



DIOCESE OF  
**SHREWSBURY**

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SECTION 48 INSPECTION REPORT:  
**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

**School:** Our Lady Star of the Sea Catholic Primary School  
**Address:** Capenhurst Lane  
Ellesmere Port  
CH66 7AQ  
**Tel No:** 0151 338 2230  
**URN:** 135246  
**Headteacher:** Mrs K Brickland  
**Chair of Governors:** Mrs M Pearson  
**Date of Inspection:** 11 October 2012  
**Inspectors:** Mr K Toms  
Mrs E Robb  
Mr P Sharp

## **MISSION STATEMENT**

In Our Lady's School we follow the ways of Jesus living as a caring family where everyone is respected and valued. Together with parents, parish and the wider community, we encourage everyone to reach their full potential feeling secure in our supportive and happy school.

## FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	50	60	60	60	60	60	60	58	468
Catholics on roll	47	58	53	51	48	47	55	49	408
Other Christian denomination	0	2	6	8	11	9	4	4	44
Other faith background	2	0	1	1	1	2	0	3	10
No stated religious affiliation	1	0	0	0	0	2	1	2	6
Number of learners from ethnic groups	4	7	6	4	7	5	4	6	43
Total on SEN Register	2	1	18	19	15	11	10	5	81
Total with Statements of SEN	0	0	0	0	0	0	1	0	1
FSM	n/a	3	6	4	2	7	6	5	33

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.20			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady Star of the Sea	260
St Bernard's	78
St Saviors	95
St Mary's	35

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
EPCHS	49

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours)	1.2	2.25	2.25	2.25	2.4	2.4	2.4	2.4	17.55

STAFFING	
Full-time teachers	15
Part-time teachers	5
Total full-time equivalent	17.9
Support assistants	12
Percentage of Catholic teachers f.t.e.	78%
How many teachers teach RE (P) f.t.e.	17.9 (100%)
Number of teachers with CCRS or equivalent	9
Number of teachers currently undertaking CCRS	0

Published admission number	420 (+ 52 nurs)
Number of classes	14 (+nurs am/pm)
Average class size KS1	30
Average class size KS2	30

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13	Next financial year 2013/14
RE	5,500	4,000	4,000
English	6,000	4,500	4,500
Mathematics	7,000	3,500	3,000
Science	900	700	700

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>1</b>
<p><b>How effective the school is in providing Catholic Education</b></p> <ul style="list-style-type: none"> <li>• The school is outstanding in providing a Catholic Education for its pupils. The pupils make outstanding progress due to the high standard of evaluation taking place and the clear vision the school has for future developments.</li> <li>• The hardworking governors, and the very effective management team, are deeply committed to the Church's mission and can clearly be seen to be living out the faith life of the community.</li> <li>• Pupils are highly motivated, very appreciative of the Catholic tradition of the school, and keen to play an active part in the Catholic life of the school.</li> <li>• Good progress has been made since the last inspection; and a new scheme of work has been successfully introduced across the school.</li> <li>• The school has an outstanding capacity for sustained improvement.</li> </ul> <p><b>What the school could do to improve further</b></p> <p>Continue with the identified school action plans to:</p> <ul style="list-style-type: none"> <li>• Further embed the new scheme of work, taking into account staff and pupil feedback.</li> <li>• Provide further inset training for the staff.</li> <li>• Further develop the assessment procedures to help challenge the children and help more of them to achieve the higher levels of attainment.</li> </ul>	

<b>PUPILS</b>	<b>1</b>
<p>How good outcomes are for pupils, taking account of variations between different groups.</p> <p>Pupils are making outstanding progress in Religious Education (RE) from the low levels of attainment as indicated on the baseline assessment. Pupils in all key stages are keen and enthusiastic in their RE lessons. They concentrate well and respond well to the work they are undertaking. During the inspection the children in Reception were looking at the Creation story; they related this well to a short role play of the passage in scripture. Older children were studying the Creation story and how they can follow the example of St. Francis in looking after God's creation. In other classes, the children explored the importance of water and its significance in Baptism and promises. Other classes looked at the importance of leaders in our faith story and how God wants us to follow their example. The children showed a very good understanding of previous work, articulating their thoughts clearly and with very good use of appropriate religious language. They responded well to the more challenging questions they were asked and were keen to extend and improve their learning. The children clearly enjoyed their lessons and were particularly appreciative of the variety of tasks they were able to undertake as part of their RE work, including role play, art and discussions. The older children were particularly inspiring in the way they responded to the question of "what God is like?" They created their own class liturgy and this reflected the outstanding progress the children make in Religious Education through the school.</p> <p>In interviews with pupils, they spoke with deep conviction and understanding of the roles they themselves play in the religious life of the school. This manifested in the extremely well developed "Minnie Vinnies" group and the "Max Agents" both established to help older children play an active role in supporting the social well-being of all within and beyond their school community. It also gives the children great confidence too.</p>	

<b>PROVISION</b>	<b>2</b>
<p><b>How effective the provision is for Catholic Education</b></p> <p>Nine classes were observed during the inspection and all lessons were deemed to be at least good, with a number having outstanding features. There is a commitment from all the staff to achieve the very best for the children and a much improved tracking system is allowing the staff to target improvement with greater accuracy. The result is that standards of teaching and learning are continuing to improve, building onto a strong base already established in the school.</p>	

The recently introduced scheme, *The Way, The Truth and The Life*, is being very effectively monitored and opportunities identified to build on its successful introduction. The school is well aware of how this scheme can be further developed to continue to raise standards in R.E.

Resources are very good with good use being made of ICT to support learners. School self-evaluation is accurate evaluates itself and there is a very clear vision for future developments. The quality of care is outstanding; one pupil commented that the teachers really cared for them. Lessons are very carefully planned with differentiation being a key element. Teaching assistants play a vital role in supporting this work. The imaginative and varied activities planned for the children helps to keep the children highly motivated. Assessment has been strengthened through the use of "I can statements". These are being used effectively to help in identifying next steps to learning. Marking through-out the school is good and supports this process. The school is on target to increase the number of children attaining the higher level 5 in Religious Education.

Collective Worship is outstanding, being central to the life of the school. The inspectors were able to participate in the school's "Harvest Breakfast" which reflected the school's mission to reach out and support all within need both locally and globally. It was extremely reflective, prayerful and fun to be part of! The children have a high degree of involvement in their own class liturgies and there is a good range of liturgies and masses following the Church's liturgical year. The parish priest is a regular visitor to school and there is a very effective first sacraments programme working alongside the parish church. Other faith backgrounds are respected fully and opportunities to study these form an integral part of the R.E. programme.

The school fully meets the requirements of the Diocese and Bishops' Conference.

<b>LEADERS AND MANAGERS</b>	<b>1</b>
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**How effective leaders and managers are in developing the Catholic Life of the school**

Leaders and managers are outstanding in the way they are developing the Catholic life of the school. The recently appointed Headteacher, from within the school, is deeply committed to the Church's mission and energetic and enthusiastic in her role both as Headteacher and as R.E. coordinator. She ably assisted by a strong and supportive management team, also recently appointed, whilst the deputy headship post is being advertised. Together they set themselves challenging targets to build on the school's success and have a very effective Improvement Plan with R.E. playing a central role.

The Governing Body plays a challenging and supportive role in the Catholic life of the school and has played a very effective role in guiding the school during its transition period. They are fully aware of how they can develop their role still further. A number of governors are regularly in school supporting its mission and the R.E. link governor has the opportunity to assist in monitoring and supporting the R.E. curriculum.

Parents speak highly of the school and are very appreciative of its Catholic mission and ethos. This was reflected in the following comment made by a parent; "This is an excellent school and I am very happy that my daughter attends it. R.E. is an integral part of school life and their assemblies are amazing." Other parents and carers also emphasised the centrality of the faith life of the school and how well it lived out its mission.

Partnerships at all levels are excellent in promoting the learning and spiritual well-being of the children. Great care is taken to support children experiencing particular difficulties and a designated "rainbow room" allows the school to effectively bring together different partnerships to support the children. Perhaps the outstanding leadership and management is best summed up in the children speaking about their role as "Max agents" and as members of the "Minnie Vinnies";

*"God wants us to love each other and to follow in his footsteps. We need to be good listeners, to help each other and to smile".*

### Pupil Questionnaires (Year 2) 58

		YES	SOMETIMES	NO
1	I like being at this school.	46	10	2
2	I learn new things in Here I am lessons.	57	1	
3	I enjoy learning about Jesus and how to live as His friend.	51	5	2
4	I have to work hard.	53	5	
5	My teacher helps me when I get stuck so I can make my work better.	47	11	
6	My teacher listens to me.	55	3	
7	<i>When I am unhappy there is always an adult I can talk to.</i>	50	6	2
8	I get praise when I do my best.	52	6	
9	Other children are kind and behave well	47	10	1
10	<i>I am happy on the playground.</i>	42	11	5
11	I am allowed to help in class and around school.	52	4	2
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	52	6	

### Pupil Questionnaires (Year 6) 54

		YES	MOSTLY	SOMETIMES	NO
1	Do you like being at this school?	25	20	8	1
2	Do you find out new things in Religious Education lessons?	27	22	5	
3	Are your Religious Education lessons interesting?	21	16	17	
4	Do you get help when you are stuck?	37	11	6	
5	Do you have to work hard?	39	11	4	
6	Do teachers show you how to make your work better?	49	5		
7	Do other children behave well?	4	26	23	1
8	Are teachers fair to you?	42	11	1	
9	Do teachers listen to your ideas?	33	18	3	
10	Are you given responsibility?	46	5	3	
11	Do you enjoy your times of prayer together?	31	16	7	

### Parents' Questionnaires 86

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	70	16	0	0	0
2	I am happy with the values and attitudes that the school teaches	71	15	0	0	0
3	I am made to feel welcome in school	69	17	0	0	0
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	48	33	3	0	2
5	The school gives me a clear understanding of what is taught in Religious Education	65	17	1	0	3
6	The school enables my child/ren to achieve a good standard of work in Religious Education	62	21	0	0	3
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	52	29	1	0	4

## INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	
How effective the school is in providing Catholic Education	<b>1</b>
How good outcomes are for pupils, taking particular account of variations between different groups	1
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

<b>PUPILS</b>	
How good outcomes are for pupils, taking into account of variations between different groups	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education	1
<ul style="list-style-type: none"> <li><i>The quality of pupils' learning and their progress</i></li> </ul>	1
<ul style="list-style-type: none"> <li><i>The quality of learning for pupils with particular learning needs and/or disabilities</i></li> </ul>	1
<ul style="list-style-type: none"> <li><i>Pupils standards of attainment in Religious Education</i></li> </ul>	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	1

<b>PROVISION</b>	
How effective the provision is for Catholic Education	<b>2</b>
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	1

<b>LEADERS AND MANAGERS</b>	
How effective leaders and managers are in developing the Catholic life of the school	<b>1</b>
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1