



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 25 January 2018

Inspectors Mrs. Pat Peel
Mrs. Jude Ryan Mr. Andy Cocker

Unique Reference Number 104638

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

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	339
Chair of Governors	Rt. Rev. Bishop Thomas Williams
Headteacher	Mrs. Cathie Sergeant
School address	Northumberland Terrace Everton Liverpool L5 3QF
Telephone number	0151 260 8957
E-mail address	admin@oliprimaryschool.co.uk
Date of last inspection	29 January 2013

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

- Our Lady Immaculate is a larger than average sized Catholic Primary School situated in Everton and mainly serving the parish of St. Sylvester.
- There are 339 number of children on roll of whom 270 are baptised Catholic, 43 come from other Christian denominations, and 25 come from other faith or religious traditions. One has no religious affiliation.
- There are nineteen teachers in the school. Thirteen are baptised Catholic. Thirteen teach Religious Education. Thirteen teachers have a suitable qualification in Religious Education with a further three currently undertaking the programme.
- Since the last inspection there has been no significant changes to personnel.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

Our Lady Immaculate School is outstanding in providing Catholic Education.

CATHOLIC LIFE

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 truly appreciate, value and actively participate in the Catholic Life at Our Lady Immaculate. They know, own and live out their Mission Statement '*We are a Catholic school; one family living and learning together in faith,*' wholeheartedly. They know it is a calling to live out the Gospel values in their daily lives as friends and followers of Jesus. They were involved in writing their own version of the Mission Statement and Code of Conduct derived from it.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. They have an outstanding understanding of right and wrong.
- Pupils enthusiastically embrace the demands that being members of the school community entails such as becoming school councillors, Eco councillors, monitors, ambassadors and Chaplaincy group members etc.
- They take a leading role in those activities which promote the schools Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, Shelter, Macmillan to name but a few. They are alert to the needs of others and seek justice for all. Within the locality they collect for the St. Andrew's and Fans Supporting Fans foodbank and the Whitechapel Centre. Beyond the school community they support Ankoma a school in Ghana.
- Pupils value and fully participate in opportunities provided by the school including a range of after school seasonal sports clubs including a Jamie Carragher Soccer school experience aimed at girls. The school supports outdoor educational visits; pupils in Y6 visit Kingswood Outdoor Residential Centre, Colomendy and pupils in Y3 visit Winmarleigh Hall Adventure Centre, Lancashire.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. On the day of inspection, a child commented that, "*We are a very caring school and a big family together!*". As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have recently begun to learn about relationships within the context of a Christian understanding of the purpose of love, but this is in its infancy and needs to be embedded further into school life.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. They celebrate each other's achievements at their weekly assemblies where stickers are given out.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. Pupils have attended the Metropolitan Cathedral of Christ The King during Advent for the Nugent carol service and Three Kings service in January.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, *'We are a Catholic school; one family living and learning together in faith,'* its aims and objectives are a clear and inspiring expression of the educational mission of the Church. It underpins and is regarded by all as the spine which runs through every aspect of school life at Our Lady Immaculate.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is an extremely supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus' and sacred spaces all create an overwhelming yet calm ambience which exudes Our Lady Immaculate's catholicity and ethos. The chapel named the 'Oratory' is a wonderful sacred space used extensively across the school. The prayer garden outside designed by the pupils is another space used frequently for quiet reflection.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its eco stewardship, fundraising and numerous outreach opportunities.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as attendance at Archdiocesan in-service days, Catholic Schools cluster meetings, equality and diversity days, Catholic Certificate for Religious Studies etc.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The Learning Mentor is particularly strong in the school in supporting pupils and their families. Initiatives such as Rainbows, Sunbeams, RTime, Peer Massage etc. are very effectively led and utilised.
- The school provides a breakfast club for the pupils which is heavily subsidised.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.
- All the relevant documentation is in place and the school has made a commitment to undertake training and purchase relevant resources to support Relationships and Sex Education alongside Personal, Social and Health Education. The curriculum has been planned in readiness to celebrate Catholic teachings and principles in this aspect. This is an area the school has recognised needs to be further developed over the coming year.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership team is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- Our Lady Immaculate holds 'School of Sanctuary' status and is regarded as an 'oasis of calm' in the community. It has a very strong Catholic identity and devotion to Our Lady.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. The leadership team and governors understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has strategies in place for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters, has an up-to-date website and parent app. Views of parents are sought via questionnaires and drop-ins.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archbishop's vision for the Archdiocese throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make very good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Lessons are planned accordingly, and teaching assistants are used to great effect to enable this to happen. They are a great strength in the school.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They are fully aware of the demands of religious commitment in everyday life.

- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, further develop as competent learners. Their understanding of scripture is very good.
- The school adopts a 'no hands up' approach and pupils respond appropriately.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and what they need to do to improve.
- Pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities, respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education and they are rarely off task even in extended periods without direction from an adult.
- Pupils' attainment, as indicated by teacher assessment, is very good and outstanding for some. Pupils have an individual assessment book which moves with them throughout the school.
- The quality of pupils' current work, both in class and in written work, is outstanding and they demonstrate pride in their work.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some outstanding practice observed with nothing less than good. Sharing best practice and expertise in succinct planning using the driver words and throughout lessons as part of their repertoire will develop this further.
- In the best planning examples activities are linked to pupils' current assessment and teachers' knowledge of the individual. Activities consolidate and extend pupils' knowledge and understanding, so that they learn extremely well. It is recommended that the school undertakes Archdiocesan in-service training on Planning and Differentiation to support teachers in this area.
- Teachers employ a wide range of appropriate teaching strategies, including individual, paired and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Teachers ensure some pupils are involved in evaluating how well they are achieving but this is inconsistent. This contributes to their progress and provides them with a high level of confidence in making further improvements. More opportunities for assessment for learning needs to be built into lessons.
- Most teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Some teachers observe and question during lessons to adapt tasks and explanations, this needs to become more routine through the language of the level descriptors i.e. driver words thus maximising learning for every pupil.
- High quality resources such as interaction with the Come and See website, God's and Church's Story, visual and audio media including iPads are used effectively.
- In the best lessons teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
- During lessons praise, affirmation and verbal feedback is frequent, leading to high levels of engagement, interest, achievement and progress.
- When marking pupils are not always given the opportunity to respond in a systematic and planned way, which ensures pupils understand what they need to do to improve. Pupils' responses to next step marking is inconsistent in Key Stage 2. Time needs to be given to ensure that all pupils make a heartfelt response to show what they need to do next.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. This is a real strength of the school. Relationships at every level are strong.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education. Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends all Archdiocesan in-service training and meets together with a cluster of other schools to support monitoring and evaluation of the subject.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented. Since the last inspection the Come and See programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education. There is a newly appointed link governor for Religious Education.
- As deputy head, the subject leader already has a high level of expertise. Her passion, enthusiasm and commitment to this role has effectively driven forward the subject. Since the last inspection and she has continued, as part of the wider leadership team, to improve teaching and learning and standards in Religious Education.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils and each key stage is creatively structured to build on and enhance prior learning.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Acts of Collective Worship engage pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Pupils readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Pupils commented that they are visibly uplifted by the worship opportunities created by their peers.
- The schools' chaplaincy group, made up from pupils from across the school, are involved in planning and leading liturgies for their peers. Pupils say that they really enjoy being part of this group and the role they play in school.
- Excellent use is made of the Oratory and prayer garden for Collective Worship.

- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they prepare focal areas or lead acts of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- The pupils value and regularly participate voluntarily in liturgy and prayer.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school.
- The parish priest is a regular visitor to the school and presides at Mass and celebrations throughout the school and liturgical year. He is fulsome of his praise of the school. The Auxiliary Bishop, as chair of governors, also presides at Mass during the school year for staff and pupils.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- The Learning Mentor, as part of the chaplaincy team, is a real strength in the school. He has an extensive understanding of the Church's liturgical year, seasons and feasts and supports the clergy, staff and pupils in the school accordingly.
- Leaders are very visible as leaders of Collective Worship within the school and in the locality as parish catechists. They are models of outstanding practice for staff and pupils.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.

- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular reviews of school performance.

What the school needs to do to improve further

- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - undertaking Archdiocesan in-service for Planning and Differentiation;
 - ensuring teachers develop the language of the level descriptors i.e. driver words into their day to day repertoire to more accurately support pupils during lessons;
 - giving quality time to next step marking to ensure pupils know what they need to do to improve further.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to develop a curriculum map for Relationships and Sex Education;
 - beginning to embed 'Journey In Love' and 'No Outsiders' into lessons to support Relationships and Sex Education.
- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate