

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

- Carleton House is a Catholic Independent Preparatory School situated in Liverpool.
- Pupils come from a wide demographic area which is spread across 15 different parishes.
- There are 183 children on roll of whom 75 are baptised Catholic, 63 come from other Christian denominations, 22 from other faith or religious traditions and 23 who have no religious affiliation.
- There are 10 teachers of whom 9 teach Religious Education. 7 teachers are Catholic. Three teachers have a suitable qualification in Religious Education.
- Since the last inspection a new Headteacher, Assistant Headteacher and Subject Leader have been appointed.

Key for inspection grades

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

© 2016 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

Carleton House Preparatory School is good 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 good in the way in which they contribute to and benefit from the Catholic life at Carleton House.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement 'We live, love and learn with Jesus.'
- Pupils have a very good sense of belonging to the school and live out their motto drawn from the Mission Statement, 'They can because they think they can'. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming school councillors, Eco warriors, playground leaders, prefects and undertaking a number of pupil jobs around school.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the local nursing home, sports events, residential trips and visiting church.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities including NSPCC, Jeans for Genes, Support Dogs UK, Nugent Care, British Heart Foundation to name but a few and outreach to the local and wider community by collecting for the South Liverpool Food Bank.
- Pupils benefit from participation in annual residential outdoor pursuit activities at various Manor Adventure sites. Year 6 pupils have an opportunity to visit Lockerbie, and Year 4 Shropshire whilst Year 3 visit Robinwood in Todmorden.
- Pupils have an excellent sense of right and wrong and the diversity in the school promotes tolerance and respect at all levels. Pupils embrace and celebrate their differences.
- Education for personal relationships has fostered positive attitudes in pupils. The school uses the 'All That I Am' resource to support the relationships and sex education in years 5 and 6.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly awards assemblies.
- The school holds an annual 'Prize Night' at the Bluecoat School where children receive shields and certificates for their achievements in a variety of areas across the curriculum.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school, in the parish and at the Metropolitan Christ The King cathedral during Advent and Christmas.
- Pupils embrace opportunities to meet their potential in all aspects of school life including competitive sports and music.
- Pupil voice is used to good effect across the school and their opinions are valued. 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, the immediate neighbourhood served by the school though the support given to the Syrian Refugee collection 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 outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of the pupils are being met. The most able pupils would benefit from more open ended challenges. The range of activities provided for the pupils are effective in engaging pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make good 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 very good and their support is 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.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- In some lessons music is used to very good effect to reinforce pupils learning. This was evident in Year 2 where the class teacher had composed a song to support the reading from scripture.
- Pupils are able to articulate very clearly their understanding of topics covered in Religious Education.
- 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 outstanding as shown by their interest, enthusiasm and excellent behaviour. This was particularly evident in Year 5 where children explored the importance of resolving and embracing difference. Children quite confidently debated whether Jesus' teaching should be exclusively for Jews or shared with everyone whilst another group of children simultaneously painted images from Creation in an array of colours whilst others had just blue paint. The passion in the room was tangible and the objective of the lesson was very clearly met as pupils could clearly see how disagreements and compromise were a necessary part of moving forward for Jesus' disciples on their mission.
- 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.
- Pupils act with reverence, are reflective and keen to participate in a variety of gatherings.
- The school is particularly sensitive to the needs of all those present throughout Collective Worship and pupils act with integrity when praying together.

- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- All pupils from their earliest years are now regularly involved in planning, preparing and leading Worship. A Collective Worship led by two Year 6 pupils on the theme of peace in the Year of Mercy provided a very positive and enriching experience for all those present.
- Devotional areas around school are well kept and each classroom has its own focus area which enriches pupil's sensory experiences.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and in some classes make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes teachers had very high expectations. Pupils were challenged, pace was excellent and standards were very high which enriches their enjoyment of Religious Education.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story books, audio and visual media etc. More explicit use of the Come and See website will enhance pupils experiences of Religious Education not just as a visual aid but for paper resources and imagery in books.
- The school is very effective in deploying teaching assistants in lessons for those children who require additional support.
- Pupils are positively affirmed throughout their lessons. However, there is not enough evidence in books of high quality marking using the language of the level descriptors and Driver Words which informs pupils of their progress, poses questions and informs them of their next steps. This needs further development.
- Effort and achievement are celebrated through the award of stars and merit points.
- The school has implemented assessment strategies which provide information on the achievement of all pupils and tracking is in place.
- The school has begun to moderate pieces of assessed work but recognises that more needs to be done in this area. Building up a portfolio of levelled exemplars will further support teacher's accuracy when undertaking the moderation process following formal assessment.

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

- The Religious Education curriculum is good 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. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Teachers' are using the Archdiocesan planning template. It is recommended that the school undertakes Archdiocesan in-service training on 'Planning and Differentiation for Come and See'. This will greatly enhance the planning and delivery in Religious Education. At the moment too much emphasis is placed on differentiation by outcome rather than on planning activities that meet the needs of individual groups of children. Using the Driver Words will aid this process.

- Driver Words are on display in classrooms. The language of the level descriptors is not currently being used routinely in lessons to raise attainment. These ensure that activities are pitched at the right levels for the pupils and are used to challenge and extend learning. The Driver Words should also be used in the plenary sessions to reinforce learning outcomes and support next steps through marking.
- Termly newsletters are provided for parents and carers.
- Enrichment activities such as sports, chess, fencing, Judo, dance, choir etc. have a positive impact on the wider curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Pupils have explored the beliefs and values of another faith – Judaism and have visited the Synagogue and will explore Islam later in the year. The school benefits from its rich cultural community and parents of other faith traditions offer insight alongside teachers during these sessions. 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 is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship is central to the life of the school.
- Collective Worship plays a key 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.
- Opportunities are provided for parents, carers and the local Faith communities to participate in a variety of celebrations of the 'Come and See' programme i.e. assemblies and Rejoice celebrations. The parish priest regularly visits the school and celebrates Mass for the Year 6 Leavers. Pupils attend Mass throughout the year at the local parish church and annually hold the Nativity celebration there.

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 and developing the Catholic life of the school and are committed to the Church's Mission in education. This is reflected in the Mission Statement outlining Carleton House as a place where 'We live, love and learn with Jesus.'
- The school has recognised that all those who form the school community should be involved in the development of the Mission Statement and that it needs reviewing as its aims and practical objectives need to reflect the life of the school in 2016. It is recommended that the Mission Review is undertaken as soon as possible with support from a member of the Archdiocesan Christian Education Team.
- 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.
- The Self Evaluation Document is comprehensive and since the last inspection the school has continued to develop the areas it identified as key priorities specifically with regard to Collective Worship. The training and on-going support in school has had a massive impact on both its delivery and prayer life. The school has identified the need to continue to forge greater links with the local community and parish.

- The school provides good induction and 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, governors and pupils including Come and See for Yourself, Collective Worship and 'Rejoice' celebrations at the end of each 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 and caring learning environment for governors, staff, pupils and their families.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes in this area.
- The school supports the parish With You Always 'Upper Room' family catechesis sessions run in the parish.
- The school provide opportunities for both before and after school provision run by members of staff from the school.

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 the schools needs at this present time. However, the monitoring schedule, developed by the Archdiocese to enable the subject leader to effectively monitor Religious Education, needs to be fully implemented to ensure the school is providing a firm basis for accurate diagnosis of the schools strengths and areas for development.
 - The school has appointed a link governor with responsibility for Religious Education. This is a pivotal role in both supporting and reporting on the strategic actions taken by the subject leader to bring about improvements to the quality of teaching and learning across the school.
 - 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 clear assessment procedures and tracking over time in place. To ensure that key areas for development are tackled systematically this needs to be monitored and evaluated more regularly to enable strengths and areas for development to be identified. Senior leaders and governors need to know the impact of teaching and learning so that improvements to outcomes and provision can be made.
-
- The subject leader is good in guiding Religious Education and Collective Worship. He shows a real commitment to the role. Very good documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when

appropriate i.e. the new planning template. He has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

- Views of parents and pupils have been sought and acted upon.

What does the school needs to do to improve further?

- Continue to address the areas identified on the Self Evaluation Document by:
 - undertaking an Archdiocesan supported Mission Statement Review with a focus on developing a clear set of aims and objectives.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - building up a portfolio of assessed and moderated work to aid accurate levelling across the school.
- Raise the standards of attainment in Religious Education further by:
 - undertaking Archdiocesan In-service training on Planning and Differentiation for Come and See;
 - embedding the language of the level descriptors and Driver Words into planning and daily practice enabling the needs of all pupils to be met;
 - using Driver Words when marking to inform pupils of their next steps.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
---	---

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	1
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	2
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	2
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