



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. BRIDGET'S CATHOLIC PRIMARY SCHOOL

WARRINGTON

Inspection Date 7 February 2017

Inspectors Mrs. Denise Hegarty, Ms. Julie Mosinski

Unique Reference Number 111377

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 214

Chair of Governors Mrs. Anne Hudson

Headteacher Mrs. Ceri Dobson

School address Capesthorpe Road,
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Date of last inspection 21 February 2012

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 Bridget's is a smaller than average-sized Catholic Primary School situated in Fearnhead in the Warrington district of the Archdiocese and serves the parish of St Bridget's.
- There are 214 children on roll, of whom 93 are baptised Catholic. There are 30 pupils attending the school from other Christian denominations, 12 pupils are from another faith tradition and 79 pupils have no specified denomination.
- There are 10 teachers at the school, 6 of whom are Catholic. Nine teachers teach Religious Education and 5 have a suitable qualification in Religious Education. One teacher is currently enrolled and studying for the *Catholic Certificate in Religious Studies*.

Key for inspection grades

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

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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 enjoy their life and work in school and are very proud to belong to this school community.
- Pupils know and understand the school's Mission Statement - '*As a family we learn, support and care for one another in God's love*' - and understand its importance and relevance. They strive to do their utmost to achieve the best they can. Pupils prepared well for the Mission Statement review and contributed their views during its evaluation.
- Pupils are excellent ambassadors for the school. They value and respect the views and opinions of their peers and consistently display kindness and consideration at all times. This leads to an extremely cohesive and supportive community where all are respectful, trusting and caring towards each other and the world around them.
- Relationships across the board are outstanding and a culture of mutual respect and positive encouragement exists at every level. For instance, Year 6 prefects support classes and monitor good behaviour, therein. They promote the school's golden rule for conduct very well.
- Pupils are actively involved in developing the Catholic character of the school through, for example, their support of local, national and global charities e.g. Nugent (Good Shepherd), St. Rocco's Hospice and CAFOD. This support raises their awareness of social justice and the needs of others. Pupils spoke enthusiastically about their charity work and about how they had donated food and clothes for the less fortunate.
- Older pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as assembly supervisors, junior safety officers and school councillors. They understand that they are role models for younger pupils to follow and are keen to take opportunities to serve others in a variety of ways. School councillors, for example, run anti-bullying surgeries.
- Pupils benefit from participation in away days and exchange visits to France, Ireland and with 'Active Hope' Adventure Academy. These experiences help them to interact with their peers and increase their resilience and self confidence.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- 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 and behave very considerately towards one another. Their attitudes and behaviour, both for learning and in general around the school, was excellent on the day of inspection. Their good behaviour has often been commented on by visitors and during visits off school premises.
- Pupils avail themselves of opportunities to meet their potential in all aspects of school life and benefit from a range of out-of-school clubs and extra-curricular activities provided by all members of staff, including sports, technology and music. These opportunities support and develop children's gifts, talents and social skills as well as teaching them the values of commitment, sportsmanship and responsibility.
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. They enjoyed visiting the Cathedral and singing carols at Padgate House. They are encouraged to develop relationships with the vulnerable and the elderly and do so willingly.
- They show respect and understanding of other faiths and religions and have benefitted from visiting other places of worship.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- In general, their attainment in Religious Education is very good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are similar to their peers. They are enabled to participate fully in lessons and achieve their potential. They respond very well to suitably differentiated tasks provided and to the excellent support from additional adults in the classroom.
- Analyses of assessments undertaken provide evidence of pupils generally attaining at least an 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 according 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 their everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and excellent behaviour in lessons. On the day of inspection, pupils remained diligently on task and showed sustained concentration as they went about their work.
- Across the school, pupils consistently take great pride in their work and present it well.
- Pupils are encouraged to work independently and collaboratively. Throughout their group work, they co-operate extremely well and treat each other kindly. In paired/shared discussions, they willingly consider and respect the views and opinions of others.
- They are anxious to learn, improve their knowledge, understanding and skills as they become independent learners. Generally, pupils are highly motivated, anxious to please and apply their learning well.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They enjoy their times of worship together, respond well and actively participate.
- They act with great reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. Their liturgical skills are developing well as they have many opportunities to participate in, and prepare for assemblies and celebrations.
- Children are familiar with a variety of prayer styles and Mass responses.
- Pupils appreciate and are open to the Word of God in the Scripture showing great respect.
- They reflect purposefully in stillness and silence and join in prayers appropriately and confidently when invited to.
- Pupils have a good understanding of religious feasts and seasons and are increasingly able to use suitable Scripture, artefacts, hymns and prayers.
- They are confident in preparing and leading worship from their earliest years and thoroughly enjoy doing so. An Act of Worship observed on the day of inspection, delivered by Year 6 pupils, demonstrated how competently they were able to prepare, plan and lead worship. Other pupils listened attentively and joined in willingly.
- Collective Worship contributes strongly to the pupils' spiritual and moral development. They routinely take forth God's message from Scripture and try to live it out.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested, engaged and make excellent progress. Tracking indicates that progress is steady across all year groups.
- Teachers display very good subject knowledge and deploy a wide range of teaching styles and strategies to motivate and inspire pupils.
- They create positive classroom environments to stimulate learning. Each classroom has a working display of children's work from their latest topic.
- Teaching encourages pupils' enjoyment of, and enthusiasm for, Religious Education. At their interview, children in Years 2 and 6 spoke about how they found their lessons fun and how they 'learned a lot' in them. All agreed that they had to work hard.
- Teachers take into account pupils' prior learning and consistently ensure tasks are differentiated when planning so that the work consolidates, builds and extends knowledge and understanding.
- They provide opportunities for pupils to work independently and collaboratively and encourage them to record their work in a variety of different ways. Very effective use is made of paired/shared work.
- Teachers have high expectations of their pupils in terms of work, attitude and behaviour.
- Key words from the topics are displayed and regularly re-iterated throughout lessons. This enables pupils to understand and assimilate these words into their religious vocabulary.
- Effective use is made of the *Driver Words* from *The Levels of Attainment in Religious Education* in questions, tasks and feedback to pupils.
- Lessons are generally well-paced so as to maintain pupils' interest and move learning forward.
- Good use is made of time and resources to maximise learning. The excellent use of audio and visual media enhances learning and ensures pupils' attention is focussed on the learning outcome.
- Highly skilled additional adults are deployed very effectively to provide targeted support and extend learning. These adults are good role models and interact very well with the children in their care. They work closely with teachers in meeting the needs of all pupils. Relationships within classrooms are outstanding.
- There is rigour in planning, marking and assessment.
- Teachers' planning demonstrates appropriate differentiation to meet the needs of all pupils.
- The school has excellent assessment strategies which provide accurate and detailed information on pupils' achievement. These strategies have become well-embedded over time and thus, teachers are able to identify how well pupils are achieving and tackle any underachievement.
- The assessment of pupils' work in Religious Education is, therefore, outstanding. 'Assessment for Learning' strategies are very effectively deployed.
- Pupils are informed of their progress and how to improve both orally and through marking.
- Effort and achievement are celebrated especially though the Friday Rewards Assembly.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The 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. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Great care is taken to ensure that all pupils have access to the curriculum and barriers to learning are removed as far as possible.
- Of the total curriculum time, 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning is thorough and ensures full coverage of the Religious Education programme. Imaginative and well-planned strategies are deployed to enrich pupils' learning, cater for all learning needs and promote inclusion and engagement by all learners.
- The school implements new curriculum developments as appropriate and deploys modern resources, especially Information and Communication Technology, effectively.
- A suitable budget ensures access to quality resources and opportunities for all pupils.
- Enrichment activities, such as the use of the Circle Time and the Forest Schools' Curriculum, have a positive impact on the curriculum, as does the use of visits e.g. to Liverpool Cathedral and Childwall Synagogue. Great emphasis is placed on learning outside the classroom which provides memorable experiences for the pupils.
- Many extra-curricular activities are provided by the school which promote pupils' personal development and enable them to achieve success.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of Judaism. Other religions are studied in rotation across the school. This helps to promote tolerance and respect for those who think differently and to celebrate the diverse world in which we all belong.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- It has a high profile and is central to the life of the school. It reflects its Catholic character well. Staff members regularly gather for worship before staff meetings and at key times in the Church's Year.
- Collective Worship is delivered in an engaging and prayerful manner. Adults present provide excellent role models for pupils to emulate.
- An up-to-date policy is in place to direct and guide teachers. Planning from both adults and children is consistently good and plans are kept meticulously.
- There are appropriate, modern resources in each classroom which are used effectively to enhance worship. Suitable focus tables are provided in each of the classes to provoke reflection. A variety of settings are used including the peaceful and reflective areas around the school grounds.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Whole-school themes are provided for reflection and contemplation.
- Opportunities are provided to enable 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, in their turn, provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. The pupils thoroughly enjoy this opportunity, responding enthusiastically and with great skill, in an age appropriate manner.
- Opportunities are provided for parents, carers, governors and 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. These include class and school Masses.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic Life of the school and in the way they plan and implement improvement to outcomes for pupils.
- All recommendations for improvement from the previous inspection and monitoring visit have been addressed and implemented in full.
- There is deep commitment to the Mission of the Church and the promotion of the values from the Gospel.
- This commitment is reflected in the school's own Mission Statement, *'As a family, we learn, support and care for one another in God's love.'* All who form part of the school community, including children, were involved in the development and recent review of the Mission Statement. It directs and guides every aspect of school life and is a useful tool by which the school can evaluate its effectiveness. All members of the community know, understand and live their mission.
- Pupils' achievements, gifts and talents are celebrated at the weekly Rewards Assembly.
- Very good opportunities are provided for the staff and pupils to play an active part in Catholic Life and Mission of the school e.g. in their support for charities that care for the vulnerable and less well off.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements. These systems are embedded and clearly impact on future planning.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- This analysis provides a great basis to celebrate the school's strengths and outlines areas for development.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in education and to play their unique part in it.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An excellent up to date policy is in place.
- Leaders, governors and managers promote the spiritual and moral development of both staff and pupils. They lead by example.
- There are outstanding, positive relationships at every level within the school. This contributes to a shared vision and enables the school's aims to be met. Success is built on and celebrated.
- Care, guidance and support provided by leaders and all staff members are outstanding. This leads to positive outcomes for pupils and contributes to the wonderful relationships that exist. For instance, great effort is made to facilitate a smooth transition between key stages and to welcome new pupils into the school community.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. The School Council raises awareness of bullying and how it can be overcome.
- Prayer, worship and the liturgical life of the school reflects and respects the diversity within the school.
- Parents are involved in a variety of ways in the life of the school. Their views and opinions are valued and considered. Families are provided weekly with the Wednesday Word to share the Gospel message.
- The school website is informative and updated regularly to reflect the Catholic Life of the school.
- Links with other schools, locally, nationally and globally are forged. The school works closely with the cluster of local Catholic schools to share good practice.

- The headteacher provides outstanding leadership for the Catholic Life of the school. She works exceptionally hard to ensure staff and pupils are fully aware of the Church's Mission. She strives continually to create a positive, Christ-centred learning environment.
- There is close liaison with the parish and the school offers very good support to the sacramental preparation programme. Several members of staff are parish catechists and lead sessions. Parents and pupils are encouraged and enabled to fully participate in the process.
- The new parish priest is very supportive of the school and makes a significant contribution to the work and Catholic dimension of the school.
- Governors are outstanding in fulfilling their responsibilities. They place a strong emphasis on monitoring and evaluating the Catholic Life of the school and are quick to challenge leaders. They have effectively helped to shape the direction of the school through their keen interest and regular attendance.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The school appreciates that Religious Education is the core subject in the Catholic school and treats it accordingly.
- There is a robust programme for the monitoring and evaluation cycle that is well-embedded and includes scrutiny of work, planning, lesson observations and data analysis. Effective, developmental feedback is given and good practice is celebrated and shared.
- Monitoring data is used very effectively to evaluate the school's performance and plan for future improvements.
- Continuing professional development opportunities are provided for all, both in-house and from the Christian Education Department. Good induction procedures are in place.
- Religious Education is regularly on the agenda for staff meetings and staff members consistently share *Come and See for Yourself* sessions at the start of new themes.
- Teachers provide excellent teaching and learning opportunities and consistently address the specific needs of their classes, cohorts and individuals.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and pupils' *Records of Attainment* maintained appropriately.
- Assessment information is levelled, moderated, collated and tracked by the subject leader and shared with the leaders and governors.
- The subject leader is outstanding in guiding Religious Education. She is a good role model for all staff and shows great commitment. She introduces new initiatives when appropriate and provides support as required. Excellent documentation guides and directs all staff in the delivery of the subject. Archdiocesan and Local Cluster Group meetings and briefing sessions are attended and information is subsequently cascaded to all staff.
- Relevant policies are in place, and are updated annually.
- The Self Evaluation Document is rigorous in identifying areas for improvement and celebration. This information is monitored well throughout the year.
- Parents are provided with *Come and See* newsletters each term. These assist parents and carers in supporting their children's Religious Education. Invitations to *Rejoice* celebrations at the end of topics are given to parents and carers at strategic times. Progress is reported verbally on parents' nights and in writing on each child's annual report.
- An informative website keeps parents, carers and the local community informed of what is happening in the curriculum.

- Governors are kept informed of standards and about new initiatives in the subject through half-termly reports to the curriculum committee and through the subject leader's presentation to the governing body at the end of each year.
- The generous budget is used effectively to provide new resources and continuing professional development.
- Achievement and effort are celebrated at the weekly Rewards Assembly.

What the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - providing further continuing professional development for all staff members. This will include attending archdiocesan training and observing good practice from their own and other schools;
 - continuing to develop effective marking and feedback procedures;
 - further developing the children's confidence to plan and deliver Collective Worship;
 - developing retreat opportunities for pupils.
- Further enhance pupils' response to Collective Worship by ensuring opportunities for communal prayer and/or hymn singing are consistently offered.
- Make some minor adjustments (as recommended) to the aims that emanate from the school's Mission Statement to ensure they reflect the true mission of the school.

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	1
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	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

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

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