



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST CECILIA'S CATHOLIC JUNIOR SCHOOL

LIVERPOOL

Inspection Date: 21 February 2012

Inspectors: Rev D. Melly Miss J. Coughlan

Unique Reference Number: 104645

Inspection carried out under Section 48 of the Education Act 2005

Type of School: Junior School

Age range of pupils: 7 - 11

Number on roll: 211

Chair of Governors: Miss B. Pemberton

Head teacher: Mrs P. Agate

School address: Green Lane
Tuebrook
Liverpool
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Date of last inspection: 2 October 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 Cecilia's school is an average sized Catholic Junior School situated in Tuebrook and mainly serving the parish of St Cecilia. There are 211 children on roll of whom 204 are baptised Catholic, 2 come from other Christian denominations and the remaining 5 pupils have no religious affiliation. There are 11 teachers of whom 11 teach Religious Education. Ten teachers are Catholic. Seven teachers have a suitable qualification in Religious Education. One teacher is in the process of obtaining the Catholic Certificate in Religious Studies. Since the last inspection a new headteacher has been appointed and has been in place since September 2011. A new deputy has also been appointed and will take up her position in September 2012.

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

2

The school's capacity for sustained improvement

1

Main Findings:-

The school is good overall in providing Catholic Education but has many outstanding features. 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 good and outstanding performance. A tracking system for Religious Education has recently been implemented which will allow for the identification of pupil progress and enable the Senior Leadership Team to monitor the effectiveness of Religious Education teaching. Day to day ongoing assessment is very good. However the school has identified the need for more consistent tracking and moderation throughout the school. Pupils are being encouraged to plan and lead their own Collective Worship. Outcomes for pupils are good with some evidence of outstanding achievement. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The school is anxious to address the areas it has identified for improvement in the Self Evaluation Document. The leadership team is deeply motivated and enthusiastic and wants only what is best for the school and its improvement. Teachers are being provided with In-service which will support their development. This is a priority for the school. Overall the school has outstanding capacity for sustained improvement.

What the school needs to do to improve further

- To further develop effective monitoring procedures linked to the school development plan by:
 - implementing more rigorous and focussed monitoring and moderation of assessment;
 - developing the assessment and tracking that is in place;
 - setting up a rolling programme of monitoring in school' including lesson observations.
- To ensure continued professional development for all staff by:
 - providing staff development opportunities across the school.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good or outstanding. On entry to school most children have a good understanding of the Catholic faith. Pupil's attainment in Religious Education is good or outstanding. Pupils make good or 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 good. 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. 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 by the care and concern not only for each other (as evidenced by their behaviour on the day and the Buddy system, school council and prefects which are in place) but for anyone in any kind of need (as evidence by their enthusiastic commitment to fund raising). Pupils have an outstanding sense of belonging to the school community and appreciate all that is done for them. They are obviously valued and respected. Pupils are encouraged to take on roles of responsibility in the school and wider community as they plan and lead Acts of Collective Worship and get involved in the Buddy system, school council etc. All pupils benefit from participation in away days and trips and visits like that to St Francis of Assisi school for the Lenten Walk. Pupils are considerate and caring of others both in school and the wider community. They are becoming more involved with residents of the local care home. The new headteacher would like to see this work further developed with more links with other groups in the local community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Pupils take an increasing responsibility for themselves and their actions. They show a readiness to embrace and celebrate their lived experiences.

Pupils are outstanding in responding to and participating in the schools Collective Worship. They are very confident in preparing and leading worship as witnessed on the day. They act with reverence and are keen to participate in a variety of gatherings. They reflect in silence and join in community prayers appropriately and with confidence. 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	2
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	2
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 good overall with many outstanding features. The teaching is consistently effective in ensuring that pupils are interested, engaged and make good and outstanding progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.

Teachers provide opportunities for pupils to work independently and collaboratively. Good or outstanding use is made of time and resources especially the interactive whiteboards and particularly the use of PowerPoint, gifts, activity sheets and teaching assistants. Teachers use a variety of strategies to sustain and motivate pupils: praise and encouragement, highly effective questioning, talking partners, group work, and role play. Pupils are informed of their progress and how to improve both orally and through marking and are encouraged to assess their own progress.

The assessment of pupils work in Religious Education is being developed at the moment. Day to day ongoing assessment is very good. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information will now be collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort are celebrated. Pupils are affirmed, know how well they are doing and know what they need to do to improve further especially in lessons.

The curriculum is good overall 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 at least 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. Attractive curriculum newsletters are provided for parents who are consulted on different issues depending on the topic being covered. The school implements new curriculum developments as appropriate. 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 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 the skills in planning and leading Collective Worship. The teachers are providing the necessary resources and opportunities to help children to develop these skills also. Excellent 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	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	1

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

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an amazing understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement which has just recently been reviewed and revised: 'Rooted in gospel values, St Cecilia's Catholic School Community, learns together, lives together and loves together'. All who form part of the school community including parents, Priest, governors and children were involved in the development and review of the Mission Statement. Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school as evidenced by the deeply Christian atmosphere which has been created and which is rooted in excellent, warm and loving relationships within the school and very prayerful Collective Worship. The Self Evaluation Document is comprehensive and accurate. The school provides excellent induction and In-service training to enable staff to further understand the Church's Mission in Education and play their unique part in developing it.

Leaders and managers recognise the need to firmly embed the monitoring and evaluation which is in place. Planning is good and monitoring will impact on the future planning. Monitoring of teaching is developing and has been identified as an area for further development. The subject leader is firmly committed to further develop the Catholic life of the school and the Religious Education curriculum. She shows great commitment and introduces new initiatives when appropriate. In all of this she is encouraged and supported by the new headteacher. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are good in fulfilling their responsibilities. They are obviously passionate about both the Religious Education and the Catholic life of the school. They are playing an effective part in helping to shape the direction of the school through their commitment to governors meetings. They are very keen to be kept informed about the curriculum and the Catholic life of the school and offer suggestions where appropriate. The role played by the Parish Priest is particularly appreciated by all.

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. They are particularly keen to help aid agencies like Nugent Care and CAFOD in their work with the wider and global community. Close links have been developed with The Grace Baptist Preparatory School in The Gambia. Parents are kept well informed of the schools' activities and are invited to participate where appropriate in the life of the school. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of Judaism and Islam. 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	2
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	2
How effectively leaders and managers promote community cohesion	1