



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST EDMUND ARROWSMITH CATHOLIC CENTRE FOR LEARNING

WHISTON

Inspection Date 10 March 2016

Inspectors Dcn. Paul Mannings Mrs Elizabeth Dolan

Unique Reference Number 135481

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

Type of School Catholic, voluntary aided, mixed comprehensive

Age range of pupils 11-16

Number on roll 1,031

Chair of Governors Mr. John Robson

Principal Mr. Martyn Campbell

School address Cumber Lane
Whiston
Merseyside
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Date of last inspection 24-25 March 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. Edmund Arrowsmith is a Catholic 11-16, co-educational centre for learning situated within the Knowsley authority and under the trusteeship of the Archdiocese of Liverpool.
- There are 1,031 pupils on roll of whom 64.21% are baptised Catholics, with 35.4% from other Christian denominations and 0% from other world faith or religious traditions.
- The school serves the associated parishes in the recently re-constituted pastoral area.
- The school has 81 teaching staff, 76% of whom are Catholic.
- The Religious Education Department has six qualified core members and three who also teach other subjects, two of whom are qualified in Religious Education.

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 Edmund Arrowsmith provides outstanding 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 pupils contribute to and benefit from the Catholic life of the school is outstanding.
- The Mission Statement impacts upon the pupils in their motivation to live life in all its fullness. They readily understand that the mission is about action and demands their living of the Gospel by best practice.
- Pupils readily share how they do this in terms of comprehensive fund raising and social interaction for the common good within and beyond the local community.
- They value the whole curriculum in terms of enabling their academic development of personal talents.
- Pupils readily appreciate the wide ranging extra-curricular activities, which they regard as whole school life in action.
- They feel that the staff community is the best role model in demonstrating right behaviour and justice. This in fact supports the judgment that pastoral care of pupils is safe, secure and fair, which in turn increases their perception of a sense of belonging to a school family.
- For these reasons pupils can thrive. They readily celebrate the efforts of others.
- There is a clear sense of duty from older pupils in their support and guidance of younger members.
- Pupils describe the visual exhibitions around the school, which refer to both their pro-activity in serving the needs of others and as signs of Catholic life.
- They regard chaplaincy as important because they feel part of the provision. Their views count. They are encouraged to participate. They are regarded as chaplaincy associates.
- Pupils are confident that school encourages their sharing of personal religious beliefs and world views. This increases their overall sense of worth.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- There is an outstanding process for raising achievement through effective assessment, reporting and recording together with marking and annotation. This ensures pupils know the stage they are at in their learning journey and how to make progress. They can readily express this in class through informed and realistic analysis of performance. They benefit by using target and stretch grades mutually agreed between pupils and teachers. They are enabled to work with teachers in analysing progress and rates of achievement. This shared responsibility maintains their sense of purpose in lessons and contributes to the highest standards of behaviour and motivation. Over time this infrastructure will impact upon increased personal performance.
- Achievement at Key Stage 3 results in the majority of pupils making at least three levels of personal progress by the end of year 9.

- In Key Stage 4 performance at GCSE has risen from 57% A*-C to broadly 68% in 2014-15, which broadly reflects the national average. Results for A*-A range between 18%, 12.6% and 15% for the same years. In 2015 the raw score for A*-A rose by 3.2%.
- Achievement is benefitting from the continued drive in increasing the quality of teaching and learning not least in the provision of differentiation. The curriculum is well focussed toward relevant and accessible accreditation routes.
- Pupils show good levels of reflection on their achievement in terms of what is securely known and how to use this to reinforce their progress.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- Pupils are highly appreciative of Collective Worship. In their judgment it sets them up for the day. They are encouraged to reflect, to listen and to pray. They state that the content offers valuable life lessons. They value the many occasions to be involved and to lead Collective Worship.
- The content challenges pupils to make a difference. This was specifically evident during the inspection whereby one observed example offered a clear message which encouraged pupils to assess their own priorities. This was supported by quality dramatic presentation. One Year 7 pupil later commented positively on the content by saying it taught the community that right treatment of others is far more important than how strong or clever we may be. This was amplified to the same degree during a separate act of Collective Worship. Again, pupils were included in the presentation and feedback, the latter demonstrating their response to the Gospel by loving their neighbour.
- Pupils understand how weekly themes support the *bigger picture*, namely the Liturgical Year. Furthermore the content can be adapted to include personal contributions.
- Pupils understand that Collective Worship can be celebrated in many forms. They particularly support the retreat days because the schedule encourages different styles of prayer and occasions for silent reflection. They appreciate how retreats enable their getting to know other pupils and staff.
- They affirm that other world faiths and traditions are included in a way that reinforces their knowledge, understanding and celebration of diversity.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- There are outstanding features whereby pace and progress is evident throughout such lessons. High quality resources are used to stimulate discussion. Sharp and searching questioning ensures pupils are fully involved. They are enthused by high expectations. There is constant encouragement and challenge to promote their thinking. Results of paired discussions are shared and taken seriously.
- In the majority of lessons that are good, the qualities aspire to the above. They are well organized and pupils make progress. Teachers use creative and imaginative resources. The majority of pupils are well focused due to effective monitoring and encouragement. Feedback is celebrated and used to scaffold continued learning. At all times there is a sense of purpose and business.
- In the very few areas requiring improvement teaching should be strengthened by more efficient pace. Pupils are being set pedestrian tasks which are prolonged and lacking in stimulus. Learning does take place and pupils are contributing but they require more wholesome affirmation.

- Differentiation is strong. Teaching and learning contains guidance and activities specific to individual needs and targets. Learning support assistance is well deployed by guidance for individual pupils and for the wider learning community as required.
- Learning objectives are cohesively linked to success criteria. These are efficiently shared with pupils and in the majority of lessons ensure that every minute counts. All teaching content draws effectively upon prior learning. Extension tasks reinforce pupils individual progress.

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

- The extent to which the content of the Religious Education Curriculum promotes pupils' learning is outstanding.
- The required 10% of time is available in Years 8-11, with a one lesson shortfall in Year 7, which should be addresses when current timetable constraints are reduced.
- In Key Stage 3 the schools has begun implementing the framework, *People of God - Called to Serve*. The available content has been effectively woven into existing programmes which entirely support the new process.
- In Key Stage 4 the GCSE specification is successful and available for all pupils.
- The overall content is enriched by comprehensive use of Scripture and Church Teaching. Resources produced by the department, together with use of text books are robust and very well differentiated.
- At every stage, the curriculum is presented in a way that ensures accurate transmission of the Faith, which in turn provides content led *Liturgy for Living*. For example, resources produced for the Holy Year of Mercy invite pupils to apply faith informed values as applicable in home, school and parish.
- The curriculum includes comprehensive access to knowledge and understanding of other world faiths and religions.
- Provision is made for the inclusion of those pupils who have world views. This is achieved by resources that demonstrate application of Church Teaching toward the common good.
- Assessment tasks are well linked to Religious Education Levels of Attainment and to GCSE grading.
- Consequently the content fulfils the requirements of the *2012 Religious Education Curriculum Directory for Schools and Colleges in England and Wales*

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Provision is coordinated jointly by Chaplaincy and Religious Education. Together they demonstrate strong understanding of the nature of Collective Worship in underpinning Catholic life by meaningful prayer and worship that is shared with and owned by the community.
- Much work has been taken to provide training that focuses upon pupils and staff taking an active role in leadership and participation. This is evident in form time and year group worship.
- Furthermore the raised provision of retreat experiences has provided a platform for enriching good Collective Worship practice between staff and pupils.
- Weekly themes are carefully produced to reflect the unfolding of the Liturgical Year. The content is available on the shared drive. The community is invited to adapt the content according to needs and experiences.

- Care has been taken to set aside meaningful spaces for delivery. Year groups gather in the Atrium, which ensures prayer experiences are celebrated at the heart of the school. In addition there is a designated Faith Room/Chapel where pupils are encouraged to attend for both public prayer and private reflection. There is a regular and voluntary celebration of Mass, which takes place in one of the available work spaces.
- There is efficient and effective monitoring of provision through learning walks conducted by subject and progress leaders. This ensures Collective Worship is taking place consistently throughout the school. Best practices are identified and shared as required.
- Consequently the whole profile of Collective Worship has been raised to the extent of it being integral to the working day.

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.
- Much work has been undertaken by governors and senior leaders to maintain Catholic life as pivotal to the whole raison d'être for the school. The Principal exemplifies best practice of the nature of Catholic life according to Gospel values lived and shared for the good of all.
- Overall quality of Catholic life is rigorously monitored through the Section 48 Self-Evaluation Document. This ensures it informs all aspects of school development.
- There is an absolute focus on the Mission Statement. Its effectiveness is confirmed through positive feedback from parents questionnaires and by their commentary provided at review events. Staff contributions are assessed through annual departmental reports.
- There has been a concerted effort to ensure pupils are involved in all aspects of Mission Statement review not least through school council.
- Since the last inspection, a full time lay chaplain has been appointed. The role encompasses availability for all members of the community in class and around the school. There is a growing chaplaincy group. Here care should continue to be taken to ensure all pupils have the opportunity to contribute. Certainly chaplaincy together with Religious Education is the joint driving force that facilitates the many school initiatives for the needs of others. In addition there is an enthusiastic and pro-active priest chaplain who attends regularly and actively.
- The school affirms the inclusive contribution of the rising number of pupils and staff who are from different Christian denominations and those who hold world views.

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.
- Again this is exemplified by the quality of the Section 48 Self Evaluation Document in terms of accurate identification of current developments and areas for action. The content readily informs the school improvement and departmental development plans.
- There is outstanding leadership of Religious Education provided by the head of department, ably supported by two assistants.

- The department consists of a team of professional and committed teachers. In addition,
- Members share strong proficiency in data management that enables their informed guidance of pupil progress. This ensures thorough assessment, reporting and recording that is fit for purpose in directing increased rates of pupil achievement.
- The department also includes senior GCSE examiners. To date this has made a significant contribution to both own school and diocesan provision toward GCSE reform.
- There is an efficient process for monitoring the quality of teaching and learning. This includes formal monitoring and the sharing of best practice. Areas requiring improvement are readily identified and systems for support carefully implemented.
- There is generous provision for continued professional development which includes attendance at diocesan in-service. The department's commitment to succession includes supporting the diocesan programme for Aspiring Heads of Religious Education. There is an efficient in-house training for experienced teachers, new to Religious Education. Participation in the Catholic Certificate in Religious Studies remains a viable option.

What the school needs to do to improve further?

- Continue to increase the rate of pupils' achievement by:
 - Maintaining the effective practice identified in the Section 48 Self Evaluation Document and already in place;
 - Ensuring the overall good quality teaching and learning is further enriched by the sharing of best practice within the department.

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	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	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

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