



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY STAR OF THE SEA CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date: Tuesday 5 October 2010

Inspectors: Rev D Melly Mrs M Eves

Unique Reference Number 104929

Inspection carried out under Section 48 of the Education Act 2005

Type of School: Catholic Primary

Age range of pupils: 3 - 11

Number on roll: 128 + 10 N

Chair of Governors: Mr A Kellett

Head teacher: Mr D Iliff

School address: Kepler Street
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Date of last inspection: 6 November 2007

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

Our Lady Star of the Sea is a smaller than average Catholic Primary School situated in Seaforth and serving the parish of Our Lady Star of the Sea. There are 128 children on roll of whom 72 are baptised Catholic, 16 come from other Christian denominations, and the remaining families have no religious affiliation. There are 10 teachers of whom 8 teach Religious Education. Eight are Catholic. Eight teachers have a suitable qualification in Religious Education. Since the last inspection a new head teacher has been appointed, a new senior leadership team established and a new coordinator and R.E. governor appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school

Inspection Judgements

**Overall effectiveness:
how effective the school is in providing Catholic Education** 2

The school's capacity for sustained improvement 1

Main Findings:-

The school is good overall in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained and built on previously good performance. Self evaluation is rigorous and accurate though rather modest. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The school is successful in addressing the areas it has identified for improvement particularly in their review and revision of the Mission Statement. The leadership team is deeply motivated, enthusiastic and consistently communicates its high expectations to staff in order to secure improvement. Staff are affirmed and supported. Teachers are provided with In-service to support their ongoing development. Realistic and challenging plans are beginning to stem from the accurate analysis obtained through monitoring and are beginning to impact on outcomes. Under performance is challenged and clear direction given.

Overall the school has an outstanding capacity for sustained improvement.

What the school needs to do to improve further

- To further develop assessment and tracking by providing staff development opportunities.
- To further develop monitoring by allocating the time necessary to ensure that it has a greater impact on achievement and attainment.
- To give opportunities to both staff and pupils to plan and lead Collective Worship by offering the necessary inservice and encouragement to staff.

How good outcomes are for individuals and groups of pupils

Pupils' achievements in Religious Education are good. On entry to school many children have a limited or no knowledge and understanding of the Catholic faith. Pupils attainment in Religious Education is good. Pupils make outstanding progress in relation to their starting points and capabilities. Analyses of assessments undertaken provide evidence of pupils' generally attaining appropriate level for their age and stage of development in each key stage. There is no difference in performance between pupils of different

gender. Outcomes for pupils with additional or special needs are good. Pupils are becoming increasingly more literate, their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Any underachievement is challenged sensitively. Pupils are encouraged to work independently and collaboratively. Pupils enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by their care and support for each other. This was particularly evident in our discussions with the peer mentors who seemed to have an understanding, care and enthusiasm for the school beyond their years. Pupils' have for example an outstanding sense of belonging to the school community and value and respect others. Pupils, particularly the peer mentors, are encouraged to take on roles of responsibility in the school and wider community. Pupils benefit from participation in away days where they are encouraged to appreciate and be thankful for what they have and are encouraged to take all of this into prayer. Pupils are considerate and caring of others both in school and the wider community where they are particularly caring of the elderly. Pupils have a good sense of right and wrong and apply this in their personal relationships. Education for personal relationships and particularly SEAL, which has a high profile in the school, has fostered positive attitudes in pupils. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences particularly at the Friday assembly.

Pupils are outstanding in responding to and participating in the schools Collective Worship. The senior management team want them to become increasingly more confident preparing and leading worship from their earliest years. They act with reverence and are keen to participate in a variety of gatherings. They reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
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

How effective the provision is for Catholic Education

The quality of teaching overall is outstanding in ensuring that pupils are interested and engaged and make outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time. Outstanding use is also made of ICT, including (interactive white boards, digital cameras, photos and videos, activity sheets and teaching assistants and other adults present. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. praise and encouragement, highly effective questioning and role play. Pupils are informed of their progress and how to improve both orally throughout the lessons and through highly effective marking.

The assessment of pupils work in Religious Education is good. The school has taken appropriate steps to make use of assessment strategies which provide accurate and detailed information on the achievement of all the pupils. The development of this work is a priority for the school. Teachers are able to identify how well pupils are achieving and tackle underachievement sensitively. Teachers enable pupils to evaluate their own work especially at the end of lessons. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader. Achievement and effort are celebrated. Pupils are affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is outstanding in meeting pupils' needs. The school, using the Here I Am programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and 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. Imaginative and well planned strategies are deployed to enrich pupils learning. Curriculum outlines are provided for parents in a termly newsletter. The school implements new curriculum developments as appropriate. Enrichment activities such as the "Active Kids" club, the "Talk and Toast" before school and the trips and residential have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development of all.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. 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. Children are enabled to pray formally and informally. The school is providing opportunities for Staff to develop the skills in planning and leading Collective Worship. The school hopes

to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Good opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show a clear understanding of, and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement.: 'We pray together, learn together, love and value each other'. All who form part of the school community including parents, the priest, governors and children were involved in the development and review of the Mission Statement since the last inspection. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school (can/does) evaluate its effectiveness. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school as they show love and value each other throughout the school day. The Self Evaluation Document provides evidence of the schools searching analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and outlining areas for development. The Self Evaluation Document is accurate though modest and impacts well on the Catholic life of the school. 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 particularly in the inservice offered. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils particularly away days and inservice. These enable a positive enthusiastic response.

Leaders and managers are effectively developing the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Planning is thorough and effective. The development of the monitoring of planning, teaching and children's work books is a priority for the RE coordinator. The subject leader is outstanding in leading and managing the subject and in guiding Religious Education. She shows a determination and commitment to drive new initiatives. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school particularly through the Ethos Committee.

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: in the Collective Worship observed children's freedom was respected. There are positive relationships at every level within the school. Leaders and managers facilitate pupils' involvement in service to the local Faith and religious communities through participation in local initiatives, singing carols in the local care home and the local Tesco and by inviting pensioners into school for a Christmas meal. They support charities and respond to international disasters. It is hoped to invite people of other faiths into school and to visit the places of worship of other faiths and religions in order to encourage collaboration and dialogue with people who hold different beliefs and values. Parents are consulted regularly and involved in a variety of ways in the life of the school with weekly newsletters and invitations to school assemblies and special celebrations. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths for example Judaism and Islam. This helps to promote tolerance and respect for those who think differently.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1