



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL

### LIVERPOOL

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Inspection Date: 29 January 2013  
Inspectors: Miss J. Lockett, Mr A Cocker, Rev Fr. D. Melly  
Unique Reference Number 104638  
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School: Catholic Primary  
Age range of pupils: 3-11  
Number on roll: 247  
Chair of Governors Rt. Rev. Bishop Thomas Williams  
Headteacher: Mrs C Sergeant  
School address: Northumberland Terrace  
Everton  
Liverpool  
L5 3QF  
  
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E-mail address: admin@oliprimaryschool.co.uk  
Date of last inspection: 28 November 2006

# 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

- Our Lady Immaculate School is a larger than average sized Catholic Primary School situated in Everton and mainly serving the parish of St Sylvester.
- There are 247 children on roll of whom 219 are baptised Catholic, 22 come from other Christian denominations, and 6 from other faith or religious traditions.
- There are 15 teachers of whom 12 teach Religious Education and 12 are Catholic. Six teachers have a suitable qualification in Religious Education and one is currently on the CCRS course.
- Since the last inspection there is a new headteacher and lead Religious Education co-ordinator who is part of a Religious Education team.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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## Overall effectiveness:

Our Lady Immaculate Catholic Primary School is an outstanding school in providing 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 the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are highly involved in its evaluation.
- Pupils have an outstanding sense of belonging to the school community and value and respect others as set out in their agreed code of conduct.
- Pupils enjoy opportunities to meet their potential in all aspects of school life.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement and above all by the way they treat each other.
- Pupils are encouraged to take on roles of responsibility in the school and wider community by being members of the school council and the chaplaincy group, peer mentors, monitors and playground friends.
- Pupils are involved in service to the local faith, religious and wider community: the choir sings in The Royal University Teaching Hospital. At Christmas they give material support to the local Whitechapel Homeless Shelter the immediate neighbourhood served by the school. They show respect and understanding of other faiths and religions.
- Pupils benefit from participation in away days and retreat activities. They have enrichment residentials and many day visits.
- Pupils' behaviour is outstanding. Pupils interviewed were very knowledgeable about their school. A pupil expressed, '*We find out what Jesus did, so we can follow in His footsteps.*'
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. They have recently decided upon a code of conduct with the emphasis on welcome and respect.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils are nurtured through the emotional support provided by the Rainbows programme. All school staff identify and support pupils together with the learning mentor.
- Pupils show respect and understanding of other faiths and religions. They have links with a local other faith school.
- They are keen to praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

### How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement in Religious Education is outstanding.
- Pupils' attainment in Religious Education is above average.
- On entry to school many children have a limited or no knowledge and understanding of the Catholic faith.
- Pupils make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Moderation for formal assessment tasks show pupils are achieving well and through consistent challenge will continue to develop the content needed for higher levels of attainment.
- 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 reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they are being encouraged to become independent learners.

### **How well pupils' respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- Pupils show interest, respond well and actively participate in Collective Worship
- They are keen to participate in a variety of gatherings and reflect well.
- Pupils' knowledge of prayer and liturgy is increasing.
- They act with reverence and are keen to participate in a variety of gatherings
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- Pupils are becoming more confident in developing ways to prepare and lead worship.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. Many are more than willing to share their own meaningful prayers.
- The schools' chaplaincy group is encouraged to guide and lead by example when preparing and leading worship.
- In a key stage Collective Worship observation, pupils prepared and led their peers and teachers in worship in an atmosphere of calm and reverence.
- Pupils in the younger years know how special their worship time is and were prayerful and reflective. Gradual steps to support younger pupils in preparing and leading worship, will continue to encourage pupils from their earliest years to contribute to their worship.
- Pupils are encouraged to go forth in meaningful ways and resources are provided for the pupils to reflect on the message given.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- The quality of teaching is good and on the day of inspection some of the lessons observed were outstanding.
- Teaching is effective in ensuring that pupils are interested and engaged.

- Most teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Displays inspire, motivate and are a reminder of prior learning. Driver words are used effectively to challenge and move pupils forward. Selective, quality resources that reflect themes are a good focal point for the children.
- In lessons observed, effective questioning and excellent teaching strategies ensured pace and all pupils were engaged.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. For example, pupils used role play to reinforce the significance of bread and wine as gifts in the Mass.
- Teachers take into account pupils' prior learning for example, pupils used photographs of their re-enactment of the Last Supper to further develop their learning
- Planning is annotated and detailed, showing for example, good teaching strategies, Parish links and homework tasks.
- Planning shows good differentiated tasks so that the work consolidates, builds and extends their knowledge and understanding.
- Excellent evaluations are linked to driver words to inform future planning.
- In the Foundation Stage, themes are reinforced through appropriate continuous provision. There is evidence of how Religious Education is promoting and developing many early skills.
- Teachers provide excellent opportunities for pupils to work independently and collaboratively. Older pupils worked in this way using Scripture to understand aspects of unity and were challenged effectively throughout the lesson.
- Good quality resources are used within lessons and teachers use a variety of Information Communication Technology to maximise learning. For example, cameras and photographs and artefacts from the celebration of the Eucharist.
- Teaching Assistants provide outstanding care and support to pupils. They are deployed effectively and show great sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Pupils are given opportunities to discuss their work and assessment for learning was used effectively in most lessons observed.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking shows positive, encouraging and developmental comments.
- The school tracks the achievement of all the pupils. Teachers are able to identify how well pupils are working and are tackling underachievement.
- The school has good assessment strategies which are providing accurate and detailed information on the achievement of all the pupils.
- Effort and achievement at all stages of learning is celebrated.

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

- The curriculum is outstanding in meeting pupils' needs and the school has successfully implemented the new Religious Education Programme, '*Come and See*.'
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. 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. Imaginative and well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. Older pupils attend a retreat focusing on the Beatitudes that develops their life in and beyond Our Lady Immaculate School.
- A variety of enrichment activities, such as before and after school clubs, joint year two and year six residential in Colomendy, all have a positive impact on the curriculum.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. They have links with Kingsley School in Toxteth and have regular speakers come into school to share their faith with all.
- Judaism and other religions are taught within the school year and Hinduism is taught in the Foundation Stage to link with other areas of the curriculum.

### **The quality of Collective Worship provided by the school.**

- Collective Worship provided is outstanding in reflecting the Catholic character of the school and takes into account other faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- The school has begun monitoring Collective Worship.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The teachers provide the necessary resources and opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- The schools' Oratory provides pupils with a space that is quite special. The inviting reverence it creates within disperses across the school.
- The Oratory provides pupils, staff and parents the opportunity for worship, quiet prayer and reflection. A variety of traditional and modern, high quality resources are used in a meaningful way, for example, a book of petitions has an open prominent place.
- There are outstanding opportunities for staff worship. There are regular Masses for staff and pupils before school, end of term staff reflections and staff share '*Come and See For Yourself*' reflection time prior to themes being taught.
- There is a strong emphasis on reflection and the school actively seeks opportunities to develop their understanding of Scripture.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. This can be further developed by sharing outstanding practice and ensuring pupils listen to and respond to the Word of God within each Collective Worship.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. There are plans in place to develop regular Rejoice celebrations with the whole school community.

**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 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. Its aims direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. A review of the Mission Statement is now planned. Practical objectives, flowing from the aims and showing how the aims can be achieved could profitably be considered.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Monitoring is becoming a rigorous process and is helping to share good and outstanding practice.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge, showing detailed diagnosis of the schools strengths and areas for development.
- Continuing to revisit, adding successes and prioritising areas for improvement will reflect the impact the Self Evaluation Document has on the Catholic life of the school.
- Governors are outstanding in fulfilling their responsibilities. They have an outstanding knowledge of their responsibilities and have effectively helped to shape the direction of the school. Regular updates are received from the Religious Education coordinator and Headteacher regarding the Catholic life of the school.
- Governors take pride and care in ensuring that the whole school community is vocational in the post they hold. In turn the Governors and senior leaders of the school ensure that staff are pastorally supported.
- Governors and leaders of the school have strong vision and values for Our Lady Immaculate School. All who belong to the school community share a strong identity and live out its ethos daily as role models for the whole school and are '*shining lights.*' for the wider community.
- The Parish priest who is also a member of the Governing Body is a regular visitor to the school. The school holds class masses and a variety of liturgical events throughout the year. The Parish priest is fully supported by the school in the 'With You Always' sacramental programme.
- The Governors and the Parish priest are fully supportive of and enthused by the vision that the newly appointed headteacher has for the school and the outstanding support given to families of the school.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school
- The school has plans in place to provide whole school Catholic Certificate in Religious Studies training opportunities for all staff. All new members of staff are fully supported through team planning.
- The schools' spiritual and moral policy is highly effective and is reflective of the outstanding positive relationships within the whole school community.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils. Leaders, governors and managers show a high regard and consideration of staff faith journeys. These enable staff to respond in an outstanding manner.

- The quality of Collective Worship is a priority for the school. It is monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through termly newsletters, the school website and Advent liturgies. The school plans to invite to parents to regular celebration assemblies.

**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.
- The subject leader and her team are outstanding in guiding Religious Education. The expertise of team members ensures they bring excellent knowledge and understanding to the role. The team shows commitment and introduce new initiatives when appropriate.
- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for all. Communication with the headteacher, staff, parents and governors is effective.
- Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors receive regular updates from the Religious Education coordinator and are aware of Religious Education standards.
- The Self Evaluation Document is detailed in identifying targets, timescales and lines of accountability
- The Religious Education handbook has been updated suiting the needs of the school. It guides and directs all staff in the delivery of the subject.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good and outstanding practice is shared and celebrated.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and moderated excellently by the by the Religious Education coordinator.
- The subject leader is well aware of the detailed content needed for higher level assessment tasks and the school is continually working hard to challenge pupils and raise expectations.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. Parents also receive copies of the Wednesday Word.
- Formal written reports to parents show how pupils have achieved in Religious Education. Personalising the reports would reflect the challenge, support and care pupils are achieving.
- Achievement and effort at Our Lady Immaculate is always celebrated.

## **What does the school need to do to improve further?**

- Reflect the Catholic Life of Our Lady Immaculate by:
  - Reviewing the Mission Statement paying particular attention to objectives which show how the aims are to be achieved.
- Continue to raise standards in Religious Education and Collective Worship by:
  - Continuing the rigorous monitoring of Religious Education and Collective Worship and the sharing of good and outstanding practice.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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

**Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate**