



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

NOTRE DAME CATHOLIC COLLEGE FOR THE ARTS

LIVERPOOL

Inspection Date	Wednesday 25 January 2012
Inspectors	Dcn. Paul Mannings Mrs. Barbara Melia
Unique Reference Number	104706
Inspection carried out under Section 48 of the Education Act 2005	

Type of School	Catholic voluntary-aided, girls' comprehensive (mixed in Sixth Form)
Age range of pupils	11-18
Number on roll	838
Chair of Governors	Mr. A. Westwell
Headteacher	Mrs. F. Harrison
School address	Everton Valley, Liverpool, L4 4EZ
Telephone number	0151 263 3104
E-mail address	ao@notredame.liverpool.sch.uk
Date of last inspection	10-11 October 2006

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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

Notre Dame is a Catholic voluntary-aided, girls' comprehensive college (mixed in Sixth Form) in the Liverpool Authority. The college is under the trusteeship of the Sisters of Notre Dame de Namur. There are 838 pupils on roll, of whom 35% are drawn from feeder schools in the Pastoral Area together with a significant number from diocesan schools across the city. Baptised Catholics account for 72.31% of the roll, with 14% from other Christian denominations, and 14% from other world faith or religious traditions. There are 74 teachers of whom 51% are Catholic. The Religious Education department has six qualified members, all qualified in Religious Education. One is currently undertaking the Graduate Teacher Programme. The department is temporarily led by the line managing assistant head. The headteacher has been in post since September 2010.

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:-

Notre Dame is a good Catholic college with many outstanding features. The college is single minded in its mission and vision to commit to the Catholic Education of its pupils through Gospel values that permeate its daily life. This in turn is underpinned by the charism of Notre Dame to provide 'Education for Life.' Pupils, parents and carers show high levels of confidence in the college.

Outcomes for individuals and groups of pupils are good with outstanding features. This is evident in pupils' achievement together with their quality of learning and progress. Pupils' contribution to the Catholic Life of the college is outstanding. Their response to and participation in Collective Worship is good.

Provision for Catholic Education is good with outstanding features. This is reflected in quality of teaching and purposeful learning in Religious Education, in assessment and in the overall quality of the content of the curriculum. The quality of provision for Collective Worship is good.

There is outstanding leadership and management of the development of the Catholic Life and Religious Education shared by senior leaders and governors. Their promotion of community cohesion is outstanding. Their promotion of community is outstanding

Outstanding capacity for sustained improvement is evident from the high levels of outstanding features. This is underpinned by realistic Section 48 Self-Evaluation well supported by plans for continued strategic development of Catholic Life and Religious Education.

What the school needs to do to improve further

- Continue to develop Religious Education through:
 - Regular review and update of the concise Section 48 Self Evaluation;
 - Increased provision for GCSE.
- Further support the development of Collective Worship through:
 - Training to ensure effective use of resources by all form teachers;
 - Increased participation by pupils in form time, specifically in leading acts of prayer and worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good with outstanding features. Both achievement and attainment have been reinforced by the phased

introduction of levelled schemes of learning, which together with developing assessments, will enable staff to predict and track pupil performance. At the end of Key Stage 3 progress in achievement is good with 79% gaining a firm Level 5 and 22% reaching Level 6. Most recent GCSE results in Year 11 indicate 99 pupils (out of 173) were entered for GCSE with 23% achieving A*-A and 90% A*-C. The remainder of pupils made progress in accredited courses commensurate to their age and stage. In 2011 eight candidates in the Sixth Form Year 12 began the AS course with two completing and gaining grades C and E respectively. Six in Year 13 were entered for A Level and all achieved within the grade A-E Framework. Candidates in Year 12 continue to make good progress in Level 2 of the accredited course in general Religious Education. Overall good to outstanding progress is evident at the end of Key Stage 4 with 85% of pupils making at least three levels of progress since the end of Key Stage 2. This is the result of wide ranging differentiation for all levels of ability and continued progress in raising standards of knowledge and understanding suited to each pupil's age and stage.

The quality of pupils' learning and their progress in Religious Education is good with outstanding features. The latter includes quality independent learning and educational plans for all pupils. This is ensuring study pathways that are known and owned by the pupils and so motivate their independent and shared learning. This in turn is supported by strategic learning strategies. Quality learning is reinforced further by outstanding behaviour in class. Continued improvements in the learning process are making a significant impact on raised achievement and standards.

The extent to which pupils contribute to and benefit from the Catholic Life of the college is outstanding. They are clear about their responsibilities toward the Catholic Christian ethos through involvement in wide ranging activities. They value and respect the Notre Dame charism specifically in relation to the good of the college community and it links with the locality. In class pupils are confident to express their own beliefs and how these are relevant to their lives. They skilfully focus the content of Religious Education to their needs and the needs of others.

Pupils' responses to and participation in Collective Worship is good. They value the contribution it makes to their life of prayer. They are encouraged to participate particularly in year group gatherings. This participation should continue to be reinforced within form groups with a focus on their leadership and organisation. Prayer and worship provides a dimension for their understanding of the Liturgical Year. They affirm the value of the content in encouraging their contribution to the Catholic Life of the college. They are made to reflect and to empathise with the needs of others. Pupils feel the content embraces contemporary moral issues and gives them the confidence to make informed responses.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<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 	2
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 and purposeful learning in Religious Education is good with outstanding features. Outstanding elements include strategies that stimulate, engage and ensure robust progress in learning. Good teaching also aspires to these qualities. All content is well organised and focused on maximum participation in the achievement of learning outcomes. Staff demonstrates high expectations for pupils. They in turn respond through confident questioning, support for all in their learning environment and an overall sense of purpose. This will be further strengthened in some cases by a more speedy flow of content to maintain full impact on learners. There is outstanding full-time learning support assistance.

Assessment in Religious Education is good with outstanding features. This developing process is well supported by tracking linked with individual learning and educational plans which together enable increased achievement and attainment. Effective marking and annotation provides pupils with clear knowledge of their skills and understanding. They are given focused guidance on how to improve. In Key Stage 3 levels of attainment are being well implemented and understood. They challenge pupils. A consistent process has been introduced for assessment and standardisation. This is positively affirming a team approach to and tracking of pupil performance.

The extent to which the Religious Education curriculum meets pupils' needs is good with outstanding features. The Key Stage 3 programme has been significantly revised. The GCSE specification is appropriate to pupils needs. A significant number follow alternative courses. Whilst these are effective for some pupils, the department is considering their depth of challenge and the possibility of increased GCSE entry. In the Sixth form the established AS/A2 course may benefit from marketing amongst Year 11 pupils. The accredited general course is successful and accessed in year 12. Year 13 follow a parallel course which is currently not accredited but qualifies for diocesan certification. The school should pursue this route. The content of the curriculum makes an outstanding contribution to pupils' spiritual and moral development.

The quality of Collective Worship provided by the college is good. Pupils have opportunities to gather for year group and form worship. All staff are encouraged to pray and reflect together. A range of liturgies support celebration of the seasons. Good levels of monitoring have ensured consistent provision for all pupils. Resources are good and available for all staff. These should be more effectively demonstrated within the existing in-service provision, to ensure more creative usage by staff and increased participation of pupils. Collective Worship makes a good contribution to spiritual and moral development.

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 school

Leaders and managers provide outstanding promotion, monitoring and evaluation of the provision for the Catholic Life of the college, together with good planning and implementation of improvement to outcomes for pupils. The Mission and Vision is supported by clear aims, which have been reviewed and remain owned and understood. Senior Leadership is pro-active in maintaining the high profile of Catholic Life. They are supportive of diocesan guidance not least through participation of the Catholic Leadership Programme. Catholic Life is monitored and challenged through self-evaluation and linked development programmes. A tangible spiritual and moral ethos is at the aim of provision. This is reflected in the interim arrangements for revised chaplaincy provision and the dedicated chaplaincy area available for the college community.

Leaders and managers provide outstanding monitoring and evaluation of the provision for Religious Education. In the current academic year a qualified and experienced member of senior leadership continues to manage the department. Outstanding progress is being made. There is a collegiality amongst departmental staff brought about by direction and shared responsibility, founded on existing good practice.

Governors provide outstanding challenge and support for the Catholic dimension of the college so areas needing development are addressed decisively and effectively challenged. The headteacher and chair of governors meet regularly. Governors are committed to ensuring the charism of Notre Dame permeates all aspects of college life. They are fully informed and involved through committee reports and subsequent sharing of developments throughout the college and in Religious Education. The department is to benefit from the provision of a link governor.

Leaders and managers provide outstanding promotion of community cohesion. This strength of the college is evident through social interaction with the local pastoral area and the wider community. The college is fully inclusive in supporting wide ranging social outreach and fundraising both nationally and globally. College policies challenge any form of discrimination. The common good is promoted through respect for difference and by valuing diversity. Religious Education rooted in Gospel values promotes citizenship at every level. Programmes of study include knowledge, understanding and where appropriate the celebration of other world faiths and religions. Collective Worship is inclusive in its approach to social issues. The spiritual and moral ethos of the college is focused on sharing as a community.

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	1
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	1
How effectively leaders and managers promote community cohesion	1

