



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY OF WALSINGHAM CATHOLIC PRIMARY SCHOOL

NETHERTON

Inspection Date Tuesday 25 March 2014

Inspectors Mrs Pat Peel Mrs Maria McGarry
Mrs Pat Cooney

Unique Reference Number 132198

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 237

Chair of Governors Mr P O'Brien

Headteacher Mrs Bernadette Shiels

School address Stand Park Avenue
Netherton
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Date of last inspection 8 June 2010

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 of Walsingham is a larger than average sized Catholic Primary School situated in Netherton in the Sefton district of Liverpool and mainly serves the parish of Our Lady of Walsingham.
- There are 237 children on roll of whom 184 are baptised Catholic, 53 come from other Christian denominations, there are no children from another faith or religious tradition.
- There are 11 teachers of whom 10 teach Religious Education. Eight teachers are Catholic. Four teachers have a suitable qualification in Religious Education.
- Since the last inspection there have been no significant changes in 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 of Walsingham Primary School is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at Our Lady of Walsingham.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement "*Sowing the seeds for the future.*"
- Pupils have an excellent 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. Our Lady of Walsingham is an oasis in the community whereby everyone feels safe and is loved for who they are.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences particularly in regard to the Mission Statement which is lived, loved and owned by everyone in this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming school councillors, playground buddies, peer mediators and prefects.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, singing in the local supermarket, visiting the elderly in the local community, and delivering food to the Sisters of Mercy at the Seel Street Mission.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities e.g. CAFOD, Nugent Care, Jeans for Genes, and Operation Christmas Child and outreach to the local and wider community e.g. a copper appeal for the Philippines and collecting food for the Sisters of Mercy to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Years 5 and 6 pupils have an opportunity to visit the Stars Howells Centre, Denbigh in North Wales.
- Education for personal relationships has fostered positive attitudes in pupils. SEAL materials and circle time are used very effectively to aid this.
- Pupils benefit from an extremely caring and supportive environment. The Parent Support Advisor works with pupils and their families in all areas of home and school life. Her liaison with families is valued and widely appreciated.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in supporting the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.

- Pupils are involved in service to the local Faith and religious communities by taking part in parish liturgies and choral events, and outreach in the wider community through fundraising for numerous causes.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a very limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are good in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good and their support is very effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. Providing more open ended tasks will endeavour to challenge the most able pupils.
- Tracking of pupils is in place however, it is in its infancy and the school is not yet in a position to show trends over time.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics and driver words which are used routinely throughout lessons to raise achievement. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They 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 and enjoyment of their learning is good as shown by their interest and excellent behaviour. This is a real strength of the school and is managed very effectively.
- There was lots of evidence of pupils using self assessment strategies i.e. thumbs up and traffic lights in support of their learning.
- In some classes pupils have developed an enthusiasm for undertaking quite challenging activities which is a result of teacher's high expectations of them. This was especially evident in a lesson where pupils were highly engaged in an activity looking at the Stations of the Cross. Pupils had an open dialogue with the teacher using a vast range of powerful emotions. This new learning was sensitively linked to pupils own lives.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship. They recognise from a very early age that prayer is a fundamental part of life at Our Lady of Walsingham.
- Pupils are respectful, act with reverence and are keen to participate in a variety of gatherings.

- Not all pupils are yet fully involved in planning, preparing and leading Collective Worship. However, this is developing rapidly. A lunchtime club has been introduced and pupils in Year 5 now regularly support younger children in Worship. This good practice needs to be disseminated throughout the school.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school is making good use of materials provided by the Archdiocese.
- Devotional areas around school are lovingly maintained and are a source of contemplation and quiet reflection.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make progress.
- Teachers' planning is effective in meeting the needs of the pupils. However, this can be enhanced further by planning a range of open ended tasks for the most able pupils, more interactive activities and greater independence.
- Teachers need to provide greater opportunities for pupils to use Information Technology. On the day of inspection there was none observed and there was no evidence of pupil led activities in books.
- Across the whole school the classroom ethos created an excellent platform for positive behaviour for learning.
- Teachers display good subject knowledge and deploy a range of teaching styles. In the best lessons pupils are challenged and inspired which enriches their enjoyment of Religious Education.
- Teachers take into account pupils' prior learning when planning Religious Education lessons. A range of strategies are used to elicit previous understanding including think, pair, share and talking partners.
- Excellent use is made of time and resources e.g. interactive white board, God's Story, audio and visual media etc. The school is very effective in deploying teaching assistants to enhance lessons for those children which require additional support.
- Pupils are very positively affirmed throughout their lessons and relationships are excellent. Marking is positive and informs pupils of their progress and next steps. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. The school has recognised the need to develop this further particularly with regard to higher achieving pupils.
- The tracking of pupils' progress in Religious Education is in its infancy and at this stage it is too early to show the impact of it.

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

- The Religious Education curriculum is good in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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 are provided for parents and carers.
- The school sends home the Wednesday Word and the Headteacher follows this up with a Collective Worship session the following week.
- The school implements new curriculum developments as appropriate. Come and See promotes in pupils a real sense of engagement and enjoyment.
- Enrichment activities such as fencing, football, netball, French, choir and brass band etc. have a positive impact on the curriculum.
- The school operates a breakfast club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- There is a very active parent and teacher association which helps to support the school through fundraising and organising social events i.e. discos, bingo etc
- The school has provided pupils with opportunities to meet with the Merseyside Police, Fire Service and the local Housing Association who have explored local community issues with them. These incentives are a way of helping children to stay safe.
- The school benefits from being a member of the Netherton Schools Together (NEST) partnership. There is a lot of mutual sharing of resources and support amongst members.
- The Parent Support Advisor also works with mums and toddlers in the pre-school 'Seedlings Group' this is another tangible link between home and school.
- Children have explored the beliefs and values of Judaism. The children have benefitted from a visit by Eric Cohen, a Jew who shared information about his Faith. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the prayer life of Our Lady of Walsingham.
- Collective Worship plays a key part in meeting the Spiritual needs of this worshipping community and is providing a firm foundation for Liturgy and Worship.
- 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. During lunchtime pupils are given the opportunity to pray for personal intentions.
- Teachers have been provided with the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship.
- 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 is a regular visitor to the school. The priest presides at celebrations of Mass throughout the Church's liturgical year.

- Year 4 children preparing for the Sacraments this year are attending Mass each Tuesday during Lent.

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 outstanding in promoting and developing the Catholic life of the school. The leadership team is deeply committed to the Church's Mission in education. They are energised by the task and the headteacher is a source of inspiration for the whole school community.
- This is reflected in the Mission Statement outlining Our Lady of Walsingham as a place where they are 'Sowing the seeds for the future.'
- The aims and practical objectives derived from the Mission Statement direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness. The school has recognised the time is right to review the Mission Statement in light of the current changes in staffing and governance.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, raising awareness of those in need and charitable outreach.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is a comprehensive document which guides the school well.
- The school provides very 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 all staff and pupils including Collective Worship, Archdiocesan led Spirituality retreats and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.
- 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 leading to a welcoming, happy, safe and caring learning environment for staff and pupils.
- There has been a recent reconstitution of the Governing Body and they are well informed about life at Our Lady of Walsingham and discharge their responsibilities in an appropriate manner. They are fully conversant with the duality of Catholic life and Religious Education.
- Governors are committed wholeheartedly to the Catholic life of the school and are actively involved in its monitoring and evaluation processes.
- The school supports the parish 'With You Always' family catechesis sessions held in the parish centre. Some of the catechists are members of the school community.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good.
- The Self Evaluation Document is a coherent reflection of monitoring, analysis and self challenge.

- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. The school has hi-lighted the need for more opportunities to moderate pupils work. Keeping a portfolio of exemplified pieces of work gained through moderation will greatly aid the accuracy of this process as will clustering together with local schools to moderate work collectively. Staff will become more proficient levelling work as opportunities to do this increase.
- The school has begun tracking pupil progress in Religious Education. The next step is to analyse the data, identify key areas for development and then tackle them systematically to raise standards even further. Planning a range of open-ended tasks will provide greater challenge for the more able pupils as will differentiating using the Driver Words.
- The subject leader is excellent in guiding Religious Education she is enthusiastic and shows a real commitment to the role. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. She has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes. She has begun to work with the newly appointed Religious Education link governor.
- Due to attaining a promotion the subject leader is leaving the school at the end of the term. The school has identified another key member of staff to take over and plans are in place to support her smooth transition into the role. All the necessary paperwork is in place to allow that to happen.

What does the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document;
 - planning a range of open ended tasks to challenge the more able pupils
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - maintaining a termly tracking system which enables the data received from pupil assessments to be interrogated;
 - using the information gleaned through analysis to inform teacher's planning;
 - ensuring areas identified for development are systematically tackled to bring about improvements to individuals, groups and whole cohorts.

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	2
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	2
The quality of Collective Worship provided by the school	1

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	2

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