



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY OF WALSINGHAM CATHOLIC PRIMARY SCHOOL

NETHERTON

Inspection Date	Tuesday 26 th February 2019
Inspectors	Mrs Julie Rourke Mrs Jude Ryan
Unique Reference Number	132198
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	207
Chair of Governors	Mrs Marie Richardson
Headteacher	Mrs Claire McKinnon
School address	Stand Park Avenue Netherton Bootle L30 3SA
Telephone number	0151 525 0395
E-mail address	admin@ourladyofwalsinghamprimary.co.uk
Date of last inspection	25 th March 2014

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

- Our Lady of Walsingham school is an average sized Catholic Primary School and is situated in Netherton in the Sefton district of Liverpool serving the parish of Our Lady of Walsingham.
- There are 207 children on roll of whom 148 are baptised Catholic, 19 come from other Christian denominations and 3 from other faith or religious traditions. Thirty-seven children have no religious affiliation.
- There are 10 teachers at the school, including the headteacher, of whom 7 are baptised Catholic. Seven teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher and Chair of Governors 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

Our Lady of Walsingham Catholic Primary School is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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 at Our Lady of Walsingham understand and know how to live out their mission. On the day of inspection children explained that their mission, 'Helps us to show how to be like Jesus.' They have begun to review their mission at the beginning of each year which is enabling them to understand how to live it out every day.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary, they are polite and well-mannered. In proportion to their years, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Children are praised regularly through a variety of awards such as, the school's new house awards. Postcards are regularly sent home to reward their behaviour and used to welcome new children and their families to the school community.
- Pupils participate in many opportunities provided by the school. They enjoy after school clubs, such as, art, board games and football.
- Pupils enthusiastically embrace the demands that membership of a Catholic school, entails. They accept their responsibilities and as a result, they become for example; sports leaders, school and eco councillors and office helpers. They are rewarded for their contributions to the Catholic Life of the school by receiving points towards a Children's University passport.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Children actively seek ways to ensure they fundraise for national charities but also know the needs of their own community.
- Pupils enjoy promoting the Catholic Life and mission of the school in a variety of community events. School Councillors visit the local community with gifts and cards. They school choir and brass band entertain and serve afternoon tea to parishioners.
- They continually raise funds for a variety of causes, including CAFOD, MacMillan Cancer Care, Netherton Foodbank, Nugent's Good Shepherd Appeal and Walsingham to Walsingham bike ride. Pupils are alert to the needs of others and seek justice for all within and beyond the school community.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. Pupils marked the end of the Year of Mercy with a visit to the Holy Door at the Metropolitan Cathedral of Christ the King in Liverpool.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. They attend and plan parts of a weekly parish mass. They are also invited to have time before the Blessed Sacrament in Adoration, particularly in this year of celebrating the Eucharist in the Archdiocese of Liverpool.

- Pupils respond well to the many opportunities the school provides for their personal support and development. School staff are trained in Rainbows bereavement and loss counselling, which is having a huge impact for the children who need this support. The school employs a Parent Support Advisor and along with the school's Special Educational Needs Coordinator and headteacher they work with many outside agencies to give the very best care and advice to children and their families.
- Pupils, appropriate to their age and capability are developing in their understanding of loving relationships and sexual development within the context of a Christian understanding. This is through the successful implementation of the Archdiocesan advised programme, *Journey in Love*.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The schools' Mission Statement is an inspiring expression of the educational mission of the Church. The mission was recently renewed, and the school is now keen to continue its development with clear objectives to reflect how it is in action in the daily life of the school.
- The school environment reflects its mission and identity through concrete and effective signs of the Catholic character of the school. There is a calming and welcoming front reception area with inspiring quotes and religious artefacts that celebrate and embrace its Catholic identity.
- The school is working closely with an outside school environment agency to provide layouts and colours around school that support children with specific needs. The school's team 'houses' dedicated to Our Lady, are reverently portrayed around school. There are sacred spaces inside and an outside prayer memorial area, lovingly dedicated to a former pupil named, 'Joanna's Garden'.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.
- Staff are committed to the school's mission across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as, staff prayer and Continuous Professional Development on Catholic Life.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils. They provide outstanding opportunities for the spiritual and moral development of all pupils. *Animate Youth Ministry* and the school's local high school have close links with the school and provide retreat days for pupils.
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. The headteacher and senior leaders have several strategies in place to support the health and well-being of their staff. They include, mindfulness, massage, *Hug in a Mug* and a staff member of the week award! The governors fully support the care and compassion the headteacher puts in place for her staff, who leads by example treating others with respect and dignity.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. As well as continual support through the teachings of CAFOD, weekly assemblies regularly focus on ethical issues.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer. The school is a supportive and joyful community.
- The new Parish Priest is a regular visitor to school. He fully supports school life, celebrates regular masses at church, including Exposition of the Blessed Sacrament.

- The Relationships and Sex Education programme, *Journey in Love*, has begun to be taught across the school. The school is keen to continue developing and map it across the school year in relation to Religious Education, Science and Personal, Social and Health Education and reflect the school's new curriculum.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The headteacher, senior leaders and governors 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.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which reflects rigorous monitoring, searching analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school is effective. As a result, the staff have an outstanding understanding of the school's mission. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand the school's mission. They are invited to school masses, services, Sacramental preparation and they support a variety of fundraising and school events.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises this as a school improvement priority. There are planned improvements to further enhance the Catholic Life of the school.
- The governors celebrate regularly with the school through, for example, in worship, for fundraising events and attendance at a variety of assemblies.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and actively promotes them throughout the school, including, Archdiocesan subject leader Religious Education training.
- The *Relationships and Sex Education* programme, *Journey in Love*, recommended by the Archdiocese, has begun to be implemented. The programme aims to enable all pupils, appropriate to their age and capability to have an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils with special educational needs, are supported through careful planning for teaching assistants and support given to them in their work.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.

- Pupils are actively engaged in lessons and are keen to improve their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well and show excellent behaviour in lessons. They enjoy Religious Education. They are interested and enthused in the variety of activities provided for them. Pupils respond well to opportunities which extend their learning.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks celebrate their achievements. There is some evidence of developmental marking with the use of driver words.
- Pupils' workbooks now need consistency in content, marking and feedback, in line with school policies. This will enable pupils to know the high expectations of them across the school, know how well they are progressing and know how to keep improving.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment.
- The subject leader is supported by and works alongside an assessment leader in school. This has enabled and enriched the data using the new standards in Religious Education. This is excellent progress.
- The amount of data collated enables detailed pupil progress meetings. This shows the journey of each child and how this can now begin to impact on planning.
- Formal assessments provide very good evidence of the pupils' overall progress.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good with some outstanding features.
- Teachers plan good and some outstanding lessons. They are confident in their subject expertise and have a good understanding of how pupils learn. Consequently, pupils apply themselves well and make good progress in lessons and over time.
- Planning shows good evaluations, good support for children with specific needs, use of the new standards in Religious Education and some differentiation.
- Teachers can now continue to consistently plan lessons linked to pupils' current assessment to identify how groups of children can be differentiated for and challenged. This will enable them to communicate high expectations for Religious Education.
- Teachers manage time well to secure good learning in lessons and across sequences of lessons.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils with, for example; music, stories and photographs. Teachers employ a range of appropriate strategies, including individual and collaborative work.
- Teachers used questioning during lessons to progress children's learning. Tasks and explanations were adapted to suit their learning needs. Driver words were used at times to show some differentiation and this practice now needs to be embedded and consistent across the school.
- In one lesson observed, the teacher captured the children's interest with her own story about memories. Opening the lesson with the words, '*Remembering can wake up your soul,*' provided wonder and curiosity. By the end of the lesson, the children had experienced an outstanding exploration of their new topic. The teacher skilfully led questioning and discussion, enabling pupils to not only to progress in their understanding of memories but were challenged to develop spiritually and morally.
- Examples of outstanding practices were evident on the day of inspection. By sharing outstanding practices, teaching can continue to flourish and be consistent across the school.

- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care.
- Achievement and effort are celebrated leading to high levels of motivation from all pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage. Religious Education has full parity with other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge. Sharing outstanding practices and monitoring for consistency, will lead to outstanding outcomes for all areas in Religious Education.
- Governors are fully informed about Religious Education standards and the subject leader regularly reports to governors. They are fully aware of their responsibilities and ratify all policies linked to Religious Education.
- The Religious Education governor is informed of the impact of standards across the school and any new initiatives. He is guided and informed of monitoring to know how children are progressing.
- The Religious Education subject coordinator is a passionate, effective, hard-working role model, who clearly has a love for this subject. She continually seeks ways to improve. She works extremely well with the support and experience of a senior leader.
- She regularly attends Archdiocesan training to keep updated with her professional development and shows her full commitment and support to the Christian Education Team.
- By sharing her outstanding practices and attending local clusters, she can lead by example, grow and develop further in her role as a leader of Religious Education in school.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children and there is a wealth of information on the schools' website.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- On the day of inspection, children gathered in appropriate, suitable environments ready for prayer. Collective worship was well planned, and pupils were fully involved appropriate to their age and stage of development.

- In a worship observed, there was a great sense of community as children gathered. There was a great partnership between adults and children in prayer. Children led the worship using role play and showed outstanding understanding of Scripture which was explained to all present. They responded with silent reflection and prayer. The 'go forth' message was clear and enabled the children to spread the message further.
- All children are invited to pray and encouraged and supported to be a part of the prayer life of the school. Pupils are used to their worship practices and routines.
- They regularly prepare and lead worship with confidence and a degree of independence. In conversations with pupils on the day of inspection, pupils were enthused by their worship. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.
- Themes reflect the rhythms of the liturgical year and ensure that staff are fully supported in their planning which leads to outstanding acts of worship provided for the children and the whole school community.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality, cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and ensure pupils have high quality experiences of the Church's liturgical year.
- Staff are skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- Staff can now continue to develop their outstanding practices by exploring ways of responding to the Word of God, without assessment and allow for silence, heartfelt responses, prayer and opportunities to talk to God.
- The school is seeking ways to further develop and facilitate attendance by parents/carers associated with the pupils. They are keen to encourage parents to attend 'Stay and Pray' worship times with their children.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide clear policies and guidelines to plan and deliver quality Collective Worship. They lead Collective Worship within the school and are appropriate models of outstanding practice for staff and pupils. They promote pupils' planning and leading Collective Worship.

- They have an outstanding understanding of the Church's liturgical year, seasons and feasts and they are able to make these accessible to the pupils in a contemporary context. The parish priest supports, provides and celebrates a variety of liturgical events with the school community.
- Monitoring of Collective Worship is embedded and is supporting worship across the school.
- Leaders can now continue to develop a portfolio of worship to share outstanding practices. This will further professional development in Collective Worship.
- Governors are informed of policy guidelines and monitoring of Collective Worship. They also are invited to and regularly attend Collective Worship celebrations.

What the school needs to do to improve further

- Continue to develop the school's Mission Statement by:
 - including objectives to reflect how the aims are acted in the daily life of the school.
- Further develop the monitoring of Religious Education by:
 - ensuring consistency throughout pupils' workbooks;
 - use the outstanding collated data to impact on planning, identifying how groups of children can be differentiated and challenged;
 - use driver words to differentiate pupils work.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate