



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### RUNNYMEDE ST. EDWARD'S SCHOOL

#### LIVERPOOL

---

Inspection Date	Tuesday 18 November 2014
Inspectors	Mrs. Pat Peel Mrs. Dorothy Martin

---

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	230
Chair of Governors	Dr. John Myerscough
Headteacher	Mr. Bradley Slater
School address	North Drive Sandfield Park Liverpool L12 1LE
Telephone number	0151 281 2300
E-mail address	<a href="mailto:blslater@runnymede-school.org.uk">blslater@runnymede-school.org.uk</a>
Date of last inspection	17 March 2009

# Introduction

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

- Runnymede St. Edward's is an average sized independent Catholic School situated in West Derby and serving many parishes across the Archdiocese. It is the Choir School for the Metropolitan Cathedral of Christ the King.
- There are 230 children on roll of whom 177 are baptised Catholic, 27 come from other Christian denominations and 17 from other faith or religious traditions.
- There are 12 teachers of whom 8 teach Religious Education. Seven teachers are Catholic. Three teachers have a suitable qualification in Religious Education.
- Since the last inspection a new Headteacher has been appointed. The school is currently undergoing changes to its independent status. As a result there has been a significant reduction in staff and a new Religious Education subject leader has been appointed.

### Key for inspection grades

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

---

© 2014 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:

Runnymede St. Edward's 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 outstanding in the way in which they contribute to and benefit from the Catholic life at Runnymede St. Edwards.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement *'Inspire, Challenge, Support through faith.'*
- The Mission Statement truly is lived, loved and owned by everyone. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community and pupils live out their motto *'Into your hands Lord, we put each day. All that we do and all that we say.'*
- Pupils have an outstanding sense of belonging and purpose and make a valuable contribution. Through the example of Blessed Edmund Rice they contribute to the life of the school and beyond by deed and action.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, house captains, prefects and buddies to younger pupils in the early years.
- The Edmund Rice group is run by members of Year 6 in promoting prayer, service and justice throughout the school and beyond. From time to time this extends to collaboration with St. Edward's College senior group.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the Cathedral, visiting places of interest and undertaking residential visits.
- 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, Operation Christmas Child, British Legion etc and outreach to the local and wider community i.e. fundraising for Blessed Tansi Model School, in Sierra Leone.
- Pupils benefit from participation in annual residential outdoor activities. Year 5 pupils have an opportunity to visit the Dobroyd Castle Activity Centre in Todmorden, West Yorkshire whilst Y6 visit Patterdale Hall Activity Centre in Patterdale, Cumbria.
- Pupils have an excellent sense of right and wrong. Education for personal relationships has fostered positive attitudes in pupils.
- Pupils benefit from an extremely vibrant and stimulating learning environment. The school building is sited in wooded grounds and access to St. Edward's College facilities i.e. swimming pool, sports hall, outdoor track and field enrich pupils skills and talents both in and out of school activities.
- 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 a variety of liturgical events in school, at the local parish church and in the Metropolitan Cathedral.

- Pupils embrace opportunities to meet their potential in all aspects of school life. They are very reflective and enquiring. One Year 6 child commented that “...school was not just about getting good grades it was about learning to be the best person that you aspire to be and teachers at Runnymede help them to do that!”
- Pupils are involved in service to the local Faith and religious communities by becoming choristers, taking part in liturgical and choral events, the immediate neighbourhood served by the school in support of local charities i.e. Zoe’s Place and outreach in the wider community through fundraising.
- As the named Cathedral Choir School a small number of pupils are supported before and after school by the Director of Music from the Cathedral. The choir supports liturgical celebrations throughout the year at home and abroad.

### **How well pupils’ achieve and enjoy their learning in Religious Education**

- Pupils’ achievement and enjoyment in Religious Education is good.
- The school has embraced the Come and See programme and the needs of all the pupils are being met.
- They are keen to do well, apply themselves diligently in lessons and work at a good pace.
- 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 in enabling them to access the Religious Education curriculum.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. However, there is a lack of challenge across the school and teachers must use the *Driver Words* routinely when planning and during lessons to enable pupils to meet and exceed expectations in all aspects of the programme.
- Assessment data whilst generated is not routinely 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 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 which is a strength of the school.
- 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 and are 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 great integrity when praying together.
- 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 has begun to use materials provided by the Archdiocese to support pupils preparing, planning and leading Collective Worship.
- Devotional areas and display boards around school are lovingly maintained and each classroom has its own focus area which really 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 make good progress. This was particularly evident in the Early Years where pupils were talking about and recognising symbols of Advent. There was an excellent range of continuous provision activities in the learning environment matched very clearly to the Religious Education focus.
- Teacher's planning is inconsistent in meeting the needs of all pupils especially the more able. There is insufficient use of the *Driver Words* when planning activities for identified groups of pupils. This is something which can easily be addressed to support differentiation by outcome and task. The *Driver Words* can also be used in the plenary sessions to reinforce learning outcomes and support next steps marking.
- 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 pupils are challenged and inspired which enriches their enjoyment of Religious Education. This outstanding practice needs to be shared.
- Teachers do not always take into account pupils' prior learning when planning Religious Education lessons but with regular, closer monitoring and termly tracking this will begin to improve.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story, audio and visual media, Come and See website etc.
- There was little evidence of Information Technology being used by the pupils to aid their own learning. The school has a dedicated suite of computers and this could be used more effectively to enhance pupils learning in Religious Education.
- The school is effective in deploying teaching assistants to enhance lessons for those children who require additional support.
- Pupils are very positively affirmed throughout their lessons and in marked work. However, there is little evidence of marking which sets out next steps clearly enough or presents opportunities for pupils to reflect on their learning. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. Records have been maintained over time and tracking is in place but this information needs to be fed back into teachers planning to bring about further improvement in standards.
- Individual assessed samples of pupils work have been kept by the school. These portfolios give an indication of how far children have progressed from Nursery through to Year 6.
- The school has begun to moderate pieces of assessed work. Building up a portfolio of levelled exemplars will further support teacher's accuracy when undertaking this process. Forming a cluster group with other Catholic schools in the locality will support the new subject leader in this process.
- There was some evidence of pupils using self assessment strategies during lessons but this was not done consistently across the school. If staff were fully conversant with the *Driver Words* they could use these with pupils as part of their own success criteria.

## **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. 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 alongside individual pupil reports.
- The school implements new curriculum developments as appropriate.
- Enrichment activities before, during and after school such as drama, quizzes, wake and shake, judo, rugby, netball, hockey, swimming, and clay making to name but a few have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The school shows an awareness of pupils' individual needs and the curriculum is customised to meet them.
- Children have explored the beliefs and values of another faith – Judaism and another religion - Islam. Visitors including parents and staff have shared their own religious beliefs with the children. 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 good 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 Runnymede.
- The school has recently invested in In-service for staff on planning for and delivering Collective Worship. This needs time to become embedded across 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 in Collective Worship
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Teachers have begun to provide the necessary resources and opportunities for pupils to further develop their skills in planning, preparing and leading Collective Worship. These need to become embedded to ensure all children from their earliest years are actively involved in it.
- Pupils must always be exposed to the Word of God in Scripture and teachers must continue to take an active part in facilitating Collective Worship even when children are leading it.
- 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 school invites Archdiocesan priests to preside at celebrations throughout the Church's liturgical year and feast days. On occasion the school visits the local church for celebrations.

**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. They are deeply committed to the Church's Mission in education. They are energised by the task and are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic Mission promoted through the Edmund Rice principles is alive and thriving at Runnymede.
- This is reflected in the Mission Statement outlining Runnymede as a place where pupils really are 'Inspired, challenged and supported through Faith'.
- All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- 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, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge.
- It is a comprehensive document and since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities.
- The school provides 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 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 and caring learning environment for staff and pupils and their families.
- There is a very proactive 'Parents and Staff Association' who both socialise and fundraise for school. They have provided a range of resources in support of the curriculum for example bikes for Early Years, cameras, books and whiteboards etc.
- 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 wholeheartedly to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes in this area.
- The school provides support to families who undertake 'With You Always' family catechesis sessions across the Archdiocese in their own parishes. The school hosts a St. Peter and Paul celebration to enable its pupils to come together following the Sacramental preparation period.

**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 and self challenge. However in regards to Standards, the searching analysis of data needs to be quickly adopted and developed to ensure the school is providing a firm basis for accurate diagnosis of the schools strengths and areas for development.
- Teaching and learning needs to be monitored more regularly by the Headteacher together with the new subject leader. This will enable appropriate feedback and support to be 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.
- Through the assessment process – formal and informal all teachers need to know and use their own class data to enable them to plan, teach, assess, and review effectively. Using the *Driver Words* throughout will significantly aid the process and raise standards considerably.
- The school is tracking pupil progress in Religious Education. To ensure that key areas for development are tackled systematically this needs to be rigorously monitored and evaluated to enable strengths and areas for development to be identified.
- Senior leaders and governors need to know the impact of teaching and learning over time.
- The subject leader is very new to the role and has attended the new co-ordinator training provided by the Archdiocese. An action plan has been drawn up to enable the subject leader to begin familiarising herself with the demands of the role. She will need continuing support and it is recommended that she forge a link with an established subject leader in a nearby Catholic school. This will enable the Headteacher to quality assure the subject leadership over the next few months.
- Good documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate.

## **What does the school needs to do to improve further?**

- 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 leading to improvements in progress and learning of individuals; groups and whole cohorts.
- Improve the quality of provision and outcomes for Collective Worship by:
  - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.
- Raise the standards of attainment in Religious Education further by:
  - embedding the language of the level descriptors and *Driver Words* into planning and classroom practice enabling the needs of all pupils to be met;
  - using 'next steps' marking to raise pupil standards further.



# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

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

## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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**

<b>How effective the provision is for Catholic Education</b>	
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	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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**