



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MONICA'S CATHOLIC PRIMARY SCHOOL

BOOTLE

Inspection Date Tuesday 27th September 2016

Inspectors Mrs. Julie Rourke
 Mrs. Maria McGarry Mr. Andy Cocker

Unique Reference Number 104905

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 468

Chair of Governors Mr. George Foster

Headteacher Mr. Paul Kinsella

School address Kelly Drive,
 Bootle,
 Liverpool
 L20 9EB.

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Date of last inspection Tuesday 18th October 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. Monica's school is an above average sized Catholic Primary School situated in Bootle, Liverpool serving the parish of St. Monica's and St. Richard's.
- There are 467 children on roll of whom 338 are baptised Catholic and 129 come from other Christian denominations.
- There are 24 teachers of whom 24 teach Religious Education and 20 have a suitable qualification in Religious Education. Nineteen teachers are baptised Catholic.
- Since the last inspection there is a new Religious Education subject leader team.

Key for inspection grades

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

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Overall effectiveness:

St. Monica's Catholic Primary School is an outstanding school 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 are ambassadors of the school's Mission Statement, *Success for all within a Christ centred community*. They are fully involved in its evaluation by focusing on how they can understand and play their part in it.
- Pupils regularly revisit their mission responsibilities. This year they have linked their mission to the Year of Mercy to show what they can do for others locally and universally.
- Pupil's behaviour is exemplary; they know right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions. They are quick to congratulate, respect and above all show love to one another.
- All 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.
 - They are encouraged to take on roles of responsibility in the school, e.g. through the school council, play leaders, prefects and eco group.
- Pupils and their families show great responsibility and care to their local community. For example, local pensioners are cared for by giving food hampers and are invited to share school celebrations. Families donate £1 in place of thank you gifts to teachers at Christmas and end of summer term. Money raised supports many local charity events.
- Pupils are fully supported by their parish priest. Pupils take part in a wide range of Masses and celebrations, such as the Easter Pageant, Nativity and Holy Communion.
- Pupils enjoy and benefit from participation in many educational day trips and residential trips to Crosby Hall.
- Pupils throughout the school attend a retreat day at Savio High School where pupils are invited to take part in a variety of activities to develop their spiritual and moral and personal gifts.
- Education for pastoral care and personal relationships is outstanding and has fostered positive attitudes in pupils. Pupils are offered personal development and spiritual support through the Pastoral Support Worker, *Rainbows* and circle time.
- The school praises and acknowledges the contribution of others, evident in their house point good choices awards and weekly stars assembly. Pupils take home a letter to share this good news with their families. They show a readiness to embrace, celebrate and share their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is very good.
- They make outstanding 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 outstanding. Their needs are well planned, differentiated and delivered appropriately.
- Analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development.
- Pupils' work is moderated regularly and standards and expectations are continuously raised.
- Continuing to strengthen the use of driver words will enable pupils to assess their own learning and be further challenged to widen the content needed for 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 outstanding as shown by their interest, enthusiasm and behaviour. On the day of inspection all pupils concentrated well and were on task.
- Where appropriate, pupils are encouraged to work independently and collaboratively. Pupils are anxious to learn and improve their knowledge, understanding and skills. They show a commitment to succeed and there are opportunities for them to be challenged in their work.

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.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils plan alongside adults and are confident in preparing and leading worship appropriate to their age and stage of development.
- On the day of inspection, older pupils led their worship and created an environment of reflection and prayer. Pupils were confident, reverent and respectful in their delivery, approach and response. Adults and pupils present were outstanding role models.
- Younger pupils gathered to reflective music and were invited to an exemplary act of worship. Teachers led pupils in prayer enabling silent reflection. Pupils responses were heartfelt. Pupils were well versed in traditional prayer. They sang and played their own hymn of praise and the message to live by was understood by all. A truly joyous celebration!
- Children are able to participate in a variety of gatherings. Outstanding worship opportunities are created for pupils and evidence is collected through portfolios and is evident on the schools' website.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.

- Teachers display excellent subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion. This is a strength in Religious Education lessons, as pupils are given opportunities to express themselves through quality questioning and are challenged to develop their thinking.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. Teachers provide a positive, safe and secure learning environment.
- Teachers have excellent classroom management and ensure there is consistency in behaviour and expectations of pupils. There are established routines.
- On the day of inspection lessons included a wide variety of activities, including awe and wonder, prior learning, role play, paired discussions, independent and collaborative work, singing, and positive and affirming feedback to pupils.
- In one lesson observed, older pupils discovered the qualities of Maximilian Kolbe. Excellent questioning throughout the lesson allowed pupils to deepen their understanding. Driver words were used effectively to differentiate and pupils were engaged in the plenary with challenging questions which extended their learning.
- In another lesson, younger pupils were developing understanding that they are God's children. This lesson was filled with awe and wonder, giving pupils an understanding of belonging to God's family. They were fully immersed in singing, reading a story book and following a Psalm.
- In the Foundation Stage there are excellent portfolios of pupils' work. Work is presented to a high standard and Religious Education is promoting and developing many early skills. On the day of inspection, continuous provision stimulated learning and related to the *Come and See* topic.
- Teaching Assistants are carefully planned for throughout the school providing outstanding care and support to pupils and teachers. They use quality questioning when working with groups. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Opportunities for Information Technology were used well, including the use of an interactive whiteboards and iPads.
- Planning is produced on recommended Archdiocesan planning formats and shows learning objectives, driver words, differentiation, a range of activities, supported groups and evaluations.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding.
- Pupils workbooks show effort and achievement at all stages of learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is affirming, reflective and thoughtful. It supports and encourages next steps with driver words in their learning when appropriate, according to their age and stage.
- The school has assessment strategies in place, providing information on the achievement of all the pupils. The school tracks the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Driver words are being used well by teachers particularly in planning. They are displayed in the classrooms.
- Embedding the driver words will enable pupils to have ownership of them, gaining further knowledge, understanding and helping them to recognise challenges in their learning.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding 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.
- The school implements new curriculum developments as appropriate.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The curriculum is customised to meet the needs of groups and individuals.
- The Religious Education curriculum and well planned yearly events provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- St. Monica's is innovative in presenting links to Religious Education creatively through a wealth of activities, such as, celebrations for the schools' 90th birthday. An artist was commissioned to inspire each pupil to be a part of the art work for a mural linked to scripture which is titled, *From God's hand to our hands*.
- The school has international links with a school in Sierra Leone. Pupils have recently raised money for those suffering in the country from the recent Ebola crisis.
- A variety of visitors, such as CAFOD and the local police are welcomed to provide positive impacts in the lives of the pupils, families and whole school and wider community.
- The school environment is welcoming and displays high quality well-presented, thoughtful areas that reflect the hard work and dedication of staff and pupils.
- Children have explored the beliefs and values of other faiths and religions. Pupils are due to visit a local synagogue for their Judaism topic. This helps to promote tolerance and respect for those who think differently.

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 school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. The Religious Education team have led training to further develop worship across the school.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- There are beautifully presented sacred spaces throughout the school. For example, some areas are linked to the schools' mission responsibilities particularly for the Year of Mercy. Each space is carefully focused to enhance prayer and to reflect the meaningful ways each Gospel value is lived out at school.
- Opportunities are provided for parents, carers and the local parish to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community.

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, *Success for all within a Christ centred community*.
- All who form part of the school community including parents, clergy, governors and children were involved in the development of the Mission Statement. There are clear aims and practical objectives that direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to 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 areas for development. This can be further improved by reorganising areas as outlined in this report.
- Leaders, governors and managers are deeply committed to the Church's mission in education and are an inspiration to the whole community.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The Headteacher and Governors are rightly proud of St. Monica's success as a National Leader of Governance and as a National Leader of Education. They have outstanding vision and drive and they are able to support and nurture other schools needing support with their personal and professional development.
- Governors have full knowledge and understanding of the Catholic life of the school. They fulfil their responsibilities and help shape the direction of the school with Gospel values at the core of their work.
- Governors 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 ensure the Catholic character of the school has a high profile through the close links with parish and home.
- The Parish priest supports the whole school community on their faith journey. He ensures that the school community gathers regularly for liturgical events and masses in the local church. This enables pupils and families attending to have firsthand experience of and an appreciation of being part of a worshipping community.
- The Parish priest also aids teachers in many Religious Education learning opportunities and the school supports the *With You Always* family catechesis programme.
- The school provides induction and regular in-service training enabling staff to further understand the Church's Mission in Education and play their unique part in it.
- Regular prayer opportunities are provided for the staff, such as, *Come and See for Yourself* at the beginning of each new Religious Education theme.
- The majority of staff members teaching Religious Education have their Catholic Certificate in Religious Studies.
- All staff questionnaires returned on the day of inspection were fully supportive and gave positive and affirming reflections in all areas of Religious Education and the Catholic life of the school. They showed positive relationships at every level within the school.
- One teacher commented, *'Happy, safe and loved in a Christ centred community. This is at the heart of how we want all children and members of the school community to feel.'*

- The quality of Collective Worship is a priority in the school. Worship themes are linked to Religious Education topics and the liturgical year. An up to date, detailed policy is in place suiting the needs of the school. It is effectively monitored and evaluated by leaders, governors and managers.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgies, celebration and fundraising events. Parent questionnaires reflected very positive comments, for example, parents enjoy sharing prayers sent home with their child. They appreciate the school environment and the liturgical services, so that the whole community can identify with the Christian message.
- The *Wednesday Word* is shared with parents giving them opportunities to share the Gospel at home throughout the Church's year.

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 outstanding 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 leaders work hard and are committed to their role. They show great care and attention to detail in their organisation and creativity. They effectively disseminate new initiatives when appropriate and adapt them to suit the needs of staff and pupils.
- The Self Evaluation Document is a reflection of rigorous monitoring and self-challenge.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.
- Governors are informed of standards in Religious Education. The subject leaders team would benefit from regular meetings to update and share outstanding practices with the Religious Education governor.
- Monitoring is embedded and this is used effectively to evaluate the schools' performance and plan for future improvements.
- Detailed and comprehensive documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education team, staff members and cross moderated with a local school cluster.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- Tracking data is used for planning and grouping pupils. Further analysis of data, such as, vulnerable pupils and gifted pupils will have an impact on embedding the use of the driver words across the school.
- 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 implement the Self Evaluation Document using the guidance outlined in this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1
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	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
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	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
