



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. ELIZABETH'S CATHOLIC PRIMARY SCHOOL

LITHERLAND

Inspection Date Tuesday 29th January 2013

Inspectors Mrs Maria Eves
Mrs Denise Hegarty Miss Julie Mosinski

Unique Reference Number 104932

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 336 (including 43 in the Nursery)

Chair of Governors Rev. B McAllister

Headteacher Mrs Kathy Sullivan

School address Webster Street
Litherland
Liverpool
L21 8JH

Telephone number 0151 922 5752

E-mail address admin.stelizabeth@schools.sefton.gov.uk

Date of last inspection Tuesday 23rd March 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 Elizabeth school is a larger than average sized Catholic Primary School situated in Litherland, serving the parish of St Elizabeth of Hungary Liverpool.
- There are 293 children on roll of whom 228 are baptised Catholic, 59 come from other Christian denominations, and 6 from other faith or religious traditions. In addition there are 43 children attending the Nursery on a part time basis.
- There are 18 teachers (including the Headteacher) of whom 16 teach Religious Education. Fifteen are Catholic and 15 teachers have a suitable qualification in Religious Education. Two teachers are currently completing CCRS.
- The Headteacher has been in post since the last inspection. The co-ordination of Religious Education is now led by a team of two teachers.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Elizabeth's Catholic Primary 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. An annual Mission Day enables pupils to contribute to its review and to be actively involved in its evaluation.
- Pupils demonstrate a strong sense of belonging to the school community. They express this by the way they care for each other and through their thoughtfulness for those less fortunate, for example, by supporting the local hospice, CAFOD, British Legion and Nugent Care.
- Pupils are encouraged to take on roles of responsibility in the school and wider community, for example Peer Mentors, Play Leaders and the School Council, who are currently involved in securing funds for the development of the planned Spiritual Garden.
- Pupils are actively involved in developing the Catholic character of the school by, for example, the outstanding way they prepare and lead collective worship. This is a great strength of the school.
- Pupils benefit from participation in away days and retreat activities. Strong links have been developed with the local High School and pupils benefit greatly from the joint retreat and celebration days that regularly take place. The Church's Liturgical cycle is well woven into the life of the school.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. Behaviour is outstanding. It is evident that pupils take responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. Pupils have a good understanding of service and support for those in need and are growing in their understanding that the call to justice and service is part of being a member of a Catholic community.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities in the immediate neighbourhood served by the school and the wider community. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good with many outstanding examples.
- Pupils' attainment in Religious Education is good. Pupils 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 outstanding and this is a strength of the school.
- Analysis of assessments undertaken provides evidence of pupils generally attaining 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. During the inspection pupils of all ages were able to articulate and discuss Religious Education with confidence and the level of knowledge and recall pupils demonstrated was outstanding.
- 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 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 interest, respond well 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 become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures. Religious Education lessons often end with a concluding prayer.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are confident preparing and leading worship from their earliest years and staff recognise the importance of continuing to model good practice, particularly in leading collective worship.

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

- The quality of teaching and learning is good In Religious Education and is consistently effective in ensuring that pupils are interested and engaged and make good progress. Lesson observations, work books and conversations with pupils indicate that there are many opportunities for reflection on the links between the life and teaching of Jesus and their own lives.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. In the best lessons teachers use visual presentation and open questioning effectively to maintain the interest of pupils, challenge their thinking and motivate learning.
- Creative teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.

- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources and Teaching Assistants are highly effective in supporting pupils with additional needs.
- Overall marking is positive, interactive and pupils are given good feedback to enable them to take the next steps in their learning. They are given opportunities to discuss their work and how to improve. Pupils' achievements are recognised, praised and valued and because of this every child thrives and makes progress.
- The assessment of pupils' work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Through the excellent assessment procedures that are in place teachers are able to identify how well pupils are achieving and effectively tackle underachievement.
- Teachers enable pupils to evaluate their own work. In some classes pupils can articulate the level of attainment they are currently operating at and are confident in their understanding of what they need to do to move to the next level.
- The curriculum is outstanding in meeting pupils' needs. Religious Education is at the heart of the curriculum. It is very well planned, monitored and evaluated.
- 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 Children's University have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. This is evident through pupils' outstanding behaviour and the respect they show to each other and all they meet and also the care they demonstrate for the environment.
- 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 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 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 effectively plan, lead and participate in Collective Worship and to evaluate it.

- 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 and developing the Catholic life of the school and show a real understanding of and commitment to the Mission of the Church. High expectations of children and staff ensure that Religious Education is taught with the same rigour as other core subjects.
- This is reflected in the School's own Mission Statement. All who form part of the school community including parents, Priests, 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 outstanding in the way they use monitoring data to evaluate the school's 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.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- 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 benefit from the opportunities provided to attend all relevant training delivered by the Archdiocese. There is a strong sense of spiritual purpose with a focus on teamwork and high standards.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for Spiritual and Moral development are provided for staff and pupils.
- 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 within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school through newsletters, questionnaires, meetings and reports.
- Governors are outstanding in fulfilling their responsibilities. Governors are well informed and make regular focussed visits to school. The Parish Priest, who is also Chair of Governors, works closely with the school delivering With You Always. Governors have effectively helped to shape the direction of the school through the development of the role of Link Governor and the opportunities made available for governors to participate in the monitoring of Religious Education. They are committed to help shape the direction of the school through support and challenge.

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 the way they promote, monitor and evaluate the provision for Religious Education of the school.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a robust and rigorous 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. A strong culture of developmental not judgemental exists.
- Continuing professional development opportunities are provided for all, with one to one surgeries being available to staff and additional training for N.Q.T's.
- 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.
- The Head teacher and R.E. team are outstanding in guiding Religious Education. They demonstrate a high level of care, vision and commitment. They have high expectations for pupils and staff and are supportive and encouraging. New initiatives are introduced when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document identifies 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?

Raise attainment and accelerate progress further by:

- Using the language of level attainments in report writing to inform parents of attainment and progress in Religious Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1

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	1
The quality of Collective Worship provided by the school	1

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	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

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