



Catholic Schools Inspectorate inspection report for **St Andrew the Apostle**

URN: 104470

Carried out on behalf of the Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: Wednesday 4th - Thursday 5th October 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Partially

Summary of key findings

What the school does well

- The school has a warm, welcoming environment with a strong Catholic ethos.
- Relationships between staff and pupils are based on love, support, and respect.
- The school has a commitment to supporting those less fortunate, both locally and globally.
- There is an enthusiastic vision and intent for the development of religious education.
- Pupils engage in prayer and liturgy with reverence and full participation.

What the school needs to improve:

- Ensure all learning objectives are clear and focused, using driver words consistently to support teaching and learning, so that pupils can articulate the intended learning for each lesson.

- Construct consistent assessment processes based on the intended learning objectives, which informs judgements for tracking, monitoring, and the evaluation of progress and attainment in religious education.
- Provide further opportunities for families and the wider school community to participate in the prayer life of school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

The Catholic life and mission of the school is evident through the relationships between staff and pupils, and between children. Relationships are built on mutual love, care, and respect. The behaviour of pupils is excellent. Pupils talk confidently about their school and describe it as, "A happy, safe place where staff care for them, and give them help if needed." There is a commitment to Catholic social teaching. Pupils explained how they donate to the local foodbank and hold cake sales to raise money for charities such as Cafod. Pupils have a strong sense of equality and justice, and they treat everyone equally. Pupils recognise that each one of us is unique and special. One pupil commented, "We have to do what Jesus wants us to do and follow in his footsteps." Pupils know that they should be kind, caring, and help others, whilst treating everyone fairly. This is evident in the way pupils work and play together cooperatively. Year 6 prefects take on extra responsibilities and support younger members of the school community. The *Golden Charter* provides the rules to enable pupils to fulfil their mission. Weekly celebration assemblies reward pupils who have demonstrated the class values and so lived out the school mission. *Green Knights* take a lead role in caring for the environment. A recycling area in school gives pupils the chance to contribute to the responsibility we share for caring for our world.

Pastoral care is exceptional and as a result, pupils know where to go if they need help or support. Pupils talk confidently about *Ishi* which is used as a source of support, alongside social story books, if they ever feel sad or worried. Pupils value the support they receive from the Learning Mentor. There is a strong sense of community within the school that places pupils, and Christ, at the heart of all that is done. *Well-being Wednesday* sessions are provided at

lunchtime to promote pupils' healthy mindsets. Pupils talk positively about breakfast club and the numerous clubs they can join after school. They are eager to gain points for *Children's University* and are motivated by this. The school is welcoming and staff show a genuine commitment in how they work together to support pupils and one another. Staff work collaboratively to ensure they fulfil the mission of the school. Relationships, sex and health education is planned carefully to make links with other curriculum areas. It is rooted firmly in the teachings of the Church and promotes the school's work on equality and diversity. A greater emphasis on recalling prior knowledge would enable pupils to confidently articulate their learning in relationships, sex and health education.

Leaders have a commitment to engaging with training offered by the archdiocese. The subject leader has accessed all available training opportunities. Staff who are new to school are supported with professional development, both internally and through external training. Leaders and governors are committed to Catholic social teaching. They ensure that pupils develop a moral responsibility to care for those who are most vulnerable, on a local and global scale. Pupils talk about their fundraising for Ukraine and Pakistan, for example, to support victims of war and flooding. Leaders and governors are committed to the pledge they have made to achieve the *Live Simply* award. Staff are unanimous in expressing how much they feel supported and valued. Staff describe school as, "A family where Catholic life and mission is at the heart of all they do." Staff and pupils are involved in the revision and evaluation of the Catholic life and mission of the school and, as a result, they ensure that the school's mission, *Succeeding Together in Faith and Love* is accomplished. Parents are overwhelmingly positive about the Catholic life and mission of the school, and one parent described school as, "A warm and loving place that welcomes children and their families into its heart."

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils say they enjoy their religious education lessons. They show high levels of engagement and a desire to achieve well. Work in religious education books is presented to a high standard. There is a good quality and quantity of work produced in all classes. Pupils can articulate the marking codes, and stars, which indicate how well they have achieved in each lesson. Learning intentions need to be clear so that pupils know what they are expected to learn in each lesson. Pupils articulated their knowledge of St Andrew as a fisherman, the patron saint of their school. Pupils were more confident to talk about their current learning. Links need to be made to pupils' prior learning to enable knowledge to be built on, from year to year. In one lesson, links were skilfully made to children's own experiences. Children knew that they were learning about God's wonderful world. One pupil explained that, "God made me." Another child said, "We are one big class family." Religious education lessons in Early Years Foundation Stage created a sense of awe and wonder for children, who were enthusiastic to find out what was in the *golden box*. Personal items belonging to the children were used to engage them in learning.

Teachers demonstrate high expectations for religious education which is shared with pupils. This leads to high standards of presentation in books. In some lessons, effective questioning, and adapted provision for pupils with special educational needs and/or disabilities, enables them to access the same knowledge as other pupils. Effort is celebrated and this motivates pupils to work to their potential. Work in religious education includes a variety of written tasks, including prayers, letters and postcards. In some lessons, hot seating was used to enable pupils to show empathy and understanding of Bible stories such as the Prodigal Son. One pupil explained unconditional love as, "Loving someone no matter what, always being prepared to

forgive and helping someone through their hard times.” Effective questioning, in one lesson, enabled pupils to make links between the role of a parent and the role of God, as our parent. The *Footprints* poem and the symbolism of God carrying us through difficult times consolidated this understanding, leading to one pupil describing this as, “God walking beside us.” More creative tasks would enhance pupils’ enjoyment and engagement in religious education. Planning should reflect a consistent use of driver words in clearly defined learning objectives. Criteria for the assessment of children’s knowledge and understanding in religious education should be identified, prior to the unit of work, to support staff in providing useful feedback and moderating pupils’ work. This would ensure accuracy in the judgements of pupils’ attainment in religious education.

All staff view religious education as the most important subject in the curriculum. Religious education is a priority for weekly homework tasks and has parity with Maths and English. Leaders and governors ensure fidelity between the *Religious Education Directory* and *Come and See*. Leaders have started to implement the new *Religious Education Directory* in early years. Opportunities for professional development in religious education are made available to all staff. The religious education leader has support from colleagues in a local cluster, as well as from the diocese. This continued support is invaluable in developing her role as the religious education leader. She is ambitious for strengthening the enrichment experiences offered to pupils. More engagement with the wider community, including other faiths and places of worship, would be beneficial for developing pupils’ knowledge of religion. Closer monitoring and evaluation of religious education, by leaders and governors, would enable more accurate analysis and challenge within the school’s own self-evaluation.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1



Pupils show respect and reverence during all prayer and liturgy opportunities, appropriate to their age. In early years, children demonstrate active participation in prayer and liturgy. With guidance and support from adults, children take responsibility for preparing the focal area, leading the sign of the cross, and blowing out the candle. Pupils have a variety of prayer experiences, for example, class Mass, key stage prayer and liturgy and class prayer. These include, listening to scripture, time for reflection, singing, and periods of silence. Reception children sang collectively that, "God Loves Me." At the start of Mass all pupils sang the *Gather Together* song joyfully and collectively. Pupils articulated the significance of symbols to depict the Catholic tradition and participated in the Mass responses. Pupils articulated how their prayer experience gives them the opportunities to thank God for their families, and the talents and gifts which they have been given. *Worship Warriors* are proud of the role they play in setting up for prayer and liturgy. Pupils would benefit from adult support and guidance to enable them to have a greater role in the preparation and planning for worship. This would help pupils to make informed choices about scripture and to confidently articulate the connection to similar themes.

Prayer and liturgy is firmly embedded from early years and forms part of the pupils' daily routine, as well as times for spontaneous prayer. Scripture is carefully selected by adults and reflects the liturgical season or theme for worship. Pupils value time with the parish priest. He recapped their prior knowledge in the preparation for Mass. Pupils were asked to recall key vocabulary such as: missal, and chalice. They made links between the liturgical seasons and the different colours of vestments worn by the priest. Some pupils received the Eucharist whilst

others were offered a blessing, which ensured that Mass was inclusive of all pupils. The experience of Mass was enhanced with reflective music during communion and pupils singing *I lift your name on high* at the end. All staff are inspiring role models of exemplary practice, as participants and leaders of prayer and liturgy. Each classroom has a focal area which is well resourced with consistent objects and reflects the high-quality worship experiences provided for pupils. Prayer space in the hall allows provision for pupils to engage in private prayer and reflection. Prayer bags are provided for children to take home during Advent and Lent. This provides a focus for families to pray together at home. Leaders need to find more opportunities to involve parents and the wider school community in the prayer life of the school.

Leaders ensure Holy Days and other significant days are celebrated as part of the school calendar, through Mass, services and worship. Pupils recall celebrations for St Andrew and the service for Ash Wednesday. Leaders of prayer and liturgy make the experiences relevant and meaningful for pupils. For example, pupils were supported in key stage worship to consider the practical ways in which they could put their faith into action. Training for prayer and liturgy is offered to staff who are new to the school. Staff value the opportunities they have to gather for personal times of worship, during prayer and worship with pupils, and at the start of staff meetings. Children engage with prayer time reverently and respectfully because the policy for prayer and liturgy is well formulated and embedded as part of daily routine from nursery. Leaders need to have a strategic plan to allow pupils' skills of participation prayer and liturgy to build as they progress through school. Leaders demonstrate a commitment to prayer and liturgy by committing a budget for quality resources. They need to include the views of pupils and parents in the self-evaluation of prayer and liturgy, to shape the actions needed for further development.

Information about the school

Full name of school	St Andrew the Apostle Catholic Primary School
School unique reference number (URN)	104470
Full postal address of the school	Higher Road, Halewood, Liverpool, Merseyside L261TD
School phone number	0151 288 8940
Name of head teacher or principal	Mrs Jennifer Webster
Chair of governing board	Emmanuel Mufti
School Website	https://standrewapostle.co.uk/
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	17 May 2016
Previous denominational inspection grade	Outstanding

The inspection team

Cathie Williams	Lead inspector
Sharon Orwin	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

