

# St Bartholomew's Catholic Primary School

URN: 104815

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

14–15 March 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

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

#### Religious education (p.5)

The quality of curriculum religious education

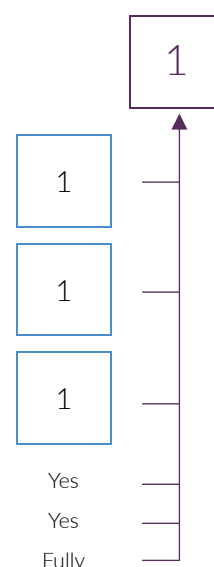
#### Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## What the school does well

- The pupils are exemplary ambassadors for the school community and live to serve others in carrying out the ministry of Jesus.
- Leaders and governors are committed and highly ambitious for the community in which they serve.
- All pupils regardless of need are given the best possible opportunities to develop within the religious life of the school.
- Staff and pupils confidently relate to scripture and make links between the word and their daily lives.
- Teachers' confidence in using the driver words has a significant impact on the learning of all pupils.

## What the school needs to improve

- Invite expert visitors to provide pupils with further enrichment in how to live the Catholic life and mission.
- Provide more opportunities for pupils to be creative within religious education lessons.
- Strengthen the prayer life of the school even further with ongoing professional development linked to the Prayer and Liturgy Directory.

## 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

#### Pupil outcomes

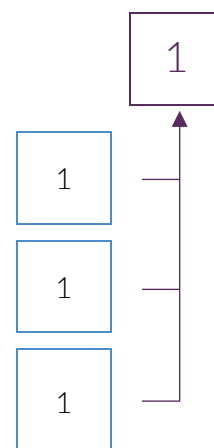
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

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

#### Leadership

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



There is a strong sense of community within St Bartholomew's. The mission statement of 'A loving family growing and learning together with Jesus' is lived out and embraced by the community. The pupils are proud of their school. They confidently articulate a clear understanding that they are valued as individuals and follow the teachings of Jesus. During discussions with inspectors, they said, 'Our mission statement is shown through our actions, we show our love to everyone, we show our love for visitors, and we are a loving family.' The pupils have much to contribute to the school's development. The St Vincent de Paul group for young people and the religious education ambassadors are two of the many examples of how their active involvement shows commitment to follow the teaching and example of Jesus. They believe this is expressed by the Gospels and they seek opportunities to assist those in greater need. During discussions with inspectors, they said, 'We give a child's point of view of school. The governors listen to us and change things to make our school better.' The pupils respond to the demands of Catholic Social Teaching and develop their understanding through projects led by Cafod, a local charity and through continuation of the initiatives identified by the *Live Simply* action plan. In addition, they support a range of planned charities such as *Mary's Meals* and the local foodbank. Throughout the inspection, pupils displayed a deep respect for themselves, their peers and all adults. Behaviour was exemplary.

The staff of St Bartholomew's are deeply committed to the school's mission and providing high quality care for pupils. Staff are excellent role models for pupils. The links with the parish community has a significant impact on pupils' moral and spiritual development. The parish priest fully supports the pupils in their faith journey. He is a pivotal figure in the school. The school values and recognises the well-being of all members of its community. Staff and pupils talk

positively about the ways in which they feel supported by leaders. One staff member commented that 'RE is central to our school community, underpinning our relationships with pupils and their families, and also relationships between adults working in and for our school. We aim to see Christ in everything and to act as Christ would want us to.' The school uses the archdiocesan recommended programme for relationships, sex and health education which is enriched further by coherent and highly developed planning. Parents are kept fully informed of the content of the programme and can review the offer at regular intervals.

Leaders and governors ensure policies and procedures are in place which prioritise Catholic life and mission. They are dedicated to ensuring staff receive high quality training. Leaders work in partnership with the archdiocese, also attending relevant training and disseminating this back to staff. This is further enriched by active involvement in a local cluster group. Staff are treated with respect and dignity, resulting in an aspirational and dedicated team. Feedback demonstrates how they feel valued and supported, referring positively about the role of the mission in their working life. In the survey one member of staff commented, 'The school, our mission and core values have shaped me in both my professional and personal life.' Staff speak highly of the leadership team and the tireless work that they put in to developing Catholic life. The governors are highly supportive and serve the school well. They are committed to providing the best possible Catholic education and care for all pupils. Parents and carers are overwhelmingly positive about the school and are very supportive of its work.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

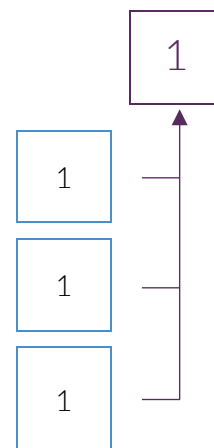
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Pupils are developing excellent knowledge, understanding and skills in religious education. They demonstrate this in lessons, and it is evident in books. They make exceptional progress. As a result, all pupils, including those with special educational needs and /or disabilities, achieve the best possible outcomes. The pupils are religiously literate and able to confidently share their learning. The way in which they ask insightful questions and make links between scripture and everyday life is a strength throughout the school. This results in pupils being aware of the demands of their commitment to their faith and how it impacts on their daily lives. During the inspection, pupils demonstrated excellent learning behaviours. They were focussed and eager to learn. Presentation in books is consistently strong. This indicates the pride pupils show in their work and positively impacts on performance. Pupils were consistently able to explain their work and enjoyed the challenge of 'retrieve to achieve' sessions. As a result, pupils make links to prior learning, demonstrating the capacity to know more and remember more, achieving strong outcomes in school data. These secure outcomes are a result of leaders supporting staff to ensure accurate and moderated judgements. Pupils' achievement is in line or better than attainment in other core subjects.

Teachers have strong subject knowledge and high expectations for religious education and communicate this to their pupils. In this school there is an embedded culture of staff working together with committed support from the religious education leaders. Lessons are structured to draw out pupils' responses through skilful questioning, expanding the learning of all pupils. The impact of the new *Religious Education Directory* in the Early Years is evident. During the inspection it was observed that pupils in Reception could recall the key features of scripture when learning about Holy Week. The knowledge recall of these pupils showed that they had been immersed into a rich scripture-based curriculum approach. In all classes other adults are

valued and effectively deployed to ensure all pupils can access the lesson and feel very much part of the class. Support for pupils with additional needs is a strength of the school. Staff have established a clear process for providing feedback to pupils. Teachers encourage and support pupils to do their best and understand how to improve. They understand what the next steps are for all pupils and adapt their planning accordingly. All teachers follow the school's marking and feedback policy, recognising and valuing pupils' efforts.

Leaders and governors provide a curriculum that is a faithful expression of the *Religious Education Directory*. Leaders and governors ensure religious education is comparable with other core subjects in terms of resourcing, timetabling and staffing. Leaders recognise the impact of the introduction of the new *Religious Education Directory* in the Early Years Foundation Stage and plans are in place to introduce it in Key Stage 1. The headteacher's inspirational leadership for religious education has had a significant impact on the provision of Catholic education throughout the school. The leaders for religious education are role models for others, they value the need for providing good quality professional development for all staff. This was evident throughout the whole inspection process. They lead with knowledge and commitment that demonstrate a clear vision for the continued development of religious education. They undertake detailed monitoring, which leads to well targeted improvements. Through the monitoring of teaching and learning, staff are provided with feedback which contributes to the school's strong outcomes. Leaders and governors participate in and evaluate this feedback. They use the impact of monitoring to improve provision even further. The school's self-evaluation is informed by robust systems in school with follow-up reports to governors on a regular basis.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

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

1

#### 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

1

Prayer and liturgy is central to the daily life of St Bartholomew's. The enriched environment lends itself beautifully for pupils to engage and actively participate with reverence. Pupils are given a wide variety of opportunities to take part in prayer and liturgy. When they gather for worship there is a real sense of calmness and togetherness to be one in the presence of God. Prayer and liturgy is inclusive and accessible to all. Scripture is shared and owned by the pupils, and they are respectful when listening to God's word. Pupils confidently talk about the liturgical year of the Church, making connections between it and notable school events. Pupils have a secure understanding of the ways in which prayer and liturgy is presented within the school. They confidently plan and deliver sessions for their peers and family members. Parents comment on the impact of the prayer life of the school on their children: 'As parents we are regularly invited into school for prayer and liturgy as well as religious assemblies throughout the year. My son often talks about what he has learned about the life of Jesus in school and can recite many traditional and modern prayers.' The Parish ambassadors undertake liturgical ministries with confidence, evaluate the quality of prayer and liturgy and report back to leaders and governors.

When you enter the school grounds of St Bartholomew's there is an atmosphere of spirituality and you see, hear and witness this in the surroundings both internally and externally. A beautiful *Mary Garden* has been created in memory of a dearly loved member of staff and it is a special place for all. There is a naturally embedded daily pattern of prayer. Pupils have regular high quality spiritual experiences through celebration assemblies, pupil led acts of worship and special celebrations of Mass. This also correlates with the links with the parish community. Staff are highly skilled and knowledgeable in creating prayer opportunities for pupils. Scripture is used extremely well, and readings are chosen in relation to the liturgical season. Staff set a positive example for pupils in prayer, both as leaders and participants. The combination of music, singing

and sign language enhances the overall experience of prayer and provides the pupils with innovative and engaging acts of prayer and liturgy. It was a privilege to engage in such inclusive prayer times. This was supported by a parent in their survey response: 'I love the way children sign as well as say and sing prayers daily making praying a joyful and inclusive act.'

Leaders thoughtfully use the liturgical calendar to plan prayer and liturgy. They ensure that the school marks all events equally in the Church's cycle of seasons and feasts. Prayer is prepared in partnership with the parish priest resulting in opportunities for worship that is appropriate to pupils ages and experiences. This enables all pupils to fully participate in a variety of ways. The school's partnership with parents has been tailored to meet the needs of the community. During the inspection a group of parents came to join their children for a class worship. It is evident from their attendance at prayer times and survey responses that parents fully support school leaders in the prayer offer for the pupils. Leaders and governors ensure that staff receive high quality training to deliver prayer and liturgy, which results in high levels of confidence and skill among staff. Senior leaders monitor the school's provision of prayer in line with their monitoring cycle, the pupils are at the heart of every decision made including areas for improvement. Leaders and governors ensure that prayer and liturgy is well resourced. All stakeholders contribute to the self-evaluation of prayer and liturgy.

## Information about the school

Full name of school	St Bartholomew's Catholic Primary School
School unique reference number (URN)	104815
School DfE Number (LAESTAB)	3423452
Full postal address of the school	St Bartholomew's Catholic Primary School, School Lane, Rainhill, Prescot, L35 6NN
School phone number	01744678550
Headteacher	Mrs Melanie Lockley
Chair of Governors	Rev Philip Swanson
School Website	<a href="https://www.stbartholomewrainhill.co.uk/">https://www.stbartholomewrainhill.co.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	Tuesday 16 <sup>th</sup> May 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Jude Ryan

Karl Landrum

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