



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. LEWIS' CATHOLIC PRIMARY SCHOOL

CROFT

Inspection Date	9 February 2016
Inspectors	Mrs. Denise Hegarty, Mrs. Maria Eves
Unique Reference Number	111368
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	188
Chair of Governors	Mr. Tony Webster
Headteacher	Mr. Michael Boland
School address	Mustard Lane, Croft, Warrington. WA3 7BD
Telephone number	01925 762268
E-mail address	stlewis_primary@warrington.gov.uk
Date of last inspection	26 February 2013

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. Lewis' is an average-sized Catholic Primary School situated in Croft in the Warrington district of the Archdiocese and serves the parish of St. Lewis. A significant number of children attend the school from other parishes within the area.
- There are 188 children on roll, of whom 118 are baptised Catholic. There are 33 pupils attending the school from another Christian denomination and 6 pupils who are from another faith tradition. Thirty one pupils have no religious affiliation.
- There are 11 teachers at the school, 7 of whom are Catholic. Ten teachers teach Religious Education and all have a suitable qualification in the subject.
- The headteacher and the Religious Education Co-ordinator were both in post at the time of the last inspection.

Key for inspection grades

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

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Overall effectiveness:

St Lewis' School provides good 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.
- They understand and live out the school's Mission Statement, which incorporates the words of St. Lewis, and appreciate that it is a calling to be responsible for their words and actions and be proud of the things they say and do well. Pupils were involved in its inception and subsequent reviews.
- Pupils have a strong sense of belonging to this school community and are loyal to the school houses to which they belong. They are also knowledgeable about their school's patron saint and willingly take on responsibilities for developing the Catholic life of the school in their day to day classroom life. Being considerate, cheerful and articulate, they are great ambassadors for their school.
- They understand the demands and duties that the living the mission places on them especially in the way they take responsibility for their actions and are proud of their achievements. At interview, they could talk confidently about the relevance of Jesus' teachings in their lives.
- Because of the good relationships they form with their teachers and other adults in the school, pupils feel valued and listened to. This contributes to their positive attitudes, good behaviour and enjoyment of school.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. choir, sports clubs, chess etc. These extra-curricular clubs give a sense of belonging and the responsibility of representing the school. Through them, they learn the values of commitment, teamwork and responsibility.
- Pupils spoke proudly to the inspector of their rich range of clubs, activities and fund-raising projects. When discussing their various roles and responsibilities, they particularly outlined their reading partners and the eco eagles. They fully understand their role in supporting and developing social justice. They recognise how lucky they are and the importance of looking out for people who are less fortunate than themselves. They are currently trying to raise funds towards sending a younger, disabled pupil for treatment abroad.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, play leaders and carers for younger children. Within these roles, they raise awareness to the needs of others and promote justice and reconciliation. Through their work in the School Merit Shop, they are developing an awareness of business and enterprise that will serve them well in the future. Through their composting, wildlife garden and litter picking etc., they are encouraging others to be stewards of creation and care for their environment.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and supporting a variety of charities including CAFOD, Manchester Children's Hospital and St Rocco's hospice. These efforts equip them to lead good lives following values from the Gospel including humility, patience, kindness etc. both now and in the future.

- All Year 5 and 6 pupils have the opportunity to participate actively in residential trips to France and Year 4 pupils to Wales. These experiences impact on the pupils' social, spiritual and moral development as they learn to make good choices and consider the needs of others in team building activities etc.
- 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 fully understand the consequences of their behaviour as depicted in the way they live out their Mission Statement.
- The children have positive attitudes to personal relationships and show utmost respect to their peers. Older children look out for the younger ones as well as those who are vulnerable.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They are involved in service to the local faith and religious communities e.g. through the Young Readers group who meet regularly to practise reading at Mass and in how the school choir go out into the community to visit residents in a home for the elderly. Year 6 embarked on an art and craft project with terminally ill patients at St. Rocco's Hospice.
- Pupils have also enjoyed learning about Judaism and Islam within the curriculum.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good.
- In general, they make very good progress in relation to their starting points and capabilities.
- Their attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining at least an appropriate level for their age and stage of development in each key stage.
- There is little or 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 good as shown by their interest, sustained concentration and very good behaviour in lessons observed.
- They understand that they have clear success criteria to work towards and strive to achieve the 'gold' standard.
- At interview, pupils proudly showed off their work. They were confident that they knew how to improve it because their teachers always told them how to in the way they marked the work and by giving them success criteria to encourage them to do better.
- In their questionnaires, the vast majority of pupils indicated that they enjoy Religious Education lessons and have to work hard in the subject.
- In lessons, pupils are enabled to work independently and collaboratively. They co-operate very well with each other in group work and enjoy working with their 'shoulder' partners in paired discussions.
- Across the school, children are very respectful and considerate of each others' views and opinions in lessons. They take time to listen to and encourage one another.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and act with reverence and respect at such times. They willingly take part in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing as they progress through the school.
- They appreciate and are open to the Word of God in the scriptures showing reverence and esteem. Pupils are actively encouraged to pause and reflect upon the meaning of the scripture they read.
- They understand the recognised format for Collective Worship and have a very good understanding of the Church's main seasonal celebrations. They are becoming skilled in the use of scripture, religious artefacts and in writing their own prayers. They are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.
- Pupils sing joyfully, reflect in silence from an early age and join in community prayers appropriately and with confidence at designated times throughout the day. They are familiar and comfortable with a range of prayer styles.
- The older pupils have enjoyed planning and delivering worship for their peers. Opportunities for all pupils should now be given to enable them, too, to take a leading role in preparing and leading Collective Worship in an age appropriate manner.

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

- The quality of teaching and purposeful learning in Religious Education is good. It is consistently effective in ensuring that pupils are interested, engaged and make very good progress.
- Teachers plan well using Archdiocesan planners and generally display good subject knowledge. They work hard and are good role models for the children to emulate. A range of teaching styles are deployed across the school to interest and motivate pupils.
- Teachers take into account pupils' prior learning and ensure tasks are clearly differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- They provide opportunities for pupils to work effectively on their own and collaboratively in pairs and groups.
- Adults have high expectations of the pupils they work with in terms of attitude and behaviour.
- Clear evidence of appropriate differentiation was witnessed consistently in lesson planning, in pupils' workbooks and in the lessons observed. This ensures that the needs of individuals and groups of pupils are met. Teachers are now making excellent use of the 'driver words' from the Levels of Attainment in Religious Education to reinforce objectives and move learning on. These are also used well in marking to indicate the next steps pupils should take to make further progress.
- Teachers challenge pupils to achieve their best through the use of levelled success criteria. They are well assisted in this task by capable support staff.
- Pupils' contributions are valued and appreciated.
- Very good use is made of resources including other adults and Information and Communication Technology to maximise learning.
- The assessment of pupils' work in Religious Education is good. Pupils are provided with feedback, orally and through the marking process. Teachers use their assessments well to inform future planning. They consistently mark work with developmental comments which help to move children's learning further. These development points are responded to well by pupils.

- The school now has good assessment strategies which provide information on the achievement of all the pupils. Data collected is entered onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle underachievement of individuals and in groups. When formally assessing pupils' work, teachers should indicate the level achieved and justify awarding this level on each individual child's work. The use of the Archdiocesan context sheets would facilitate this.
- Effort and achievement are celebrated through positive marking and verbal encouragement. Up to date displays are used to celebrate and reinforce learning and to create a positive atmosphere for learning.

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

- The Religious Education curriculum is good at meeting pupils' needs and promoting pupils' learning. It is now seen and treated as a core subject.
- 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 well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable, modern resources in support. It is working with the local cluster group of schools to share good practice.
- Displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities such as visits and visitors have a positive impact on the curriculum and widen horizons for pupils. The many extra-curricular activities provided by the school promote respect for the gifts and talents of each individual and help to raise self esteem.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Resources from CAFOD are used very well to ensure pupils are aware of global issues, Catholic Social Teaching and the Year of Mercy.
- Former pupils have been invited back to speak to the current pupils about their success and achievements. They act as positive role models for pupils to emulate.
- Education for Personal Relationships has fostered positive attitudes in pupils. The school uses the *All that I Am* programme, approved by their governors, to support Relationships and Sex Education in Years 5 and 6.
- Children have explored the beliefs and values of the Jewish faith and Islamic religion. This helps to promote tolerance and respect for those who think differently. They thoroughly enjoyed the visit from a Jewish parent, who shared her beliefs and customs with the school community.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided is good and reflects the Catholic character of the school well. 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. They are supported and guided well through their understanding of their place in the world.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.

- Prayer and liturgy are used effectively as a source of inspiration to help pupils reflect upon their lives and work within the local and wider community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Very good use is made of music, artefacts and information and communication technology to enhance worship.
- Training in planning and leading Collective Worship was provided. This had a significant impact on the quality of Collective Worship throughout the school.
- Suitable, modern resources have been purchased and are used effectively.
- The teachers should now 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.
- Opportunities are provided for parents, carers and the local community 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 good at promoting, monitoring and evaluating the provision for the Catholic life of the school and they plan and implement improvement to outcomes for pupils very well.
- Following the determination and commitment of leaders to improve, tremendous progress has been made in all areas since the last inspection. All members of the school community have worked cohesively, industriously and strategically to bring about the improvements recommended.
- The leadership team have worked hard to ensure that the essential systems and structures are in place and provide staff with support, encouragement and challenge.
- St. Lewis' Catholic Primary School has a welcoming Catholic ethos and a strong family feeling of belonging. There are positive relationships at every level within the school and within the parish community.
- Leaders are committed to developing the Catholic Life of the school and show an excellent understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement based on the words of St. Lewis. All who form part of the school community were involved in the development of the Mission Statement and its subsequent reviews. It underpins the school's approach to managing behaviour and effective learning for each individual.
- This is also evident in their commitment to providing Continuing Professional Development, and the manner in which they promote the *Catholic Certificate in Religious Studies*. The school also provides induction and in-service training to enable all staff members to further understand the Church's mission in education and to play their unique parts in it.
- 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 now provides strong evidence of the schools' monitoring, analysis and self challenge. It is a comprehensive document which gives an honest and 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 quality of provision for Collective Worship has been a priority for the school. It is monitored by the head teacher. This should now be recorded more formally. A policy and guidelines for its implementation are in place.

- A range of opportunities for spiritual and moral developments are provided for pupils, such as the promotion of values shared through the House System. There are also good opportunities for personal reflection and learning about the responsibility for stewardship of the earth. They fully appreciate the importance of acting on behalf of those in need, whilst appreciating their own role in promoting their own development.
- Staff members undertake *Come and See for Yourself* prior to undertaking a new Religious Education topic and are involved in the prayer life of the school.
- Each year, a piece of artwork is produced which captures the hopes and dreams of the community for the coming year. The work is displayed in Church over the Christmas period so the wider parish community can make a contribution to it.
- Initiatives such as the School Merit Shop where children have the option to donate their 'merits' to charity, help to embed the values of inclusion and equality for all.
- Matters of social justice are given prominence with examples of awareness and fund raising for a variety of good causes e.g. Jacob's Well and the local Trussel Trust food bank.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Funding is available to invite visitors of other faiths and religions into school to share their faith and help to foster positive attitudes and respect for the beliefs of others.
- The school supports the Archdiocesan sacramental preparation programme, *With You Always*, very well. It facilitates the sessions and assists with communication between parents and parish catechists. Members of staff attend the key celebrations.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through regular newsletters.
- The headteacher provides regular reports to full governor meetings which contain a standing section on Religious Education and the Catholic life of the school. This ensures governors are kept fully informed and have a good understanding of these areas.
- The Governing Body is significant in its contribution and pro-active involvement in the day to day life of the school. They fulfil their responsibilities outstandingly. The chair of Governors and the link governor for Religious Education are regular and welcome visitors to the school. They are committed and knowledgeable about the Catholic life of the school. Governors have effectively helped to shape the direction of the school and some regularly attend the whole school celebrations and special liturgies throughout the year. The link governor for Religious Education has recently gained the Catholic Certificate in Religious Studies. She ensures she uses her expertise to fully guide the on-going improvement priorities.

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 at promoting, monitoring and evaluating the provision for Religious Education and in planning and implementing improvement to outcomes for pupils.
- The school improvement plan has objectives for Religious Education and these are monitored and evaluated each term. Updates are shared with governors.
- The pupils across the school are offered a good provision to enable them to live out their faith and follow the teachings of Christ to the full. They are supported in developing their understanding of what it is to be human and to understand the importance of social justice.
- Governors ensure that 10% quality time is dedicated to the teaching Religious Education.
- The practice of monitoring and evaluation has gained significantly in rigour and has subsequently borne fruit. Standards in Religious Education have risen. Planning,

assessments and children's work are scrutinised and appropriate feedback and support given as necessary. Observation of teaching and learning have become part of the rigorous cycle. Staff members receive oral and written feedback individually and collectively. Good practice and strategies are shared.

- Continuing professional development opportunities are provided for all and additional support given to new or inexperienced staff members. This practice together with the commitment to the *Catholic Certificate in Religious Studies* has ensured the subject knowledge and expertise of teachers is suitable for the task in hand.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are becoming more familiar with the levels of attainment and more secure in their levelling of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- The Religious Education co-ordinator leads and guides the subject outstandingly. She shows commitment, enthusiasm and diligence. She is sensitive to needs and provides excellent support to colleagues as required. Archdiocesan training, local cluster group meetings and briefing sessions are attended and new initiatives introduced when appropriate. Good documentation guides and directs all staff in the delivery of the subject. A yearly 'position statement' and action plan are formulated based on the analysis of data and provision. These are shared with staff members.
- Governors are kept well-informed. They are interested and enthusiastic. A good budget is approved to provide resources to enhance provision and improve the environment. The designated link governor meets regularly with the subject co-ordinator, the head and parish priest to ensure all stakeholders are kept up to date with current practices and issues.
- Newsletters are provided for parents and carers each term that outline the curriculum and indicate how they can help to support their children's Religious Education. They receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. Parents are thus able to discuss their children's learning and extend their knowledge and experiences outside of school.
- Achievement and effort are celebrated especially at the 'Golden Book' assemblies which are much appreciated and enjoyed by pupils and through 'Wow Stories' in the school newsletter.

What the school needs to do to improve further:

- Raise attainment and accelerate progress further by:
 - providing more challenging tasks to stretch the higher achievers;
 - making more effective use of plenary sessions to move learning on.
- Improve the provision for Collective Worship by:
 - providing children with opportunities to develop the skills necessary to prepare and lead Collective Worship in an age appropriate manner.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - involving the wider parish community more regularly in Collective Worship;
 - using the school's coaching system to further improve the teaching of Religious Education.

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	1

<i>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</i>
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