



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. CHARLES' CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Tuesday 23rd January 2018

Inspectors Mrs Julie Rourke Mr David Ashley

Unique Reference Number 104646

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

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 199

Chair of Governors Mr Steve Roberts

Headteacher Mrs Annamaria Roberts

School address Tramway Road
Aigburth
Liverpool
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Date of last inspection 29th January 2013

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. Charles' school is a smaller than average sized Catholic Primary School situated in Aigburth, South Liverpool serving the parishes of St. Charles and St. Thomas More and Mount Carmel and St. Patrick.
- There are 199 children on roll of whom 154 are baptised Catholic, 19 come from other Christian denominations and 9 from other faith or religious traditions. Seventeen children have no religious affiliation.
- There are 10 teachers in the school. Six are baptised Catholic. Seven teachers teach Religious Education. Three teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher has been appointed and there is a new Chair of Governors.

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. Charles' Catholic Primary School is an outstanding 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 outstanding.
- Pupils at St. Charles' are proud of their mission, *'Love, Learn and Grow Together.'* Pupils were actively involved in forming the key objectives. They understand their mission and know how to live it out.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Pupils enthusiastically embrace the demands that membership of the school community entails, such as becoming, school councillors, prefects and reading revolutionaries.
- Pupils value and fully participate in opportunities provided by the school. They enjoy a range of after school activities such as, choir, art and gardening club. The school also supports residential visits which develop confidence and encourage team building.
- Pupils accept responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school. Within school, for example, older pupils share reading with younger pupils and in the wider community they regularly raise funds for their link parish in *Accra, Ghana*.
- Pupils enthusiastically embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. On the day of inspection, one pupil commented, *'We are a social school, we include everybody, we interact with each other.'*
- They continually raise funds for example, *CAFOD, Nugent* and the Grenfell community. They are alert to the needs of others and seek justice for all within and beyond the school community.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. They are regularly involved with the parish carol service, children have become altar servers and the school supports the With You Always sacramental programme. Pupils enjoy roles within school masses throughout the school year where they are joined by parishioners and family members.
- Pupils respond well to the many opportunities the school provides for their personal support and development. Members of staff, as well as outside agencies offer a wealth of care to pupils through, *Think Yourself Great*, bereavement, changing family circumstances, *Seedlings*, quiet space support for the emotionally vulnerable and a nurture group. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church.
- The whole school community was involved in the revised mission statement and have fully embraced this throughout the school. The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- Time, care and worth is given to each area of the school with creative and meaningful displays. The school proudly boasts a large mural depicting their mission. There are many sacred spaces throughout the school. St. Charles, as the patron saint of apple orchards, is reflected throughout the school with trees and many apples! The school has also planted a small orchard in the school grounds. The well-presented school ensures that children and their families are given the best possible surroundings.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community.
- The school offers prayer opportunities for staff through masses and liturgies with the pupils and families and the parish priest has begun to lead staff reflection days.
- Both the parish priest and headteacher are keen to develop reflection for staff through for example, *Come and See for Yourself*, or a staff retreat, giving them time to participate and contemplate the Catholic Life and mission of the school.
- Staff promote high standards of behaviour throughout the school and provide opportunities for the spiritual and moral development of all pupils, for example, through the schools' *Golden Rules*. They are followed by the pupils who know there are rewards when followed and consequences if not.
- The Relationships and Sex Education programme, *Journey in Love*, is beginning to be delivered across the school celebrating Catholic teachings and principles. The school has recognised the need to embed the programme with regular consultation to governors, parents, sharing best practice and identifying where there are links with other areas of the curriculum.

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.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The Parish Priest, Governors the headteacher and senior leaders are highly ambitious for the Catholic Life of the school and lead by example in the way it consistently emphasises Catholic Life as a school improvement priority. They make a highly significant contribution to the Catholic Life of the school. They are fully involved in the schools' evaluation and are ready to challenge as well as support where necessary.
- Leaders, governors and the Christian Education department have worked closely together and ensured that Curriculum Professional Development focusing on the Catholic Life of the school occurs is well planned and effective. As a result, staff understanding of their school's mission

is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.

- The provision for the Catholic Life of the school is given the highest 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.
- The schools' Self Evaluation Document contains outstanding evidence throughout and has planned improvements to further enhance the Catholic Life of the school. The document would now benefit from some reorganisation following the evidence outlined in this report.
- Parents and carers are kept fully informed of Catholic Life events in school. The regular newsletter has links to parish events. Parents questionnaires showed that they are very happy with the Catholic values of the school and one parent commented, *'Through the Catholic faith, the school teaches our children to be kind and generous and to love one another.'*
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes them throughout the school, including, Archdiocesan subject leader Religious Education briefings.

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 outstanding.
- Pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. This is an area of strength in the school. Pupils can discuss maturely, conclusions they have made and can reflect well, making their own links to previous learning and can show how this understanding affects their own lives.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. Pupils work is portrayed in portfolios of work showing and celebrating outstanding work from across all year groups.
- Pupils approach their lessons with great interest, passion and enthusiasm. Pupils enjoy challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both in class and in written work, is outstanding.
- There are excellent procedures in place for tracking pupil progress. Formal assessment is collated well with examples of moderated work. The school can continue to improve pupil progress by using their tracking data to inform teachers' planning and differentiate for Religious Education groups.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan lessons well and take into account driver words for differentiation, a range of creative activities, and evaluate lessons well. Driver words can continue to be effective when used to differentiate for Religious Education groups.
- Teaching is outstanding, pupils are inspired to learn and make rapid and sustained progress.
- They consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- A wide range of appropriate teaching strategies are employed, including; paired discussions, use of working walls, consistent praise for achievement, individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil. They have high expectations and evaluate how well the children are doing throughout lessons, giving pupils confidence in their work.
- In outstanding lessons observed, teachers used driver words to show clear differentiation for tasks. Plenaries were used as an opportunity not only to reflect on learning, but to develop pupils' understanding and challenge their thinking.
- On the day of inspection, pupils were outstanding in sharing their knowledge and understanding. Their discussions highlighted their thirst for further challenge. Providing professional development of *Come and See* and how it can be used to challenge and extend will continue to provide wonder, enjoyment and greater depth of Religious Education.
- Learning Support Assistants are highly effective and provide outstanding care and focused support to pupils.
- Pupils have the opportunity to record their work in a variety of creative ways. Marking is supportive, is occasionally challenging and in line with the schools' marking policy.

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

- Leaders and governors are outstanding 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.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is an outstanding reflection of frequent 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 outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education, who is also the deputy headteacher, has worked tirelessly under the vision of the new headteacher to secure Religious Education as an outstanding core element of school life.
- The subject leader is part of a cluster of local Catholic schools who meet regularly to discuss and support leading Religious Education and share outstanding practices.

- There is clear action planning, outstanding organisation and detail in evidence collated. The subject is strongly led and supported by the headteacher, parish priest and governors.
- Parents receive regular updates about Religious Education, there is a wealth of information on the schools' website and they receive a newsletter, *Come and See at Home*.
- Leaders and governors can continue to develop their outstanding practices by imaginatively and thoughtfully planning Religious Education to meet the needs of different groups of pupils. They should now look towards using pupils prior learning and creatively structure each key stage to enhance their progress.

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.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- On the day of inspection, children gathered in quiet, suitable environments ready for prayer. They listened to Scripture and were invited to reflect on what they had heard. Beautiful PowerPoints enabled further contemplation and pupils sang and prayed in response. Go forth messages were clear and enabled the children to spread the message that they had heard.
- There are many opportunities throughout the school year for pupils to develop their understanding of the Church's liturgical year and its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background.
- The school is keen to continue developing pupils' participation in worship. The *Stepping Stones* guidance from the Archdiocese can help to support this process. This will encourage further opportunities for children to plan, lead and evaluate worship, appropriate to their age and stage of development.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff. On the day of inspection, a pupil remarked, *'I enjoy prayer times, it is a peaceful time when we can discuss our worries with God.'*
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an outstanding understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship has been given a high priority and pupils are supported in how they participate in worship. The school is keen to further pupils' participation in planning and leading worship across the school.
- Relevant staff understand the Church's liturgical year, seasons and feasts and ensure that pupils have a variety of experiences of the Church's liturgical life.

- The parish priest celebrates a variety of liturgical events for the school community for example, *Advent, Holy Week, Service of Sorrow* and *Our Lady of the Rosary* liturgies.
- A learning support assistant runs a prayer group for pupils and a Rosary club is held during May and October. The school provides a variety of settings for prayer, including, outside areas and under a 'poppy shelter.'
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school. The school now needs to develop further opportunities for parents and carers to be a part of pupils' liturgies, such as, Rejoice celebrations throughout the year.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide clear policies and guidelines to plan and deliver quality Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts and they are able make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils. They now need to further promote pupils' planning and leading Collective Worship in all year groups.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Monitoring worship and sharing good practice has enhanced liturgies across the school. Most class timetables show appropriate daily timings for worship; regular monitoring of timetables will ensure consistency in all year groups.
- Governors are informed of policy guidelines and monitoring of Collective Worship. They also are invited to and attend Collective Worship celebrations.

What the school needs to do to improve further

- Continue to develop the Catholic Life of the school by:
 - embed the Relationships and Sex Education programme in all year groups with regular consultation to governors, parents, sharing best practice and identifying where there are links with other areas of the curriculum.
- Continue to improve Religious Education standards by:
 - using tracking data to inform planning and enabling differentiation, using driver words for Religious Education groups;
 - developing the use of the *Come and See* programme, creatively structuring each key stage to enhance progress and seek greater depth in Religious Education.
- Further develop Collective Worship by:
 - continuing to develop pupils' participation in worship by using the Stepping Stones guidance from the Archdiocese;
 - providing further opportunities for Rejoice celebrations linked to the pupils Religious Education topics.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
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	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

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	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

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