensuring progression and instilling the perception that the content is relevant. Its organisation and delivery is externally assessed annually. Its provision is outstanding.
- In each Key Stage the entire content is focused on the needs of all pupils. Assessment activities are wide ranging, rich and varied.
- The curriculum thoroughly and accurately presents Church Teaching. Its application is promoted through content that makes full use of Catholic Social Teaching.
- Other world faiths and traditions are studied and evaluated.
- There is ample provision for pupils to reflect and to discuss their own perspectives in light of Gospel teachings and values.
- Consequently the content of the curriculum is fully supportive of the requirements of the Bishops expressed in the *Religious Education Directory for Catholic Schools and Colleges in England and Wales – 2012*.

The quality of Collective Worship provided by the college

- The quality of Collective Worship provided by the college is good.
- The outstanding elements are threefold. The first is the expressed vision of the Liturgical Coordinator. The second is the consequent work being undertaken in development and renewal of process and resources. This is best expressed by the revision of themes and training for both staff and pupils.
- The third is the fact that provision is specifically enhanced by the college's outstanding musical tradition, not least its status as Cathedral Choir School. At the time of the inspection staff pupils and parents were preparing to visit Rome. The choir were to participate in Mass at St. Peter's Basilica to celebrate the Archbishop's receiving of the Pallium, on the Feast of Saints Peter and Paul. Clearly this is a unique example of community Collective Worship
- Provision includes daily morning- prayer and reflection before school commences. There is a full range of form and year group provision.
- Masses and services take place regularly throughout the year.
- Comprehensive resources support the overall Catholic mission of the college. They include knowledge, understanding and where appropriate the celebration of other world faiths and religions.
- The content is inclusive of wide ranging social issues on a world scale. It encourages reflection by pupils and motivates their levels of challenge.

- Development strategies are well defined by the college. They include continued training in delivery for staff and pupils. This will be further supported by the sharing of good practice identified with the implementation of the revised process for monitoring provision.
- Collective Worship enables pupils to make an outstanding response. They are enthused by the content and appreciate the increased provision for their participation and leadership.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the college 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 college and in the way they plan and implement improvement to outcomes for pupils.
- Governors are to be commended for their stewardship of the charism of Blessed Edmund Ignatius Rice, rooted in the tradition of the college and expressed within a wide and varied contemporary dimension.
- The Principal is clear about how the mission is lived, by the promotion of personal development and service to each other by all members of the college.
- This is expressed in the Mission Statement, motto and subsequent core values detailed in comprehensive and supporting aims.
- Senior leadership is clear about its process for monitoring Catholic life. Regular reports are received from staff. It is further evident from the encouragement of wide ranging involvement in Catholic life at local, national and international level.
- Pivotal is the provision for pupils to make their own outstanding contribution.
- The Section 48 Self Evaluation document expresses the strengths of Catholic life and strategies for development. Its completion represents a group effort by all strands of leadership.
- There has been increased development of chaplaincy. This includes celebration of existing strengths namely active facilitation of the strands of Catholic outreach and the availability to listen and to counsel at a qualified level. Chaplaincy has been further strengthened by the liturgical coordinator in working toward college wide chaplaincy involvement. This continues to include and develop participation of local clergy.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the college 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 college and in the way they plan and implement improvement to outcomes for pupils.
- In this area as well, governance is to be commended. The link governor for Religious Education is professionally qualified and experienced for the role. The strengths of the department are well defined and areas for development identified and challenged.
- This is a task shared equally by the head of Religious Education, whereby leadership and management of the department is outstanding. Documentation is concise and comprehensive. This in turn supports the overall accuracy and effectiveness of the Section 48 Self Evaluation document.
- Accountability is well defined. Pupil achievement and attainment is well tracked. Teaching and learning is effectively monitored.
- Teachers share in this success through their own leadership, professional expertise and commitment to the pupils.

- The Principal is closely involved. Through accurate feedback from all areas of leadership, decisive and productive decisions are made about budget, continued professional development and increased staffing. There is a specific focus on maintaining the standards of pupils' achievement. This is all founded on the crucial understanding of Religious Education being at the core of Catholic life.
- Consequently parents are encouraged to share this vision. Pupils are enabled to regard Religious Education as a lead subject that is academically rigorous and pastorally in tune with supporting their living of the Gospel in and beyond college.

What the college needs to do to improve further

- Continue successful development in the quality of marking and annotation of pupils work by :
 - ensuring consistent use of the marking policy;
 - provision of challenging targets for individual pupil progress in Key Stages 3 and 4.

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	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	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
