



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY of COMPASSION CATHOLIC PRIMARY SCHOOL

FORMBY

Inspection Date	30 th September 2014
Inspectors	Mrs Maria Eves Mr Tony Ford
Unique Reference Number	104930
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Primary
Age range of pupils	3 - 11
Number on roll	250
Chair of Governors	Rev Fr B Higham
Headteacher	Mrs M Lynn
School address	Bull Cop Formby, Liverpool Merseyside L37 8BZ
Telephone number	01704 877281
E-mail address	admin@ourladyofcompassion.schols.sefton.org.uk
Date of last inspection	8 th June 2007

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Our Lady of Compassion Catholic Primary School is an average sized Catholic Primary School situated in Formby serving the parish of Our Lady of Compassion.
- There are 250 children on roll of whom 248 are baptised Catholic, 2 come from other Christian denominations.
- There are 11 teachers including the headteacher of whom 9 teach Religious Education and 7 have a suitable qualification in Religious Education. Ten teachers are baptised Catholic.
- Since the last inspection a new Religious Education co-ordinator and new deputy headteacher have been appointed.

Key for inspection grades

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

© 2014 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

Our Lady of Compassion 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. There is a clear vision for Catholic Education that is embraced by the whole school community.
- Pupils know and understand the school's Mission Statement "*Compassion - through Jesus we learn it, teach it and share it*". Pupils understand the part they play within the Mission of the School and are actively involved in evaluating the Mission Statement and they regularly refer to it in lessons and discussions.
- Pupils have a strong sense of belonging to the school community and value and respect others. Our Lady of Compassion Primary School is a place where worship, faith, education and practice are central to school life.
- Pupil voice is a strength of the school and pupils have many opportunities to take on roles of responsibility in the school and wider community. The school council meets regularly and is actively involved in the life of the school representing the views of pupils and co-ordinating fund raising activities. Year five and six pupils are trained as play leaders and they support the younger children during play and lunchtimes. A group of pupils are also trained as Peer Mentors and they support pupils who may have issues at play or lunchtimes.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently participate in Collective Worship, lead whole school assemblies and participate in parish and community celebrations with enthusiasm and a sense of togetherness. The school choir led by the deputy headteacher regularly performs throughout the year at parish celebrations and for the local community including the Formby Festival, Queenscourt and Mill Hill home for retired priests.
- Pupils in years four, five and six all benefit from participation in residential trips. This enables pupils to further develop responsibility, independence and to demonstrate care, consideration and respect for all.
- Behaviour of pupils is outstanding. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are encouraged to meet their potential in all aspects of school life and readily embrace and appreciate the many opportunities offered to them through the school's enrichment activities.
- Pupils are involved in service to the local faith and religious communities. Pupils have an excellent understanding of the importance of service and support for those in need. They are growing in their understanding that the call to justice and service is part of being a member of a Catholic community. A number of different charities are supported throughout the year, for example, fund raising events are organised to support Cafod, Nugent Care, Sisters of Mercy Missionary in Seel Street, British Heart Foundation and Jospice. Pupils also demonstrate respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment of Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- 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.
- Analysis of assessments undertaken provides evidence of pupils attaining the appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. During the inspection pupils of all ages were able to articulate and discuss Religious Education with confidence and the level of recall and knowledge demonstrated was of a high standard.
- Pupils 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. Conversations with pupils and evidence in workbooks indicate that pupils are given many opportunities to reflect on the links between the life and teachings of Jesus and their own lives.
- Pupils' engagement in and enjoyment of their learning is excellent as shown by their interest, enthusiasm and outstanding behaviour. Pupil's achievements are underpinned by resilience and resourcefulness and they demonstrate a tangible thirst for learning.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are eager 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.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- Pupils recognise that Our Lady of Compassion Primary School is a prayerful community and its Catholic character is effectively reflected through high quality prayerful displays and artefacts in the indoor and outdoor school environment. Pupils are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- Pupils' enthusiastic singing enriches the prayerful experience. They reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident, preparing and leading worship from their earliest years.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding. The excellent subject knowledge of teachers ensures pupils receive imaginative and stimulating lessons that lead to good learning.
- The Religious Education Curriculum is rich and creative in its approach.

- It is consistently effective in ensuring that pupils are interested and engaged and make excellent progress. Pupils have very positive attitudes to learning and they appreciate the wide range of teaching strategies employed by staff.
- Teachers deployed a range of teaching styles to motivate and inspire pupils. Lessons observed provided evidence of high teacher expectations and carefully planned and differentiated activities that took account of pupils' prior learning.
- Highly effective questioning motivated, challenged and supported pupils enabling them to make excellent progress. Together with 'Hot Seating', 'Talking Partners' role play and extension activities, teaching overall was outstanding.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teaching assistants are highly effective in the way they motivate, encourage and support pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Marking is consistently of a high standard. Pupils are informed of their progress. They are given opportunities to discuss their work and how to improve. Pupils' achievements are recognised, praised and valued and because of this every child flourishes.
- The assessment of pupils' work in Religious Education is detailed and accurate.
- The school has assessment strategies which provide information on the achievement of all the pupils and the on-going development of the tracking system will provide the leadership with information that will enable them to analyse trends over time and the progress of all groups of pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

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.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. 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 and takes into account the variety of faith backgrounds among the pupils.
- 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. 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.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- 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.
- 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 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 demonstrate a deep understanding of and commitment to the Mission of the Church. The headteacher, deputy headteacher, Religious Education co-ordinator and governors all have great ambition, high expectations and a shared vision with regard to the Catholic mission and ethos of Our lady of Compassion 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. Its aims and practical objectives 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.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge and this rigorous analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- Staff are well supported in their teaching through in-service training and continuous professional development. The school provides excellent induction to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral development are provided for staff and pupils.
- 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 within the school. There is very close partnership with the parish. The parish priest, who is also the chair of governors, is a welcome contributor to the life of the school.

- Parents are consulted regularly and involved in a variety of ways in the life of the school through questionnaires, the website, attendance at assemblies and school celebrations.
- Governors are outstanding in fulfilling their responsibilities. The link governor regularly visits school and she is extremely well informed. Governors continue to effectively shape the direction of the school through an appropriate balance of challenge and support.

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.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is an impressive and robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated and the continuing collaborative work with the pilot group of four cluster schools will further strengthen this.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She demonstrates determination, enthusiasm and great commitment. She introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self evaluation document, particularly by:
 - further developing the tracking system using the recommended Archdiocesan materials to enable robust analysis of data to impact on planning and provision resulting in improved outcomes for all pupils;
 - continuing to work with cluster group sharing good practice.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
---	---

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