



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY AND ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 26 February 2013

Inspectors Mrs. Pat Peel Mrs. Sue Banister

Unique Reference Number 131837

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 175

Chair of Governors Mrs. Eileen Kelly

Acting Headteacher Mr. Paul Towey

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Date of last inspection 8 March 2011

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 and St. Philomena's is an average sized Catholic Primary School situated in Fazakerley, Liverpool serving the parish Our Lady and St. Philomena.
- There are 175 children on roll of whom 145 are baptised Catholic, 29 come from other Christian denominations, and 1 from another faith or religious tradition.
- There are 11 teachers of whom 8 teach Religious Education and 9 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- Since the last inspection the school has appointed an acting Headteacher for two terms.

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:

Our Lady and St. Philomena's is a good 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 good at Our Lady and St. Philomena's.
- Pupils understand the school's Mission Statement whereby they "...respect ourselves and others as Jesus taught us to." They are actively shaping the Catholic character of the school by showing a good commitment to living it out on a daily basis.
- Pupils have a good sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community.
- Pupils are encouraged to take on roles of responsibility by becoming councillors, prefects, eco monitors and buddies. Councillors are very proud of being allowed to wear their maroon jumpers. In the wider community pupils act as ambassadors of the school during off site visits i.e the Metropolitan Cathedral.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example CAFOD, Nugent Care, Fairtrade and Operation Christmas Child to name but a few and outreach to the local community through undertaking a collection of groceries in aid of the parish.
- Pupils have a good sense of belonging to the school community and value and respect others.
- The school provides many off site visits to support pupils learning including 'Blist's Hill' a Victorian Town in Telford, Shropshire, Acorn Farm, The Philharmonic Hall and Underwater Street, in Liverpool.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils benefit from an extremely caring and supportive environment. The parish sister has been instrumental in developing and fostering this.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly merit assemblies where prizes are awarded for good work and attendance.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. A Year 6 child commented recapping previous work on the Prodigal Son that "*No matter what you do; your family will be there for you.*"
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking part in parish liturgies and choral events, the immediate neighbourhood served by the school i.e. waiting at tables at the 'Fusion Supper' and outreach in the wider community through fundraising by washing cars, packing bags at the local Iceland store and baking cakes etc. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education requires improvement.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' attainment in Religious Education requires improvement. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good. This is due to the support given by teaching assistants which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a broadly average level for their age and stage of development. Assessment data whilst generated is not used effectively to inform teachers planning and in turn impact on pupil progress. Teachers need to feed continuous assessment into daily lesson plans to ensure pupils make the required progress.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills needs further developing.
- 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.
- Pupils' engagement in their learning is good as shown by their interest, enthusiasm and outstanding behaviour in lessons. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- Pupils' liturgical formation is very highly developed across the school from processing in with the bible and singing the alleluia in the infants to joining in spontaneously with appropriate responses throughout the juniors.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in scripture.
- The school has just begun to use materials provided by the Archdiocese in support of pupils planning, leading and preparing Collective Worship. The school recognises this needs to be further developed as all children need to be regularly involved in this and further training is highly recommended.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- Teacher's planning requires improvement in meeting the needs of all the pupils. Teachers need to plan high quality learning experiences for all pupils that encapsulate the richness of the Come and See programme. There needs to be a greater emphasis on differentiation to meet the needs of all pupils including greater challenge for the more able.
- There were no examples of outstanding teaching on the day of inspection. Where teaching and learning was found to be good, those teachers displayed good subject knowledge and deployed a range of teaching strategies to enrich pupils' enjoyment of and enthusiasm for Religious Education.

- Teachers do not always take into account pupils' prior learning and ensure differentiated tasks are set which consolidate, build on and extends their knowledge, skills and understanding.
- In the best lessons good use is made of time and resources for example other adults, interactive white board, extracts from God's story on the Come and See website, audio and visual media etc. to maximise learning.
- In weaker lessons pupils were not exposed to a range of resources and learning opportunities were missed to deepen and extend pupils understanding.
- Plenary sessions need to be adapted to ensure pupils have an opportunity to revisit focused learning objectives, assimilate and evaluate what learning has taken place.
- Pupils are positively affirmed throughout their lessons. Marking is inconsistent. The best examples inform pupils of their progress however, it does not identify what pupils need to do next. Teachers need to ensure time is given to gain a response from pupils if marking includes key questions. This needs to be done consistently throughout the school. Effort and achievement is celebrated.
- The school has implemented formal assessment tasks which have begun to provide information on the achievement of pupils. This needs to be used effectively to bring about improvement and raise standards across the school.
- The tracking of pupils' progress in Religious Education needs to be further developed. The information gleaned through regular assessment needs to be used to inform teachers planning.
- There is evidence of pupils using assessment for learning techniques in some junior classes. This needs to be developed consistently across the whole school.

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

- The Religious Education curriculum requires improvement in promoting pupils' learning.
- 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.
- 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. Termly newsletters and the Wednesday Word are provided for parents and carers. The school implements new curriculum developments as appropriate.
- Enrichment activities such as gardening, Spanish, computer club, dance and seasonal sports etc have a positive impact on the curriculum.
- The school operates both a breakfast and after school club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs individuals. The provision for pupils with additional needs is good.
- There is a plan in place to explore the beliefs and values of Judaism later in the spring term. This aspect of the curriculum would be enhanced by inviting visitors into the school and/or taking the pupils out to other places of worship. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good.
- Collective Worship plays a part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles. This is supported by the parish clergy who are frequent visitors to the school.
- There is not enough evidence to show that Collective Worship is being undertaken across the school on a daily basis or monitored regularly. This is a legal requirement and every teacher *must* have an appropriate timetabled period of quality worship.
- In some classes teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. However, this needs further development as teachers are currently assuming responsibility for most of what is undertaken in the school and this needs to be addressed.
- 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. The parish priest presides at key school celebrations of Mass throughout the Church's liturgical year. He was fulsome in his praise of the Catholic ethos and mission of the school. The parish sister also plays a key role in the life of Our Lady and St. Philomena's.

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 good 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.
- They show a good understanding of and are deeply committed to the Mission of the Church. The school has recognised the need to renew the Mission Statement once a new headteacher is appointed.
- Good opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- A real strength of Our Lady and St. Philomena's is its close links with the community it serves. The school provides a base for many varied groups including the Citizen's Advisory Service, Community Liaison and Policing groups. All of which endeavour to bring about change and improvement to the local area and vulnerable groups.
- The school has benefited from the recent visit of a local Member of Parliament who is supporting the schools efforts to bring about change to the local environment.
- The Self Evaluation Document is comprehensive but needs to become a 'realistic' working document providing evidence of the schools rigorous monitoring, searching analysis and self challenge. Since the last inspection the school has made some progress in developing the areas identified as key priorities.
- Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- The school provides limited in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. The school recognises for example attendance at Archdiocesan in-service 'Topic' days needs to be opened up to all staff on a rolling programme. The subject leader regularly attends co-ordinator briefings.

- The quality of Collective Worship is a priority for the school. An up to date policy is in place.
- A good range of opportunities for Spiritual and Moral developments are provided for all pupils. Opportunities to join in 'Come and See for Yourself' celebrations need to be implemented for staff at the beginning of each new topic. This will enable liturgical themes to be explored at an adult level *before* teaching and learning takes place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Parents are consulted regularly and they support the school in fundraising activities and through events such as baking cakes and school fairs.
- The governing body has recently undergone significant changes and a new Chair has been appointed. Therefore they need time to become established and more effectively help to shape the direction of the school.
- Governors are working hard to engender good relationships at every level across the school. They have a clear vision for supporting the acting headteacher in bringing about school improvement and raising standards.
- The school is working alongside the parish in support of the 'With You Always' family catechesis sessions. These are well attended.

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 require improvement 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.
- The subject leader is committed in guiding Religious Education. She has successfully lead the implementation of the 'Come and See' programme and all the key documentation is in place for the delivery of the subject. The school is using a planning proforma.
- The senior leadership team needs to support the subject leader in undertaking rigorous monitoring, analysis and evaluation of teaching and learning in order to bring about improvement to standards in provision and outcomes for pupils.
- Teachers planning must be effective and founded on sound evidence of pupils capabilities and data obtained from both formative and summative assessment.
- Formal assessment tasks are being undertaken in line with Archdiocesan guidance. Regular moderation must be undertaken to ensure judgements made are accurate and a portfolio of evidence needs to be kept and levelled to aid this process.
- Assessment information is being collated by the subject leader and whole school pupil tracking is in place but there is insufficient evidence to suggest that it is rigorously analysed, evaluated and shared to bring about improvement. This is a priority and has to be communicated to teachers, pupils, governors and parents.
- Continuing professional development opportunities are provided for the subject leader to attend Archdiocesan briefings. It is important that opportunities are provided at staff meetings for her to disseminate key information to the whole staff.

What the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - providing in-service to ensure planning is undertaken consistently throughout the school using the guidance provided by the Archdiocese;
 - formally monitoring teaching and learning through regular lesson observations and drop-ins;
 - systematically and accurately monitor planning to ensure full coverage, differentiation and challenge;
 - embedding the language of the level descriptors and driver words into planning.

- Improve the quality of provision and outcomes for Collective Worship by:
 - providing In-service to ensure planning and delivery of Collective Worship; are undertaken consistently throughout the school using the guidance provided by the Archdiocese;
 - formally monitoring and evaluating Collective Worship;
 - enabling all pupils to plan, prepare and lead Collective Worship.

- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - using information gleaned through analysis of assessment data to inform planning and track pupil progress;
 - undertake regular book trawls to monitor pupil outcomes and marking;
 - build up a portfolio of moderated work to aid accurate levelling.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
How well pupils achieve and enjoy their learning in Religious Education	3
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	3
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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

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