



# 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

- St. Bartholomew's school is a larger than average sized Catholic Primary School situated in Rainhill, Prescot serving the parish of St. Bartholomew's.
- There are 313 children on roll of whom 266 are baptised Catholic, 20 come from other Christian denominations, and 10 from other faith or religious traditions. Seventeen children have no religious affiliation.
- There are 18 teachers of whom 14 teach Religious Education and 9 have a suitable qualification in Religious Education. Fifteen teachers are baptised Catholic.
- Since the last inspection a new Chair of Governors, headteacher and subject leaders have been appointed.

### Key for inspection grades

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

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## Overall effectiveness:

St. Bartholomew's Catholic Primary School is an outstanding 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 outstanding.
- Pupils know and understand the school's Mission Statement and its core values. They understand the part they play within it and are fully involved in its evaluation.
- Pupils were involved in evolving the school's mission by creating examples of core values and their own motto, *Love God, love learning, love each other*. This has been celebrated and displayed as a mosaic for the whole school community.
- Pupil's behaviour is exemplary; they know right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions. They are quick to congratulate, respect and above all show love to one another.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life. On the day of inspection pupils enjoyed sharing their thoughts about their school. Children expressed, *'It is always fun and creative.'* *'My school is spectacular!'*
- They are encouraged to take on roles of responsibility in the school, e.g. through the school council, as reading buddies, as monitors and librarians.
- Pupils and their families show responsibility and care to their local community. For example, by collecting gifts at harvest time for local refugees, supporting the Good Shepherd Appeal, singing in their local area of St. Helens including at the local hospital.
- Pupils are fully supported by their parish priest. Pupils take part in a wide range of Masses and celebrations including a monthly children's parish mass. Past and present pupils provide music and have recorded their singing as a celebration to share with the rest of the community.
- Pupils have had the opportunity to be involved in service with other local parishes and the opportunity to attend an ecumenical service on Good Friday.
- There is regular fundraising serving the wider and global communities, such as, CAFOD, Macmillan, Ebola Appeal and the Handicapped Children's Pilgrimage Trust.
- Pupils enjoy and benefit from participation in many educational day trips and residential school activity trips.
- Older pupils attend a retreat day at Lowe House where pupils are invited to take part in a variety of activities.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils and their families are offered care and support where there is need by the school and are supported by outside agencies.
- Training and resources available from the *Rainbows* programme would enhance the school's support for vulnerable children and families.
- The school has adopted the *Journey in Love* programme for pupils' Relationships and Sex Education.

- The school praises and acknowledges the contribution of others, evident in their merit assemblies. The school's head boy and head girl award certificates and a variety of gifts and talents are celebrated. Pupils show a readiness to embrace, celebrate and share their lived experiences.

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

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils' work is moderated and standards and expectations are continually raised.
- Continuing to strengthen the use of differentiation through the driver words across the school, will enable pupils to be further challenged.
- Pupils are becoming increasingly more religiously literate. 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 outstanding as shown by their interest, enthusiasm and behaviour. On the day of inspection, pupils concentrated well and were on task.
- Where appropriate, pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the Scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Groups of older pupils are encouraged to become prayer leaders. They confidently and enthusiastically prepare and lead worship.
- On the day of inspection, teachers led worship as outstanding role models alongside pupil involvement. The school has an outstanding union of prayer between adults and pupils and is inclusive to all involved.
- In each worship observed, an environment of reflection and prayer was created. Focus areas were presented thoughtfully and used well. Pupils were reverent and respectful in their approach and in their heartfelt responses.
- In response to Scripture, pupils were invited to reflect in silence which enabled deep thought followed by joyous singing.

- Children are able to participate in a variety of gatherings. Outstanding worship opportunities are created for pupils and evidence is collected through planning portfolios and is evident on the schools' website.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display good subject knowledge which deepens pupils understanding. They deploy a range of teaching styles.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding.
- There are excellent pupil and adult relationships which encourages pupil discussion. On the day of inspection teachers shared their own experiences which captured children's interest and involvement. Pupils were given opportunities to express themselves through quality questioning and were challenged to develop their thinking.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. Teachers provide a positive, safe and secure learning environment.
- Teachers have excellent classroom management and ensure there is consistency in behaviour and expectations of pupils. There are established routines.
- On the day of inspection, lessons included a wide variety of activities, including, paired discussions, prior learning, hot seating, role play, mind maps, independent and collaborative work and positive, affirming feedback to pupils.
- In one lesson observed, older pupils explored how freedom and responsibility could affect their own lives. Excellent questioning and discussion throughout the lesson allowed pupils to deepen their understanding.
- In another lesson, a hot seating activity engaged pupils and furthered their knowledge of *Levi*. Clear differentiated tasks using the driver words enabled focused learning.
- On the day of inspection, plenary sessions were used well enabling pupils to reflect and respond about their progress. Some plenary sessions stretched pupils further and provided them with challenges, further thinking and discussion.
- In the Foundation Stage work is presented to a high standard and Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide outstanding care and support to pupils and teachers. They are deployed effectively and observe and comment on pupils' learning throughout lessons. They use quality questioning when working with groups and ensure all pupils in their care reach their full potential.
- On the day of inspection, opportunities for Information Technology were used well through the use of interactive whiteboards.
- Planning is produced on recommended Archdiocesan planning formats and shows learning objectives, driver words, some good differentiation, a range of activities, supported groups and evaluations.
- Pupils workbooks reflect effort and achievement at all stages of learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is affirming, reflective and thoughtful. It supports and encourages next steps in their learning using driver words when appropriate.
- The school has assessment strategies in place, providing information on the achievement of all the pupils. The school tracks the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Driver words are used well by teachers in planning, learning objectives and through marking. They are displayed throughout classrooms.

- Using the driver words in differentiated activities across the school will enable pupils to know their meaning and recognise challenges in their learning.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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.
- The school implements new curriculum developments as appropriate.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well-planned strategies are deployed to enrich pupils' learning.
- The curriculum meets the needs of groups and individuals.
- The Religious Education curriculum and planned yearly events provides opportunities for pupils' spiritual, moral development and vocation.
- The Religious Education curriculum is enhanced through a variety of other topics throughout the school year such as, English, history, art, and personal, social and health education.
- The school environment is welcoming and displays quality well-presented, thoughtful areas that reflect the hard work and dedication of staff and pupils.
- Children have explored the beliefs and values of other faiths and religions. The school teaches Judaism and Hinduism each year. Pupils have visited other places of worship and invited visitors into school from other faiths and religions when appropriate. This helps to promote tolerance and respect for those who think differently.
- Structuring the coverage of other faiths and religions separately within the school year will allow children to appreciate and further their knowledge and understanding.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school is inclusive to all and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- A prayer room offers pupils the opportunity for displaying their prayer responses and time for their own reflection. Pupils' prayers and thoughts are added to sacred spaces around the school.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.

- Many 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 and the Church's liturgical year.
- Parents and carers are enabled to pray and reflect at home with prayer bags provided by the school. They are also invited to attend *Stay and Pray* which gives parents the opportunity to pray with their own children in school.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, such as, Easter reflections, Advent assemblies and welcome and leavers 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, 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.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development of the Mission Statement and the core values of the school.
- The headteacher has ensured that the core values of the school show how the mission can be lived out. This has inspired pupils and the whole school community to have the mission and values at the heart of all they do.
- The schools' mission and values can be further enhanced by showing how they are lived out daily in aims and practical objectives. This would enable the school to detail their outstanding practices and can be a useful tool by which the school evaluates its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- The Self-Evaluation Document provides evidence of the schools' monitoring, analysis and self-challenge. It provides a basis to celebrate strengths and outlines areas for development.
- Leaders, governors and managers are deeply committed to the Church's mission in education and are an inspiration to the whole community.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Governors have full knowledge and understanding of the Catholic Life of the school. They fulfil their responsibilities and help shape the direction of the school.
- Governors are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the headteacher regarding the Catholic Life of the school.
- Governors ensure the Catholic character of the school has a high profile through the close and active links with parish and home.
- The Parish priest, who is also the Chair of Governors, supports the whole school community on their faith journey. He ensures that the school community gathers regularly for liturgical events and masses in the local church and in school.
- The Parish priest aids teachers in many Religious Education learning opportunities and the school supports the *With You Always* family catechesis programme.
- Governors and catechists from the school parish are enthusiastic in seeking ways to involve families from the school, such as, links to other parishes in the area, children's liturgical services and the youth choir.

- The school provides induction and regular in-service training enabling staff to further understand the Church's Mission in Education and play their unique part in it. Regular prayer opportunities are provided for the staff.
- Most staff members teaching Religious Education have their Catholic Certificate in Religious Studies.
- All staff questionnaires returned on the day of inspection were fully supportive and gave positive and affirming reflections in all areas of Religious Education and the Catholic Life of the school. They showed positive relationships at every level within the school.
- One teacher commented, *'It is a real privilege to be part of such a warm and loving community, everyone looks after each other.'*
- The quality of Collective Worship is a priority in the school. An up to date, detailed policy is in place suiting the needs of the school and there are planned worship themes.
- Collective worship is monitored and evaluated by leaders, governors and managers. This will continue to improve and embed as part of the yearly monitoring cycle.
- Parents are consulted regularly and are involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgies, celebration and fundraising events. Parent questionnaires sent into school reflected very positive outcomes concerning the Catholic Life and Religious Education in 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.**

- Leaders, governors and managers are outstanding 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 leaders work hard to keep the subject moving forward and show care and commitment to their role. They are new to the role since the last inspection and have effectively planned and disseminated new initiatives when appropriate.
- The subject leaders are part of a local cluster of schools which is effectively supporting Religious Education standards in school.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.
- Governors are informed of standards in Religious Education. The newly appointed Religious Education governor is aware of her role and is enthusiastic and keen to continue to share updates and outstanding practices across the school.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements. This can continue to develop by ensuring a yearly cycle, including monitoring quality timings for Religious Education timetables and how displays are impacting on teaching and learning.
- Detailed and comprehensive documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education team and staff members.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements. The school is aiming to develop further use of the language of the Religious Education level descriptors in written reports to parents.

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

- Continue to implement the Self-Evaluation Document using the guidance outlined in this report.

**INSPECTION JUDGEMENTS**

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **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	1
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	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **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	1

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