



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST CHARLES' CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date Tuesday 29 January 2013

Inspectors Mrs. Pat Peel Mr. David Ashley

Unique Reference Number 104646

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

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Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	169
Chair of Governors	Mrs. Sarah Jennings
Headteacher	Mr. Christopher Davey
School address	Tramway Road, Aigburth, South Liverpool, L17 7JA
Telephone number	0151 727 5830
E-mail address	charles-ao@st-charles.liverpool.sch.uk
Date of last inspection	21 June 2011

# 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. Charles' is a smaller than average sized Catholic Primary School situated in Aigburth, South Liverpool, serving the parishes of St. Charles and St Thomas More.
- There are 169 children on roll of whom 154 are baptised Catholic. Seven come from other Christian denominations, and eight from other faith or religious traditions.
- There are 10 teachers on roll of whom 9 teach Religious Education. Eight are Catholic. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection a new deputy headteacher 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. Charles is a good school 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 good in contributing to and benefiting from the Catholic life at St. Charles'.
- Pupils know and understand the school's Mission Statement whereby they "*...live together in a caring Christ centred community.*" They are actively involved in developing and evaluating the Catholic character of the school by showing a good commitment to living it out on a daily basis.
- Pupils have a good sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, playground buddies and prefects. In the wider community pupils act as ambassadors of the school during off site visits to both the Metropolitan and Anglican Cathedral and other places of worship including the local Mosque and Synagogue.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charitable causes for example CAFOD, Operation Christmas Child, Marie Curie Cancer Appeal to name but a few and outreach to the local and wider community i.e. Jeans for Genes.
- Pupils in Years 5 and 6 benefit from participation in annual residential activities to PGL Boreatton Park outdoor educational centre near Shrewsbury.
- Pupils have a good sense of right and wrong and apply this in their excellent personal relationships.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils benefit from an extremely caring and supportive environment.
- They take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly 'Gold Star Awards' assemblies. Pupils work hard to collect 'team points' which result in weekly merit awards being presented.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in their own parishes.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, the immediate neighbourhood served by the school though supporting parish projects and outreach in the wider community through fundraising. They show respect and understanding of other faiths and religions.

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

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.

- Pupils' attainment in Religious Education is good. Pupils 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 excellent.
- Assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a good level for their age and stage of development.
- 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, enthusiasm and outstanding behaviour in lessons. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

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

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school is beginning to use materials provided by the Archdiocese but further training is recommended. Pupils are not always open to the Word of God in the scriptures during worship and subsequently, this needs to be addressed.
- Older children are sometimes involved in planning, preparing and leading worship however, the school recognises this needs to be further developed. All children from the earliest years need to be regularly involved in this.

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

- The quality of teaching and purposeful learning is good in Religious Education.
- It is effective in ensuring that pupils are interested, engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles. Where teaching is outstanding the strategies used by teachers enrich pupils' enjoyment of and enthusiasm for Religious Education. More use could be made of cross curricular links and the use of ICT by both teachers and pupils. Very good use of the iPod in recording pupils' collaborative work was observed on the day.
- Teachers must take into account pupils' prior learning and ensure a range of differentiated tasks when planning so that the work builds on and consolidates pupils' knowledge and understanding.
- Teachers need to ensure that they use a range of activities which provide greater challenge and depth especially for the more able pupils.
- Generally good use is made of time and resources including other supporting adults, interactive white board, God's and Church's story, audio media etc. to maximise learning.

- Pupils are positively affirmed throughout their lessons. Marking informs pupils of their progress and sometimes identifies how they can improve further. This needs to be done consistently throughout the school. Teachers need to ensure a response from pupils if marking includes key questions. Effort and achievement are celebrated.
- The school has implemented assessment strategies which have begun to provide information on the achievement of all the pupils. Records of attainment are being kept.
- There was no evidence of assessment for learning strategies within Religious Education lessons.

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

- 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. Termly newsletters are provided for parents and carers. Information is also shared in the parish bulletin.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as netball, football, judo, choir and athletics etc have a positive impact on the curriculum.
- The school operates both a breakfast and 'Three til Tea' after school club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals. The provision for pupils with additional needs is excellent.
- Children have explored the beliefs and values of other faiths and religions including Islam. Parents of children in the school have given talks about their own faith practice. The school has recently covered Judaism and children visited the Synagogue. 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 taking into account the variety of Faith backgrounds among the pupils.
- Collective Worship plays a 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 using a variety of prayer methods and styles.
- There is not enough evidence to show that Collective Worship is being undertaken across the school on a daily basis or monitored regularly. This is a legal requirement and every teacher *must* have their own planning file.

- Of the sample observed, elements of planning for Collective Worship are in need of improvement. In order for staff to develop the skills in planning, leading and evaluating Collective Worship it is highly recommended that the school undertakes Archdiocesan in-service training.
- The teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. However, this needs further development as teachers are currently assuming responsibility for most of what is undertaken in the school and pupils are not always given opportunities to listen to the Word of God in scripture and this needs to be addressed.
- 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 celebrations of Mass throughout the Church's liturgical year. The parish sister is a frequent visitor to the school. The newly appointed parish priest is a regular visitor to the school and is fulsome in his praise of the ethos, mission and work of the school community. He has taken on the role of Religious Education link governor.

**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 good in promoting and developing the Catholic life of the school. They show a good understanding of and are deeply committed to the Mission of the Church.
- This is reflected in the Schools motto '*Guiding your child through faith and education*' taken from the Mission Statement. All those who form part of the school community were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a very useful tool by which the school evaluates its effectiveness.
- Good 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 is comprehensive but needs to become a 'realistic' working document providing evidence of the schools rigorous monitoring, searching analysis and self challenge. Since the last inspection the school has made some progress in developing the areas it identified as key priorities. However, there is still some areas which are under developed and need addressing quickly.
- Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- 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 for example attendance at Newly Qualified Teacher days and the Catholic Certificate in Religious Studies.
- The quality of Collective Worship is a priority for the school. An up to date policy is in place which shows some monitoring opportunities.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, Archdiocesan led Spirituality days and opportunities to join in '*Come and See for Yourself*' celebrations at the beginning 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.
- Parents are consulted regularly and involved in a variety of ways in the life of the school including volunteers in supporting reading and other areas of the curriculum. They support the school in fundraising activities through events such as fairs.
- Governors are well informed and discharge their responsibilities in a good manner. The governing body has recently undergone substantive changes including new foundation members, the new parish priest and a new Chair. Therefore they need time to become established and more effectively help to shape the direction of the school.
- The school is working alongside the parish in support of the 'With You Always' family catechesis sessions. These are well attended.

**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 require improvement in the way they promote, monitor and evaluate the provision for the Religious Education of the school. This was an area identified as satisfactory at the last inspection and there is little evidence to show that previous recommendations including Archdiocesan in-service training has been implemented to bring about improvements to outcomes for pupils.
- The school has insufficient evidence of lesson observations having taken place. This is vital as teaching and learning has to be monitored regularly and appropriate feedback and support given as necessary. Sharing good practice will enhance teacher's repertoires to help them to enrich pupils' experiences.
- The subject leader is committed in guiding Religious Education. She has successfully taken the lead in implementing the new 'Come and See' programme and all the key documentation is in place for the delivery of the subject.
- There is some evidence of planning and book scrutiny having taken place.
- Formal assessment tasks are being undertaken in line with Archdiocesan guidance and portfolios of evidence are kept in the earliest years. However, this is not levelled.
- Assessment information is now being collated by the subject leader. Whole school pupil tracking is in place but there is insufficient evidence to suggest that it is rigorously analysed and evaluated to bring about improvement. This is a priority and has to be shared with teachers, pupils, governors and parents.
- Religious Education needs to be the first subject on the school Report and pupils' attainment needs to be shared with parents in line with other curriculum subjects.
- A portfolio of moderated work needs to be kept to ensure judgements made are accurate. This will support newer members of staff who are less proficient in the assessment of Religious Education.
- Records of attainment are updated in line with Archdiocesan advice.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service Topic days and subject leader days.

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

- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
  - providing in-service to ensure formal and informal assessment is undertaken consistently throughout the school using the guidance provided by the Archdiocese;
  - using information gleaned through analysis of assessment data to inform planning and track pupil progress.
- Raise the standards of attainment in Religious Education further by:
  - providing in-service to ensure planning is undertaken consistently throughout the school using the guidance provided by the Archdiocese;
  - formally monitoring teaching and learning through regular lesson observations and drop-ins;
  - systematically and accurately monitor planning to ensure full coverage, differentiation and challenge;
  - embedding the language of the level descriptors and driver words into planning.
- Improve the quality of provision and outcomes for Collective Worship by:
  - providing in-service to ensure planning and delivery of Collective Worship are undertaken consistently throughout the school using the guidance provided by the Archdiocese;
  - formally monitoring and evaluating Collective Worship;
  - enabling pupils to plan, prepare and lead Collective Worship from their earliest years.



# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

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

## **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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

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