



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. GEORGE'S CATHOLIC PRIMARY SCHOOL

#### MAGHULL

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Inspection Date	19 November 2013
Inspectors	Mrs. Denise Hegarty      Miss Julie Mosinski
Unique Reference Number	104925

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	189 including nursery
Chair of Governors	Mr. Stephen Crowther
Headteacher	Mr. Pete Chapman
School address	Dennett Close Maghull Liverpool L31 5PD
Telephone number	0151 526 1624
E-mail address	admin.stgeorgesprimary@schools.sefton.gov.uk
Date of last inspection	16 November 2010

# 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. George's school is a smaller than average sized Catholic Primary School situated in Maghull serving the parish of St. George in the Sefton district of the Archdiocese. There are 165 children on roll of whom 163 are baptised Catholic and 2 have no religious affiliation. There are 9 teachers at the school of whom 8 teach Religious Education and 6 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic. Following the retirement of the previous headteacher, a new headteacher has been appointed since the last inspection.

### Key for inspection grades

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

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# Inspection Judgements

## Overall effectiveness:

St George's school provides good Catholic Education.

### **The extent to which the pupils contribute to and benefit from the Catholic life of the school is good**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is good. They are very good ambassadors for the school.
- Each child has explored and internalised the school's Mission Statement, 'to learn with kindness, respect and friendship through God's love' and understand that it is a way they should live out their daily lives. Representatives were involved in its evaluation and review and all classes contributed to the representation near an entrance.
- Pupils understand that their talents are gifts from God and should be used well. This is clear from the way they depicted and displayed them in the school hall.
- They can talk about and relate Gospel values to their behaviour and daily lives and are quick to congratulate others who display these values.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, playground buddies, lunch time monitors and eco gardeners. Within these roles, they learn organisational skills and the importance of co-operating with each other. They are also involved with raising awareness of how to care for themselves and their environment.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including CAFOD, Jospice, Children in Need and Nugent Care (Good Shepherd). They contribute to and serve community projects such as the local food bank and in tidying the environment around the local canal.
- Pupils willing support the less well off and vulnerable as they donate gifts to Operation Christmas Child. At interview, they spoke about how their donations would 'light up the day' of a child in need.
- They embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sport, gardening and music. Through them, they learn the values of commitment, sportsmanship and responsibility.
- Year 6 pupils have the opportunity to participate actively in residential trips to Robin Wood. These experiences impact greatly on the pupils' social and moral development as they develop self-confidence, and understand the value and importance of teamwork and communication skills.
- 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 within the moral framework upheld by the school. They are encouraged to take responsibility for their own behaviour through shared class / school rules and charters consequently, behaviour throughout the school is outstanding.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They have a strong sense of community and are involved in service to the local faith and religious communities. They enjoy planning and participating in a variety of celebrations and community events including, St. George's Day celebrations, cultural celebration days, carols in the local residential home for the elderly and carols in the park etc.
- Their attitudes and skills are further developed by their participation in the SEAL curriculum. This has a profound impact on their social and emotional well-being.

- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Hinduism within the curriculum.

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

- Pupils' achievement and enjoyment in their learning in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- Pupils' attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level 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 very 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 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 generally very good as shown by their interest, engagement, positive attitude and excellent behaviour in lessons. They take great pride in their work and enjoy discussions.
- Observations by inspectors and school leaders show that pupils are alert and keen to learn, eager to participate and work hard at their tasks. They are proud of their work and interact with their learning from the onset of lessons.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work and paired / shared activities. Across the school, children are respectful of each others' views and opinions.
- Their views are sought annually by the school and demonstrate that children enjoy Religious Education lessons. At interview, the children expressed their enjoyment in learning new things in them.

### **Pupils' response to and participation in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- Pupils enjoy, respond very well, are keen and interested and actively participate in daily Collective Worship. This is evident in evaluations from teachers and from observations on the day of inspection.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings. The children's attitudes and behaviour during worship and prayer times are very positive. Collective Worship is a special part of the children's and teachers' day.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with a variety of prayer styles and enjoy writing their own prayers and confidently use prayer from the heart in Collective Worship sessions.
- They appreciate and are open to the Word of God in the Scriptures showing reverence and respond to the Word in a variety of ways including through art and poetry.
- Pupils sing joyfully and join in community prayers appropriately and with assurance. They are developing a deeper awareness of the importance of stillness, silence and reflection and how this helps them to engage with the presence of God.
- They are becoming increasingly more confident and skilled in preparing and planning worship from their earliest years for class celebrations. They are beginning to help set up and organise Collective Worship sessions and choose their own hymns and prayers during worship.
- Their liturgical skills are developing well.

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

- The quality of teaching and purposeful learning in Religious Education is good in ensuring that pupils are interested, engaged and make good progress. This is evident in observations on the day of inspection, and through the school's monitoring processes.
- All teaching and learning observed on the day of inspection was good or outstanding.
- Teachers plan well and display good subject knowledge. They work hard and are good role models for the children to emulate. The vast majority of members of staff have the Catholic Certificate in Religious Studies.
- A range of teaching styles are deployed to motivate pupils to encourage pupils' enjoyment of and enthusiasm for Religious Education. It was great to see the pupils from early years squealing in delight and excitement as they prepared party celebrations.
- Teachers take into account pupils' prior learning and try to ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- In outstanding lessons, teachers placed great emphasis on the learning outcome, reiterated and assessed its impact throughout the lesson and revisited it at the end to ensure it had been achieved. This ensured that pupils were truly focussed on the task in hand. Again, in outstanding lessons, teachers' body language and intonation during the input engaged and excited pupils and inspired them to want to learn.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Most have high expectations of the pupils they teach in terms of work, attitude and behaviour.
- Good use is made of time and resources including Information and Communication Technology by the teacher to maximise learning. Additional adults in the classroom provide both support and challenge for the pupils. They are effectively deployed to support pupils to gain the confidence to tackle their given tasks and communicate their ideas.
- Teachers offer a range of styles, resources, technologies and media to support and encourage learning.
- Pupils' contributions are valued and appreciated.
- Vibrant displays in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection especially at the remember stage of the 'Respond' part of the process in *Come and See*.
- Effort and achievement are celebrated through marking and verbal encouragement.
- The assessment of pupils work in Religious Education is good. Teachers use their assessments well to inform future planning.
- Books generally show a good level of marking with clear feedback on what the children have achieved and often indicate what they need to do to improve.
- Assessment for Learning' strategies are generally used effectively across the school. This helps children understand where they need to go next and how best to get there.
- The school has good assessment strategies which provide detailed information on the achievement of all the pupils.
- Teachers track individual progress and enter data onto school tracking sheets. These are beginning to be used effectively to identify how well individuals and groups of pupils are achieving and tackle underachievement.
- A portfolio of assessed and moderated work is being compiled.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.

- Religious Education is clearly seen as the core curriculum subject in this school and is under the same scrutiny and level of moderation as other core subjects.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory.
- 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 engaging strategies and resources are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. A generous budget is allocated for the subject.
- Vibrant displays throughout the school are linked to the curriculum and celebrate work. There are a plethora of photographs, portfolios etc. which show the excellent standard of displays in Religious Education throughout the year.
- A range of extra-curricular activities and educational trips enhance and support learning. These have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem. Children in Year 2 enjoyed their visit to Church to look for signs and symbols therein.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Children are enabled to explore their feelings and emotions and express them through poetry, music, art and dance. They are encouraged to recognise God's presence in their lives and to appreciate and celebrate their own and others' gifts and talents.
- Children have explored the beliefs and values of the Jewish faith and Hinduism. 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 good in reflecting the Catholic character of the school. It 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 and is valued by all participants.
- Scripture, prayer and liturgy are generally used effectively as the foundations and as a source of inspiration for worship, but opportunities are taken spontaneously as appropriate. This helps pupils and staff members to reflect upon their lives and mission.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- A variety of experiences are provided – whole school, key stage and class and in a variety of settings. Phase groups are encouraged to contribute to Collective Worship as appropriate to share good practice.
- The school grounds and the seasons of the year are used to enhance the experiences and bring in opportunities for awe and wonder.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children.
- Collective Worship is well-planned and adults provide good role models for pupils to emulate.
- Themes for worship are set out by the co-ordinator which take into account relevant celebrations, events and other opportunities. This gives staff the opportunity to develop a common theme in different ways.
- Policy and guidelines are in place and in line with Archdiocesan requirements and are updated regularly.

- Pupils become immersed in worship through a variety of presentational styles – music, images, nature, powerpoints etc. Information and Communication Technology is used very effectively to support worship.
- They are enabled to pray formally and informally using a variety of prayer methods and styles. The school ensures that appropriate formal prayers are taught at an age appropriate time.
- Provision is monitored well.
- The school has purchased a variety of appropriate resources which are well cared for and used effectively.
- The children and staff create visual displays for worship with a variety of artefacts etc. as focal areas for thought and reflection.
- These enable the children to make links to the theme and create sacred spaces to enhance worship.
- Staff members have received recent training in planning, leading and evaluating Collective Worship and are embedding what they have learned.
- The teachers are becoming more able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Some opportunities are provided for parents, carers, governors and members of the community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year e.g. religious festivals and at Christmas. The school hopes to do this more regularly in the future.
- Further opportunities are provided for parents to support the focus of the week at home.

**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 good in promoting, monitoring and evaluating the provision for the Catholic Life of the school and in planning and implementing improvement to outcomes for pupils.
- They are wholly committed to promoting and developing the Catholic life of the school and show a very good understanding of and commitment to the Mission of the Church. This is a rapidly improving school where, as one of the governors indicated, 'the Catholic life threads through the school and underpins everything that goes on'.
- This is reflected in the school's current Mission Statement, 'To learn with kindness, respect and friendship through God's love' which was developed by the whole school community.
- It is displayed prominently throughout the school and used on documentation.
- 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 showing kindness, respect and friendship to others.
- Leaders, governors and managers plan to review the school's mission in the spring term and should include aims and practical objectives which indicate how the aims are lived out. This will enable the school to evaluate its effectiveness.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It gives a very accurate picture of the Catholic Life and work of the school.
- The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It is rigorous in identifying targets, timescales and lines of accountability.
- The school provides induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it.

In-service sessions provided by the Archdiocese are to be attended by staff members. Most members of staff have Catholic Certificate in Religious Studies and Religious Education features regularly on the staff meeting agenda.

- The quality of Collective Worship is a priority for the school. It is monitored and evaluated by leaders. A good up to date policy and guidelines for its implementation are in place.
- Excellent Spiritual and Moral Development policies are in place and reviewed regularly by the Governing Body.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as involvement in *Come and See for Yourself*. These provide good opportunities for reflection.
- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. Operation Christmas Child and the local food bank.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level within the school.
- The school supports the Archdiocesan sacramental preparation programme, 'With You Always' very well and provides a venue and time for it to take place.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters, the new school website. They are given the opportunity to 'stay and play' in Foundation Stage.
- Governors fulfil their responsibilities very well. They are fully committed and kept well-informed about the Catholic Life of the school. They are effectively helping to shape the direction of the school and regularly attend the whole school celebrations, Acts of Worship and special liturgies throughout the year. The Chair of Governors is also a regular visitor and provides good liaison with the parish community.

### **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 planning and implementing improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in St George's School. There is a very positive ethos within the school community with regards to improving and further developing Religious Education.
- A generous budget is provided to enhance provision.
- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching the subject.
- Monitoring takes place as part of the school's monitoring schedule. Teaching and learning is monitored by the head and subject leader and appropriate feedback and support given as necessary. Good practice is celebrated.
- The subject action plan feeds into the Self Evaluation Document.
- Continuing professional development opportunities are provided in-house and additional support / induction given to new or inexperienced staff members.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff are familiar with and becoming more secure in their levelling of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors.
- Termly meetings are held for moderating assessments and staff meetings are arranged to disseminate new information etc. Moderation meetings are also held with a local network of schools.



- The subject leader is outstanding in guiding Religious Education. She shows great commitment and enthusiasm. She is an experienced co-ordinator who has regularly attended Archdiocesan training and briefing sessions and introduced new initiatives when appropriate. She is very well supported and encouraged by the headteacher.
- Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- On the whole, the quality of teachers' planning is very good. Tasks are always clearly differentiated to meet the needs of all and assessments are starting to inform future planning.
- Governors are kept well-informed by the head teacher. They are interested and proactively involved. Progress in Religious Education is shared with the governors so that standards can be monitored by them and they can challenge the school to improve.
- A lead governor liaises closely with the subject leader to ensure the high profile of the subject and to monitor the development plan and plan for further improvements.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can help to support their children's Religious Education. The headteacher produces a weekly newsletter sharing with parents what happens in the Catholic life of the school and in Religious Education. He also informs them of the theme for Collective Worship. Parents are thus able to support their children's learning at home.
- The school provides copies of the Wednesday Word to further support and promote continued learning at home.
- Religious Education homework is often given to the children. This also raises parents' awareness of what is happening in the subject and encourages them to become involved in learning.
- Parents receive an annual report on their child's progress and are kept further informed of progress through verbal reports on Parents' Evenings. They are consulted on a variety of issues and encouraged to support their child's learning.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated and enjoyed by staff and pupils.

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

- Improve the provision for Religious Education by:
  - providing more opportunities for pupils to record their work using Information Communication Technology and become more independent learners;
  - using driver words from the levels of attainment to provide greater challenge for higher achievers.
- Improve the provision for Collective Worship by:
  - providing opportunities for maximum participation of all present;
  - consistently giving participants time to reflect silently on what they have listened to from Scripture.
- Continue to implement the areas for development that have been identified by the school in the Self Evaluation Document. These include:
  - involving the whole school community in a review of the school's Mission Statement;
  - further developing the portfolio of levelled work;
  - increasing parent participation and developing home/school/parish and community links.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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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	2
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **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	2
The quality of Collective Worship provided by the school	2

## **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	2
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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