



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. EDMUND'S AND ST. THOMAS' CATHOLIC PRIMARY SCHOOL

WATERLOO

Inspection Date Wednesday 25th September 2013

Inspectors Miss. Julie Lockett Mrs. Denise Hegarty
Mrs. Patricia Cooney

Unique Reference Number 104928

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 316

Chair of Governors Mrs. Clare Newbery

Headteacher Mr. Kieran Loftus

School address Oxford Road,
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Date of last inspection 5th March 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 Edmund's and St Thomas' school is a larger than average sized Catholic Primary School situated in Waterloo, Liverpool serving the parishes of St Edmund's and St Thomas'.
- There are 316 children on roll of whom 307 are baptised Catholic, 2 are awaiting Baptism, 6 come from other Christian denominations, and 1 has no religious affiliation.
- There are 15 teachers of whom 12 teach Religious Education and 10 have a suitable qualification in Religious Education. Fifteen teachers are baptised Catholic.
- Since the last inspection there is a new headteacher in post.

Key for inspection grades

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

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Overall effectiveness:

St Edmund's and St Thomas' Catholic Primary is a good 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 worked collaboratively to develop their Mission Statement motto.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are actively involved in developing the Catholic character of the school and surrounding parish community.
- Pupils' behaviour is outstanding. They have a mature understanding of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- Pupils spoken to knew that Jesus forgives them but that saying sorry was not just a word but a meaning.
- Pupils are encouraged to take on roles of responsibility in the school e.g. through the school council, prefect roles and buddy mentoring.
- Pupils show wider responsibilities through a variety of fundraising events such as CAFOD, Mary's Meals and for Jospice.
- Pupils benefit from participation in residentials to Crosby Hall Education Trust and Robinwood in Cumbria and a variety of regular away days.
- Pupils have spiritual opportunities through for example, taking part in a pilgrimage to local parish churches.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and focus on personal development and citizenship.
- Pupils are involved in service to their local and wider community such as contributions to the development of Waterloo Gardens and fundraising and supporting their link school in Sierra Leone.
- Pupils praise and acknowledge the contribution of others evident in weekly celebration assemblies.
- Pupils are listened to and valued they are able to express their own views and beliefs. They show a readiness to embrace and celebrate their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- Analysis of assessments undertaken provides evidence of pupils attaining well in lower attainment levels at each key stage. Pupils are making progress.
- The school now needs to continue to develop and challenge pupils to strengthen higher levels of attainment.

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils make good progress in relation to their starting points and capabilities.
- There is some 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 well particularly through discussion with their peers.
- 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 apply themselves excellently. They are engaged and enjoy their learning as shown through 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 become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- Pupils are encouraged across the school to gradually develop their skills in preparing and leading worship.
- This practice now needs to be further embedded to continue to develop deep thought and heartfelt responses.
- They show interest, respond well and actively participate in Collective Worship.
- 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.
- Pupils have access to appropriate and beautifully prepared resources and take pride in preparing their focus for worship.
- Pupils are encouraged and continually supported to participate.
- Pupils sing joyfully, reflect in silence and join in community prayers whole heartedly and with confidence.
- On the day of inspection older pupils were aided in a positive, enriching worship. Well prepared meaningful go forth messages produced by the pupils, enabled all to live out the Scripture message.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- On the day of inspection some of the lessons observed were outstanding.
- It is effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- In an outstanding lesson observation older pupils' were enthralled and discussed unconditional love enthusiastically with excellent reasoning and understanding.

- Younger pupils were guided to understand a litany using focused learning objectives and beautifully presented resources. In another lesson the teachers' excellent use of key questions to understand 'unique' God given qualities, led to outstanding shared group learning. This ensured high level and mature responses from pupils.
- Effort and achievement at all stages of learning is celebrated.
- Teaching Assistants and support workers provide outstanding care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Good quality resources are used within lessons and teachers use Information Communication Technology to maximise learning particularly through use of the interactive whiteboard and i-pads.
- Planning is annotated and detailed and show some good evaluations.
- Teachers take into account pupils' prior learning and plan for some differentiated tasks so that the work consolidates, builds and extends their knowledge and understanding.
- When planning consistent use of the driver words will emphasise differentiation and extend and challenge pupils learning further.
- In Reception planning is differentiated and evaluated, there is evidence that Religious Education is promoting and developing early skills.
- Pupils are given opportunities to discuss their work and sharing learning objectives that linked closely with tasks was used effectively in some lessons observed.
- Pupils would benefit from consistent assessment for learning strategies within lessons across the school.
- Pupils are informed of their progress and how to improve both orally and at times through marking. Marking shows positive, affirming understanding of the learning focuses and some developmental opportunities are given.
- Consistent developmental marking for Religious Education using the driver words will allow pupils the opportunity to evaluate their own work and further their learning.
- The school has assessment strategies in place which provides detailed information on the achievement of all the pupils.
- The school tracks the achievement of all the pupils.
- Teachers are able to identify how well pupils are working. Some pupils are performing at higher levels of attainment particularly through the variety of speaking and listening tasks given. Challenging their outcomes and expectations will improve and tackle any underachievement.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good 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.
- Monitoring the early stages of the Foundation Stage timetables, planning and portfolios will ensure specific links are made to the Religious Education programme.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.

- Enrichment activities have a positive impact on the curriculum.
- The school ground boasts an exciting eco garden area, providing further opportunities to enrich the Religious Education programme.
- The school displays beautiful and inspiring art work from an Awe and Wonder week, where Scripture was unpicked and appreciated through art. Pupils and staff are rightly proud of their work and aim to make this a yearly event.
- Children have explored the beliefs and values of other faiths and religions, holding 'inspiration weeks' helping to promote tolerance and respect for those who think differently.
- The school aims to invite more visitors and visits to enrich pupils understanding of other faith and religions.
- The school has good links with a cluster of local Catholic primary schools where good practice is shared.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school.
- The school can now continue to build on their portfolio of collective worship planning and evaluations from across the school.
- Planning for Collective Worship can be enhanced by offering more opportunities for pupils to respond to questions offered in silence enabling deep thought and reflection.
- 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.
- There has been recent training for Collective Worship for all staff.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing excellent resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. For example, there are regular end of topic *Rejoice* 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 good 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. 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 evaluates its effectiveness.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.

- Analysis of the Self Evaluation Document provides a basis to celebrate strengths and outlines areas for development. It is an accurate document and reflective of school practice.
- Governors have full knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Regular updates are received from the head teacher regarding the Catholic life of the school.
- Governors take pride in the schools' very close and well established links with the parish community. They are proud of their family partnership of parish, school and home.
- The Parish priest visits school regularly and celebrates masses with the school community for liturgical occasions throughout the year and supports Religious Education topics.
- There are excellent home, school, and parish links through the support for the *With You Always* Sacramental programme.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. There are positive relationships at every level within the school.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- Whole staff *Come and See for Yourself* reflections at the beginning of each theme would continue to develop further opportunities for spiritual and moral developments for staff.
- The quality of Collective Worship is a priority for the school. It is beginning to be monitored and evaluated by leaders, governors and managers; this now needs to be embedded. An up to date policy is in place, suiting the needs of the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgical liturgies. The Parent and Teacher Association is a strong and active part of the school.

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 good 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.
- The subject leader is dynamic in guiding Religious Education. She shows great commitment in her role and introduces new initiatives when appropriate. She encourages staff and has high expectations.
- She is accurate in her review of strengths and areas for development for Religious Education.
- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication with the headteacher, staff, parents and governors is effective.
- The Self Evaluation document identifies targets, timescales and lines of accountability.
- The Religious Education governor, who is a parish catechist, is a great support to the school. She is very aware of the standards in Religious Education and has a good working partnership with the subject leader.
- Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- Monitoring data is used well to evaluate the schools performance and plan for future improvements. Monitoring is timetabled and staff are given constructive, accurate feedback.
- The school now needs to continue to monitor planning to increase the level of challenge and expectations for pupils. This in turn will develop moderation of formal assessment tasks set by the Archdiocese and higher levels of attainment will steadily increase.
- Assessment information is collated and tracked by the subject leader. An effective and analytical Leadership and Management report is shared with the leadership team and governors.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. Formal reports to parents are detailed and reflect pupils' achievements over the year.
- Achievement and effort at St Edmund's and St Thomas' is always celebrated.

What the school needs to do to improve further?

- **Continue to develop Collective Worship by:**
 - Continuing to embed monitoring of planning and evaluations within a portfolio to share good and outstanding practice.
- **Continue to develop the quality of teaching purposeful learning in Religious Education by:**
 - Monitoring planning to increase the level of challenge and expectations for pupils to improve higher levels of attainment in formal tasks set by the Archdiocese.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
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

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	2

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