



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. CECILIA'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 24 January 2017

Inspectors Mrs J. Rourke Mr A. Cocker

Unique Reference Number 104645

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Junior School

Age range of pupils 7-11

Number on roll 231

Chair of Governors Mrs Beryl Pemberton

Headteacher Mrs Phillipa Agate

School address
Green Lane
Tuebrook
Liverpool
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Date of last inspection February 2012

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 Cecilia's Junior school is an average sized Catholic Primary School situated in Tuebrook, serving the parish of St. Cecilia and St. Matthew.
- There are 231 children on roll of whom 215 are baptised Catholic 11 come from other Christian denominations and 5 from another faith or religious tradition.
- There are 11 teachers of whom 11 teach Religious Education and 5 have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection a new Religious Education coordinator has 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. Cecilia's Catholic Junior School is a good with many outstanding features 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, '*Rooted in Gospel values, St. Cecilia's Catholic school community lives together, learns together and loves together.*' They know and understand the part they play within it.
- Their behaviour is exemplary; they have an excellent understanding of right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions.
- 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.
- Pupils understand that they belong to the school community and they value and respect others.
- They are encouraged to take on roles of responsibility in the school, for example, as prefects, reading buddies and school councillors.
- Pupils are involved in service to their local community. They have, for example, performed carols at a local care home and distributed harvest gifts to their local foodbank.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for *CAFOD*, local food banks, *Nugent* and the *Roy Castle Lung Foundation*.
- Respect and understanding of other faiths and religions and all backgrounds and cultures are celebrated by the pupils. Pupils are supported to understand those in need in global communities. *CAFOD* were invited into school and led children on a school pilgrimage which highlighted the plight of people in Syria.
- Pupils benefit from participation in residential to, for example, *Plas Caerdeon* and *Colemendy* in Wales. They are also involved in a variety of educational day trips.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils are supported through Archdiocesan recommended programmes across the school.
- A nurture centre supported by the local authority named *The Hive*, has a dedicated space within school. This invaluable support provides emotional and social support for pupils within St. Cecilia's Juniors and for surrounding schools.
- The Rainbows programme run throughout the school, offers further opportunities for emotional and nurturing support to pupils.
- Pupils are fully supported by their parish priest. They are involved in school masses and services throughout the liturgical year. Pupils have also attended Good Shepherd Masses at the Liverpool Metropolitan Cathedral.
- Pupils are praised and the contribution of others is acknowledged, evident in their weekly *Gospel values* awards assemblies reinforcing the importance and celebration of the values across the school. The headteacher invites the winners of the awards to a Gospel values afternoon tea! News is celebrated and passed onto parents through the school newsletter.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education are good.
- Their attainment in Religious Education is good.
- They make good 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 good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils show good standards of work for each level of attainment. Standards will continue to improve by broadening and raising expectations for greater depth to be achieved in higher levels of attainment.
- 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 very good as shown by their interest, enthusiasm and behaviour. Pupils are diligent in their learning and are keen to achieve their best work.
- 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.
- A variety of bibles are used across the school. Pupils would benefit from a selection of bibles appropriate to their age and stage and those recommended by the Archdiocese.
- On the day of inspection pupils were reverent and keen to participate in the prayerful atmosphere created.
- Pupils were able to reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are encouraged to prepare and lead worship in partnership with adults. They are becoming increasingly more confident with gradual expectations across the school.
- At the end of worship observed, pupils were invited to contemplate how their prayers could help them in their lives. This is outstanding practice, allowing pupils an opportunity to develop their faith for life journey.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- On the day of inspection some of the lessons observed were outstanding.
- It is effective in ensuring that pupils are interested and engaged and make good progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.

- Teachers ensure there is consistency in behaviour and expectations of pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively. Pupils' behaviour in lessons is exceptional. They are focused and enjoy the challenges they are given.
- Teachers display good subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion and there are a variety of activities to motivate and inspire pupils.
- Teachers make pupils' prior knowledge a priority in each lesson. Pupils are challenged well through focused questioning and activities in plenary sessions. The plenary sessions and challenges given, offer pupils an opportunity to reflect and further their understanding.
- Driver words are used well at times across the school. In an outstanding lesson observed activities differentiated by driver words were shared with the pupils.
- Teaching Assistants throughout the school provide care and support to pupils and teachers. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- On the day of inspection there were opportunities for Information Technology, particularly using the interactive whiteboard. In one lesson observed, the teacher had invited the parish priest to make a film clip to explain his role as a priest in the community. This inspired and maximised learning.
- Planning is completed on planning formats recommended by the Archdiocese showing some differentiation, a range of activities, some driver words and evaluations.
- Planning would now benefit from consistency across the school. It can develop further by showing learning objectives that are matched to an activity and using the driver words to differentiate for each group.
- Effort and achievement at all stages of learning is celebrated.
- Pupils are informed of their progress and how to improve both orally and through marking. Work books are presented well. Marking is positive, affirming and shows some good developmental marking for Religious Education. Workbooks can continue to develop by marking against learning objectives and developing manageable ways for pupils to respond to comments made.
- The school has good assessment strategies in place which provides information on the achievement of all the pupils. Teachers can identify how well pupils are achieving by using the tracking of pupils across the school.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good 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.
- Planning ensures full coverage of the Religious Education programme. Well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The school environment is bright and welcoming, with many areas lending themselves to the Religious Education curriculum. There are many inspiring and reflective areas around

school, particularly the mission statement tree in the front entrance of school and the creative use of space used for the school library.

- The school is part of a Liverpool District Catholic Schools Association. Many creative and sporting activities are planned giving children the opportunity to be a part of a larger community of schools.
- There are opportunities for the pupils to work alongside a local school, *St. Vincent's School for the Blind* and there are plans in place for a cross school magazine.
- The school is also part of a large supportive network of schools in the West Derby Learning Network and the West Derby Network.
- Pupils have the opportunity to take part in the schools' breakfast club and lunch and after school clubs, for example in football and science. The range of extracurricular activities enable pupils to be motivated, have responsibilities and live out their mission.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Visitors of other faiths and religions have helped pupils gain understanding from first hand experiences.
- The school is keen to extend the opportunities for pupils to experience other faiths and religions and to build visits to places of worship into the Religious Education curriculum.

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.
- 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The school can now continue to improve collective worship by setting themes across the school.
- Opportunities are provided to enable full, active and conscious participation of the whole school community, for example, end of year celebrations and the Holy Week story.
- Opportunities are provided for parents, carers and members of the local parish to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

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 and review of the Mission Statement. The schools' mission is shared with St. Cecilia's Infant school.

- St. Cecilia's Juniors would benefit from a revision of the schools' mission statement. This would be an opportunity for new members of the school community to be a part of their mission and for existing members to be refreshed. The aims and practical objectives of the mission can then continue to direct and guide every aspect of school life and be a useful tool by which the school can evaluate its effectiveness and celebrate its many successes.
- Leaders, governors and managers 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 some areas for development.
- Following the guidance given in this report, the schools' self-evaluation would benefit from including further detail in areas of strength, improvement and development strategies.
- Governors have knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They 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 are fully supportive and know and care for the school and surrounding community. They are a large part of the school family they are shaping and supporting.
- The Parish priest has regular contact with the school and is a member of the governing body. He meets with senior leaders each year to plan for a variety of liturgical events.
- The Parish priest is a regular visitor to the school and masses held for the school community in church. He is fully supportive and offers guidance to the school and for the Religious Education programme.
- The school works in close partnership with the parish for the *With You Always* Sacramental programme and sessions are held after school.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The whole school is committed to ensuring they play an active part in the Catholic life and mission of the school. The headteacher places the mission statement and Gospel values at the heart of the school inspiring the whole community to live and act them out daily.
- Staff views of the school are positive and affirming, *'All staff support and encourage the Gospel values to be lived out.'*
- The school provides 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 few members of staff teaching Religious Education have their Catholic Certificate in Religious Studies. Governors and the headteacher are continuing to encourage the completion of the certificate for all staff members.
- Staff are given some opportunities to pray together and the headteacher has attended spirituality days held by the archdiocese. Further opportunities such as, *Come and See for Yourself* sessions would benefit staff further in their spiritual development.
- The quality of Collective Worship is a priority for the school. An up to date policy and evidence is in place. Formal monitoring now needs to be embedded, enabling evaluations to celebrate and share outstanding practice and to make an impact on any further developments.
- Parents are consulted regularly and involved in a variety of ways in the life of the school through regular newsletters, the detailed and informative school website, a variety of liturgies, celebration and fundraising events. Parent views of the school are very positive.

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 good 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 leader is good in guiding Religious Education. She is new to the role and is supported in her new post by senior leaders. She shows commitment and enthusiasm and has begun to introduce new initiatives. Good documentation guides and directs all staff in the delivery of the subject which is updated as necessary.
- The new subject leader is keen to attend all briefing meetings and training days provided by the Archdiocese regularly and disseminate the information for staff. Once the subject leader is embedded in her role, staff will then be able to attend archdiocesan training where needed, for their own continuing professional development.
- Governors are informed of new initiatives and developments. This can continue to develop through regular meetings between the subject leader and Religious Education governor.
- There is some good monitoring in place and data is used to evaluate the schools performance. Monitoring and evaluation can now continue to be embedded as a systematic robust programme to impact on future improvements and good and outstanding practice can be shared.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education subject leader and staff members. This process can continue to be effective by raising expectations for the depth needed for higher levels of attainment.
- Assessment information is collated and tracked by the subject leader. Whole school tracking is in place. This information can be further analysed to identify the needs of groups and individuals to inform planning and aid continuous improvements in Religious Education.
- 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.

What the school needs to do to improve further?

- **Continue to develop the Catholic life of the school by:**
 - Revising the schools' mission statement for all members of the school community;
 - Continuing to develop the schools' self-evaluation detailing areas of strength, improvement and development strategies.
- **Continue to develop Religious Education by:**
 - Embedding a systematic, robust programme for monitoring and evaluation to impact on future improvements and share good and outstanding practice;
 - Continue to develop the impact of the driver words through planning, teaching and learning, marking and assessing.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	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

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	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
