



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST ROBERT BELLARMINE CATHOLIC PRIMARY SCHOOL

BOOTLE

Inspection Date Tuesday 1 May 2012

Inspectors Rev D. Melly, Miss J. Coughlin

Unique Reference Number: 377147

Inspection carried out under Section 48 of the Education Act 2005

Type of School: Catholic Primary

Age range of pupils: 3 – 11

Number on roll: 197

Chair of Governors: Mrs A M Pennington

Head teacher: Mrs M. O'Neill Dowell

School address: Harris Drive
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Date of last inspection: 24 April 2007

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

St Robert Bellarmine's school is an average sized Catholic Primary School situated in Bootle and serving the parish of St Robert Bellarmine and many of the surrounding parishes. There are 197 children on roll of whom 164 are baptised Catholic and 33 come from other Christian denominations. There are 8.5 teachers of whom 8 teach Religious Education. Eight teachers are Catholic and four teachers have a suitable qualification in Religious Education. Since the last inspection the learning environment has been transformed with a rebuilding and refurbishment programme. The school is now a very attractive, welcoming, warm and stimulating environment both inside and out.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

1

The school's capacity for sustained improvement

1

Main Findings:-

The school is outstanding in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained and built on previously good and outstanding performance. Self Evaluation is comprehensive, rigorous and accurate. Outcomes for pupils are outstanding. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement. Staff are constantly affirmed and supported. Teachers are provided with in-service to support their ongoing development. Realistic and challenging development plans stem from the accurate analysis obtained through monitoring and are being used effectively to raise standards further. Effective strategies are also put in place to address any identified under performance.

The school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Ensure that the high quality teaching and learning is sustained by:
 - continuing to encourage both teachers and teacher assistants to attend Continuing Professional Development opportunities especially in preparation for the implementation of Come and See.
- To enhance the already outstanding Collective Worship by:
 - implementing the plans to involve pupils more in planning and leading worship.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. On entry to school many children have limited or no knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessments undertaken provide evidence of pupils generally attaining appropriate or higher levels for their age and stage of development in each key stage. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are outstanding. 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 think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Any underachievement is challenged and appropriate strategies put in place at planning meetings. Pupils are encouraged to work independently and collaboratively. Pupil's enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school through their involvement in the development and living out of the Mission Statement, their treatment of each other, their participation in Collective Worship and their care and concern for the less privileged which motivates them to do anything they can to help. Pupils' have an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community caring for and supporting the younger children, planning and implementing senior citizen events, being members of a very active school council and personally responding to needs. Pupils benefit from participation in away days in Crosby Hall and Savio High School. Pupils have a very good sense of right and wrong and apply this in their personal relationships. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are outstanding in responding to and participating in the school's Collective Worship. They are becoming increasingly more confident in participating in Collective Worship, preparing resources, reading and leading prayers, quietly reflecting and singing enthusiastically. It is hoped that now children will be encouraged to plan and lead worship times. They act with reverence and are keen to participate in a variety of gatherings. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. 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.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	1
<ul style="list-style-type: none"> the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching is outstanding in ensuring that pupils are interested and engaged and so are enabled to make outstanding progress. Here I Am is used creatively and imaginatively and with great energy and enthusiasm. The teaching is, without doubt, inspirational. Teachers take into account pupils' prior

learning and plan challenging, creative and differentiated tasks so that the work consolidates, builds on and extends their knowledge and understanding. Outstanding use is made of time and resources: Information Communication Technology including PowerPoint, photographs, freeze frames, scripture, God's Story, The Church's Story, music and musical instruments, creative practical resources and most of all teaching assistants and other adults. Teachers and others use a variety of strategies to sustain and motivate pupils: questioning which is probing and challenging, role play, hot seating, paired activities, freeze frames, well planned and exciting activities which offer challenge to enable the children to deepen their understanding of the concepts covered. Above all the teachers have an obvious reverence and respect for the children and use affirmation to great effect so that the pupils are in no doubt that they are loved. Pupils in turn share this respect and love with each other. Pupils are informed of their progress and shown how to improve both orally and through quality marking. They are given opportunities to discuss their work and progress.

The assessment of pupils work in Religious Education is outstanding. The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and address underachievement. Teachers enable pupils to evaluate their own work. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort of any kind are celebrated especially at the Friday assembly. Pupils are affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is outstanding in meeting pupils' needs. The school, using the Here I Am programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and 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. Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. The school implements new curriculum developments as appropriate. Enrichment activities such as the brass band and use of the Sefton Music Service, a visiting artist and professional dance teacher, a resident Spanish teacher together with days out and residential have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship of such high quality 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. The school has provided opportunities for staff to develop skills in planning and leading Collective Worship. The teachers are now providing the necessary resources and

opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship. Opportunities are provided for parents and carers to participate in a variety of celebrations of the 'Here I Am' programme and the Church's liturgical year.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement. All who form part of the school community including staff, parents, governors and children were involved in the development and review of the Mission Statement which is now celebrated at the beginning of each academic year. It is displayed creatively throughout the school and is obviously well known to all. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can regularly evaluate its effectiveness. Opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school through their reverence and respect for each other and the local and wider community, involvement in the development of the Mission Statement and the way it is lived out in the school and involvement in Collective Worship. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It enables the school to celebrate its strengths and highlight areas for development. The Self Evaluation Document is detailed and thorough. It is obviously having a great impact on the Catholic life of the school. The school provides outstanding induction and in-service training to enable staff to fully understand the Church's Mission in Education and play their unique part in it. They are also given opportunities to attend topic days and other relevant in-service.

Leaders and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements. Planning, monitoring and evaluation are outstanding in their impact on the future planning for teaching and learning. Monitoring of teaching is outstanding and is fed back supportively to staff to enable them to celebrate their strengths and address any areas for development. The subject leader is outstanding in guiding Religious Education. She shows tremendous enthusiasm and commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated on a regular basis.

Governors are outstanding in fulfilling their responsibilities. They are obviously passionately involved in the life of the school and work extremely well with the head and staff. Their involvement has helped to shape the direction of the school.

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. Leaders and managers facilitate pupils' involvement in service to the local community and the immediate neighbourhood served by the school by their involvement in projects and initiatives outside the formal curriculum: cleaning up the playing field with Rangers, concern about parking and road safety, the regeneration of the canal and the local history project. Dialogue and collaboration is encouraged with people who hold different beliefs and values. Visitors are welcomed to the school to share their faith and beliefs with the children and visits are organised to a mosque and a synagogue as well as to the Cathedral of Christ the King. Parents are consulted regularly and involved in a variety of ways in the life of the school. Newsletters are sent home regularly and parents are invited to become involved in the Religious Education of their children. Parents are also invited to attend special assemblies, Masses and services both in school and in church. The use of the 'Here I Am' programme is outstanding in promoting community cohesion. Children have explored the beliefs and values of other faiths and religions: Judaism, Islam and Hinduism. All of this helps to promote tolerance and respect for those who think differently.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1