



# 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 school is a smaller than average sized Catholic Primary School situated in Skelmersdale serving the parish of St. Edmund's.
- There are 103 children on roll of whom 62 are baptised Catholic, 35 come from other Christian denominations, and 6 from other faith or religious traditions.
- There are a small number of pupils who speak English as an additional language.
- There are three children from the Traveller Community.
- The proportion of children eligible for free school meals is well above average.
- There are 7 teachers working in the school of whom 6 teach Religious Education. Six are Catholic. Six teachers, including 1 teaching assistant, have a suitable qualification in Religious Education. One teacher is currently completing CCRS. The headteacher and Religious Education co-ordinator were both in post at the last inspection.

### 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. Edmund's Catholic. Primary School 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. They are actively involved in its evaluation. Pupils benefit from the many opportunities presented to them to know the life and teachings of Jesus and the traditions of the Catholic Church.
- Pupils have a strong sense of belonging to the school community and value and respect others. An impressive display in the school hall features the national flags of the countries of pupils from overseas .this helps them feel welcome, accepted and respected.
- Pupils are encouraged to take on roles of responsibility in the school and wider community, for example, school council, peer mentoring, house captains and playground friends.
- Pupils embrace opportunities to meet their potential in all aspects of school life and are actively involved in developing the Catholic character of the school by, for example, the school prayer board and the school family tree displaying the names of all pupils and staff past and present.
- Pupils benefit from participation in away days and retreat activities and shared services with Trinity School.
- 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. Conversations with pupils indicate their excellent understanding that the need to put others before themselves is rooted in Gospel values.
- Education for pastoral care and personal relationships is outstanding and 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 are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. They show great respect and understanding of other faiths and religions and pupils and parents with different religious beliefs are outstandingly supported.

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

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievement in Religious Education is outstanding.
- Pupils' attainment in Religious Education is good. Pupils make outstanding 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 outstanding.

- Analysis of assessments undertaken provides evidence of pupils generally attaining the 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.
- 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 excellent behaviour.
- Pupils are encouraged to work independently and collaboratively through, for example, talking partners and group work. Visual presentation, drama, song and story effectively reinforce learning and open questioning is used well to interest, stimulate and motivate pupils.
- Pupils are eager 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 are outstanding in responding to and actively participating 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. Copies of The Wednesday Word are distributed weekly.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

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

- The quality of teaching is outstanding in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. Lessons observed provided evidence of high teacher expectation and very well motivated pupils who are actively engaged in their own learning.
- Outstanding 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 pupils' knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources. Teaching assistants are outstanding in the way they support pupils' learning.
- 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 flourishes.
- The assessment of pupils' work in Religious Education is good.
- The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils.

- Teachers are able to identify how well pupils are achieving and effectively tackle underachievement.
- Teachers enable pupils to evaluate their own work.

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

- The curriculum is outstanding 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.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the Jubilee Celebrations and work based on the Olympic values have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- 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 school has been recognised for exemplary practice, particularly with children of traveller families.

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

- Collective Worship has a high profile and is central to the life of 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 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 to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- 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 deep understanding of and commitment to the Mission of the Church.
- 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 effective in the way they use monitoring data to evaluate the school's performance, celebrate and plan future improvements.
- Governors and staff recently attended training to further develop their skills in Data Analysis.
- Outstanding opportunities are provided for the staff and pupils to play an active part in the 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. Staff benefit from the opportunities provided to attend all relevant training delivered by the Archdiocese.
- 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 through cross curricular activities such as SEAL.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. This is a great strength of the school.
- The Leadership is outstanding in the way it respects the religious diversity of all pupils and parents through prayer, worship and the liturgical life of the school.
- There are extremely 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 questionnaires, newsletters, meetings and invitations to attend assemblies and liturgical celebrations throughout the year.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their commitment to ensuring they have the necessary skills to continue to support and challenge the school, ensuring positive outcomes for all pupils.

**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 monitoring and evaluating the provision for Religious Education for the school and in planning and implementing improvement for outcomes.

- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a 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.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader and headteacher 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 at all levels.

## **What does the school need to do to improve further?**

- Raise attainment and accelerate progress further by:
  - Continue to embed Assessment and Tracking procedures that will result in governors monitoring levels of attainment in Religious Education.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	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**

<b>How effective the provision is for Catholic Education</b>	
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**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	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**