



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## ST. CUTHBERT'S CATHOLIC PRIMARY AND NURSERY SCHOOL

### LIVERPOOL

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Inspection Date Tuesday 23 April 2013

Inspectors: Rev D Melly, Miss J Coughlan

URN 104649

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 163

Chair of Governors Mr M Laird

Headteacher Mr D Hardiman

School address Aviemore Road  
Liverpool  
L13 3BB

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Date of last inspection 7 October 2008

# 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 Cuthbert's school is a smaller than average sized Catholic Primary School situated in Liverpool and mainly serving the parish of St Oswald.
- There are 163 children on roll of whom 108 are baptised Catholic, 26 come from Christian denominations and 11 from other faith or religious traditions. Eighteen children have no religious affiliation.
- There are 12 teachers of whom 11 teach Religious Education and 7 have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection the senior management structure has been changed and there have been a number of changes of staff. The parish structure has been changed and a new parish priest has been appointed together with 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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## **Overall effectiveness:**

St Cuthbert's 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 Motto which was referred to constantly throughout the day. They fully understand the part they play within it.
- 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: they are members of a very effective school council and take this very seriously. They are also fully trained buddies and young leaders.
- Pupils are actively involved in developing the Catholic character of the school by leading and participating in Collective Worship and above all by 'being kind to one another' and 'being the best they can be' especially in their care for one another.
- Pupils benefit from participation in away days and retreat activities especially in Colomendy, skiing in Austria and visits to Lourdes. In all of these they are helped to develop and fulfil their potential, including their leadership skills. Above all they are helped to believe in themselves and to develop good self esteem.
- Pupils have a very good sense of right and wrong and apply this in their personal relationships. They 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 embrace opportunities to meet their potential in all aspects of school life – being the best they can be.
- Pupils are involved in service to the local faith and religious communities as they share the school life through assemblies, Masses and other celebrations with the immediate neighbourhood served by the school. They support the work of Nugent Care, HCPT, the Salvation Army and the work of the Missionaries of Charity in Seel Street. They show respect and understanding of other faiths and religions.

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

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining or exceeding the appropriate level for their age and stage of development in each key stage.
- 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 eager to learn and improve their knowledge, understanding and skills as they become independent learners.

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

- Pupils' response to and participation in Collective Worship is outstanding.
- They show great interest, respond enthusiastically and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- 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.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- 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. Outstanding use is made of time and resources including other adults and Information and Communication Technology, hand held crosses, music, helium balloons, bubbles, leaves, pop corn makers and craft resources to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which they are constantly enhancing. These provide accurate and detailed information on the achievement and attainment of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work and the work of their peers.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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.
- Enrichment activities such as before and after school clubs, especially the choir and their various visitors and visits, have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

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

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- 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 using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

## **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 monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.

- This is reflected in the school's own Mission Statement and in the school motto. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can and does evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school: They know, own and live out their Mission Statement which they live out to the full.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlines areas for development. The SED is very comprehensive and accurate though at times very modest. It obviously impacts well on the Catholic life of the school.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. The staff weekly reflection has a very positive and unifying impact on the life of the school.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated. An up to date policy is in place.
- 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 outstanding relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They receive a variety of newsletters from the school are invited to all major celebrations.
- Governors are outstanding in fulfilling their responsibilities.

**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 and in the way they plan and implement improvement to outcomes for pupils.
- 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 practice is shared and celebrated.
- Continuing professional development opportunities are provided for all especially by the coordinators.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and are recorded in a book for each child. This will support and evidence continuity and progression.
- The subject leaders are outstanding in guiding Religious Education. They show great enthusiasm for the subject together with dedication and commitment. They introduce new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

## **What the school needs to do to improve further?**

- Continue to improve the provision for Religious Education by:
  - embedding effective formal assessment procedures through the use of formal assessment books across the school.
- Continue to improve the provision for Collective Worship by:
  - continuing to enable pupils to plan, prepare and lead Collective Worship from their earliest years.

# 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	1
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

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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