



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. CLARE'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date	8 th May 2019
Inspectors	Mrs Julie Rourke Mrs Jude Ryan
Unique Reference Number	104648
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	218
Chair of Governors	Fr. Aidan Prescott
Headteacher	Mrs Kate Peaston
School address	Garmoyle Close Liverpool L15 0DW
Telephone number	0151 733 4318
E-mail address	clares-ao@st-clares.liverpool.sch.uk
Date of last inspection	20 th May 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

- St. Clare's school is an average sized Catholic Primary School situated in Wavertree, Liverpool serving mainly the parish of St. Clare and St. Hugh's and surrounding parishes.
- There are 218 children on roll of whom 82 are baptised Catholic, 23 come from other Christian denominations and 73 from other faith or religious traditions. Forty children have no religious affiliation.
- There are 12 teachers at the school, including the headteacher, of whom 10 are baptised Catholic. Ten teachers have a suitable qualification in Religious Education.
- Since the last inspection, there has been a significant change in personnel. There is a new headteacher in post and two new Religious Education subject leaders have been appointed to the role.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

St. Clare's Catholic Primary School is a good 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 good.
- Pupils value and are ambassadors of their mission, 'Let our light shine.' They actively participate in the Catholic Life and mission of the school.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children behaviour is excellent, they show an ability to listen, to give thanks, to forgive and be forgiven and have a good understanding of right and wrong. They are also quick to congratulate and celebrate each other's achievements.
- Children are praised regularly through a variety of awards. They are rewarded for good work, behaviour and acts of kindness.
- Pupils value and respect the Catholic tradition of the school and its links with home and the parish community. Along with the parish priest, they celebrate a variety of liturgical events. Children enjoy taking home the travelling crib, La Posada, to share the Nativity story with their families. Pupils and their families are welcomed in the parish for Sacramental preparation and Family Catechesis.
- Pupils embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they become, for example, part of the school and class councils, Head Boy and Girl, Reading Ambassadors and Lunchtime Friends. Younger children are 'buddied up' with older children so they have a familiar face and support in settling into daily school life.
- 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 and their families fundraise for national and global charities but also know the needs of their own local community. They support causes such as, CAFOD, Good Shepherd Appeal, DEC Appeal for Mozambique and Asylum Link.
- Pupils fully live out their Catholic mission to the full through a variety of opportunities such as attending the Advent service in Christ the King Metropolitan Cathedral and the Epiphany service at the Liverpool's Anglican Cathedral. They enjoy taking part in residential, educational and memorable days away from school.
- Pupils attend a Laudato Si club which encourages them to live simply. Children led their own assembly, designed toilets, promoted saving water and paper towels. Their activities are supporting their application for a CAFOD Live Simply Award.
- There are a variety of extra-curricular clubs for children to join, such as sports, reading café, horrible histories and sewing. The school choir is highly successful and sing with a partnering Catholic school. One of their many achievements was singing at a VIP dinner for the Royal de Luxe production - Giants company visiting Liverpool. The children particularly enjoyed the accolade of the Giants creator dancing with them!

- St. Clare's school family welcomes a variety of different cultures and boasts thirty different languages spoken in school. Children are encouraged to share their experiences. Their spiritual, moral, social and cultural awareness and development is a strength of the school, preparing children to live in a welcoming, accepting, and peaceful diverse world.
- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures. They study Sikhism each year, visit the local temple and a member of staff offers first-hand experiences in sharing their faith. Other religions' key events such as Eid and Diwali are recognised so that children share their celebrations with others.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good with many outstanding features.
- The school's Mission Statement clearly expresses the educational mission of the Church. The school has had a full review of their mission statement with all stakeholders and has renewed aims and objectives that stems from their mission.
- St. Clare's reflects its mission and identity through obvious signs of its Catholic character. The school is a welcoming, friendly, learning environment. There are beautifully presented sacred prayer spaces around the school, for example Gospel values are prominently displayed and statue of Mary surrounded by flowers greets everyone at the front entrance.
- The Gospel values are used well through the curriculum, assemblies and worship. As the mission is reviewed this would be an opportunity to include the values within their aims and objectives. This will serve to revive messages and give further opportunities for children to evaluate how they affect their daily lives.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community. A member of staff expressed, "The changes in the provision of this school has successfully happened as a result of the dedication of all of the staff. The Catholic ethos and warm welcome are truly lived out on a daily basis."
- Staff are committed to the school's mission and implementation of it 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, *Come and See Yourself* reflections and Continuous Professional Development on Catholic Life.
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. For example, staff and children have taken part in mindfulness challenges throughout the month of May. The headteacher is fully supportive of staff and their well-being.
- Parents welcome the opportunity to be involved with the Parent, Teacher Association. On the day of inspection, they commented on the accessibility of the staff and the headteacher. They appreciate how welcoming, encouraging the school is for the whole community. They know that school quickly identifies any needs a child or family may have and that they are quick to put support in place. The Parent Teacher Association is involved in fundraising for a variety of events that enhance the Catholic Life of the school. They are a supportive family of parents and outstanding role models in caring for and supporting all the school has to offer.
- Policies and structures are in place which provide pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. This is an outstanding strength of the school.

- The school's Learning Mentor for example, encourages play, cooperation and time to talk at lunch times. The schools' Special Educational Needs coordinator works closely with a play therapist and children are provided with a free *Magic Breakfast* to begin their day.
- The Personal, Social and Health Education curriculum, including Circle Time supports a variety of issues, such as anti-bullying messages, and e-safety. The National Society for the Prevention of Cruelty to Children have visited the children to share their messages of keeping safe.
- In a recent Refugee week, CAFOD and a member of staff shared personal stories and children were able to talk, listen and learn more about people in their own and wider communities. Their commitment as an inclusive school is soon to be acknowledged with a *School of Sanctuary* award.
- The Archdiocesan recommended, Relationships and Sex Education programme, *Journey in Love* has been implemented and evidenced across the school. The school can now continue to identify and map this programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year.

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.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff have an outstanding understanding of the school's mission. Staff are fully involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. The school's website has a wealth of information as well as an open-door policy, twitter feed, regular newsletters, welcome and parent and teacher meetings. Through discussions with parents it was clear that they have an excellent understanding of the school's mission.
- The parish priest, who is also the Chair of Governors has a great impact on the Catholic Life of the school. He is fully supportive of the school's *Come and See*, Religious Education programme and has an excellent relationship with the school. He and the headteacher are keen to arrange for more regular masses to take part in school.
- The governing body are ambitious for the Catholic Life of the school and lead by example in the way it emphasises Catholic Life as a school improvement priority. Governors know and are proud of the passion and dedication of the school staff and share in and support all they do. Governors are enthused by their shared mission and make a full contribution to the Catholic Life of St. Clare's.
- 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 promotes them throughout the school. The programme for Relationships and Sex Education, *Journey in Love* has been agreed by the governing body. In discussions with parents on the day of inspection, they have attended parental meetings and welcome the message of loving, safe relationships throughout the programme. The programme has been implemented throughout the school.

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, relative to their age and capacity, are religiously literate and engaged and articulate young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Pupils concentrate well and are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning. Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions are unusual.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks are well presented, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is some good evidence of developmental marking regarding Religious Education with the use of driver words. This good practice should be shared across the school to be consistent, in line with the school's marking policy. This will enable pupils to benefit from challenges, 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. Children's work is moderated well, however needs consistency across the school. This will continue to improve as the school embeds the new standards for Religious Education
- There is good evidence of data collated from across the school, showing how Religious Education is affecting different groups of children, such as, those as pupil premium, boys, girls and children with English as an Additional Language(EAL). The school can now continue to use this data to develop Religious Education groupings, use data for planning and develop pupils' levels of independence and challenges.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers plan good lessons and have a good understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. Teachers work hard to ensure children with EAL and those with specific needs are catered for.
- In the Foundation Stage teachers ensure Religious Education is linked effectively and appropriately to the Early Learning Goals.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. In several lessons great use was made of the key and driver words and good use of working wall displays. Information Communication Technology was used effectively to engage the pupils. Prior learning was used well, and teachers used effective questioning.
- On the day of inspection, older children were developing thoughts on the effects of the Holy Spirit. Engaging resources and skilful, challenging questions furthered the children's learning. The teacher encouraged links with other Scripture known to the pupils, to reinforce the message of the Holy Spirit. Children's work was adapted to suit the needs of a variety of learners. The teacher had planned thoroughly to ensure the inclusion of a child with EAL.

- Teaching assistants are carefully planned for to optimise learning for pupils. They are clearly talented and creative, which was evident on the day of inspection by showing understanding and consideration of the specific needs of pupils in their care. They continually praise and encourage progress.
- Achievement and effort are celebrated well in lessons leading to high levels of motivation from the pupils.
- Teachers are aspirational for their pupils, who respond positively to their expectations. This can continue to develop by sharing and communicating good teaching strategies for Religious Education across the school. This will enable further consistency in lessons.
- On the day of inspection, opportunities for children to discuss collaboratively showed a good depth of understanding. This can now be continued and extended by using debate, inference, reasoning, moral and spiritual discussion.

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

- Leaders and governors are good 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.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- Leaders are keen to embed the new Religious Education standards across the school. This will support whole school moderation and the expectations and challenges required for each phase of progress.
- The Religious Education governor, who is also the parish priest, fully supports the Headteacher and subject leaders in continuing to develop the Religious Education standards across the school. He has been closely involved in monitoring.
- The curriculum leaders for Religious Education are fully supported by the headteacher and have a clear vision for Religious Education. They are new to the role and in their short time as leaders are making an impact on improving the provision and outcomes for Religious Education. Both leaders clearly work well together and are part of a supportive cluster of local Catholic schools to share best practices.

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 good.
- Acts of Collective Worship engage pupils' interest and inspire in their thoughts and responses.

- Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are developing ways to prepare and lead worship with enthusiasm and a degree of independence supported by adults. This is continuing to develop across the school appropriate to their age. On the day of inspection, both worships observed were creative and well resourced.
- Pupils experience a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and are involved with a variety of approaches in the planning of appropriate worship opportunities.
- On the day of inspection, children prepared a focus area and were fully prepared to read the Word of God confidently and reverently. Children responded with some silent time and the teacher shared a heartfelt moment of remembrance with the children. They went forth singing beautifully.
- Younger pupils experienced a carefully planned and age appropriate worship. They placed flowers at the foot of Mary and were fully included in their liturgy. Prayers were shared, written by the children.
- Worships observed were well organised, positive, enriching and beautifully presented. There were good response opportunities created for pupils.
- Developing ways to respond can be enhanced by inviting the children and adults to have time in silence with God, by taking away individual questions about the meaning of what they have heard and to allow children to give their own heartfelt ways in response to Scripture.
- Children have an overwhelming respect for those of other faiths. This is reflected in the manner in which pupils participate in prayer and liturgy. The inclusivity and invitation for all children in prayer is a strength of the school.
- The experience of living and working in a faithful, praying community has a truly positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is central to the life of the school and is at the heart of school celebrations. Praying together is part of the daily experience for all pupils and staff.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have meaningful and a variety experiences of the Church's liturgical life.
- Staff help pupils to support the planning and delivery of worship when appropriate. They have a good understanding of the purpose of Collective Worship and a variety of methods and styles of prayer.
- Quality worships can continue to enhance the prayer life of the school by sharing good practices and unpicking how Scripture and children's responses can be further enriched.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging, and all members of the community speak positively about these opportunities.
- Collective Worship has a purpose, message and direction. There are themes chosen for the school year that reflect a good understanding of the liturgical seasons and the Catholic character of the school.
- A portfolio of Collective Worship planning shows evidence of good practice. As the portfolio develops, this can be used as a supportive planning tool for future plans and delivery of worships across the school year.

- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and there is a good response to this invitation. St. Clare's school is keen to continue encouraging parents and carers to celebrations and liturgical events as an inclusive school, where all are welcome.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Senior leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive and active in the prayer life of the school.
- Senior leaders of Collective Worship within the school are appropriate role models of worship practice for staff and pupils.
- They have an experienced understanding of the Church's liturgical year, seasons and feasts.
- They are ensuring that worship is made accessible to the pupils in a contemporary context.
- They promote pupils' planning and leading Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes. They know that by continuing to embed monitoring and sharing good practices will develop and enhance prayer, worship and spirituality.
- St. Clare's school rejoices in its Catholic faith. Leaders and governors have established a prayerful inclusive community, in respect of every faith and religion.

What the school needs to do to improve further

- Continue to develop Religious Education by:
 - sharing and celebrating best Religious Education teaching practices;
 - continuing to moderate with the new standards to support expectations and challenges required for each expected phase;
 - using data to impact on planning for pupil's independent learning and challenges.
- Continue to develop Collective Worship by:
 - enriching responses to Scripture with prayerful silence and heartfelt thoughts.
 - sharing and celebrating best practices.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
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	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

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