



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. JOHN'S CATHOLIC PRIMARY SCHOOL

#### BURSCOUGH

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Inspection Date	26 February 2013
Inspectors	Mrs. Denise Hegarty      Mrs. Angela Williams
Unique Reference Number	119681
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

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Type of School	Catholic Primary
Age range of pupils	4 -11
Number on roll	89
Chair of Governors	Mr. M. Forshaw
Headteacher	Mrs E. Devey
School address	Chapel Lane Lathom Ormskirk L40 7RA
Telephone number	01704 893523
E-mail address	head@burscough.lancs.sch.uk
Date of last inspection	7 June 2011

# 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 John's school is a smaller than average sized Catholic Primary School situated in Burscough, Lancashire serving the parish of St. John the Evangelist.
- There are 89 children on roll of whom 77 are baptised Catholic, 11 come from other Christian denominations, and one from another faith or religious tradition.
- There are 5 teachers at the school including the headteacher of whom 4 are Catholic. Four teachers teach Religious Education and two have a suitable qualification in Religious Education.
- The headteacher and 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. John's 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. They thoroughly enjoy their life and work in school and are proud to be members of this happy community.
- Pupils know the school's Mission Statement, 'In God's love we shine together' and understand its importance and the part they play within it. Pupils were involved in its evaluation and the school council produced a powerpoint presentation to demonstrate it.
- They have a very good sense of belonging to the school community and value and respect others and their views. They were proactive in renewing the school reward system which is linked to the values emanating from the Mission Statement.
- 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. CAFOD and Childline. Through this support, the pupils raise awareness of social justice and the needs of others.
- They are encouraged to take on roles of responsibility in the school and wider community e.g. as playground leaders and Y6 buddies, and do so confidently.
- Pupils benefit from participation in away days and retreat activities. Year 5 and 6 pupils attend a PGL residential alongside pupils from the cluster of local schools. This helps with transition to high school and to develop a sense of co-operation and team building within the group. All pupils have the opportunity to enjoy everything that being a Forest School has to offer including the development of a sense of awe and wonder.
- 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. This is evident in how they worked together to develop their new reward system and how the school councillors encourage good attitudes and behaviour from all pupils.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They fully avail themselves of opportunities to meet their potential in all aspects of school life and benefit from a range of extra-curricular activities including sport and music.
- 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 respect and understanding of other faiths and religions.

### **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 high.
- 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 also outstanding.
- They act with reverence and are keen to participate in a variety of gatherings.
- They respond very well to suitably differentiated tasks provided and to support from additional adults in the classroom.
- 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. Many exceed this expectation.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing beyond 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 behaviour in lessons. On the day of inspection, pupils remained diligently on task showing sustained concentration throughout.
- Pupils are encouraged to work independently and collaboratively. Throughout their group work, they willingly consider the views and opinions of others and work co-operatively.
- They enjoy personal research and are anxious to 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. 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 class masses, assemblies and church celebrations.
- They become familiar with a variety of prayer styles and speak out confidently in heartfelt spontaneous prayer from an early age.
- Pupils appreciate and are open to the Word of God in the Scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They engage with and respond to visiting speakers e.g. from CAFOD and Mission Together and talk about how their actions and prayers can make a difference.
- Pupils have a good understanding of religious feasts and seasons and are increasingly able to choose suitable Scripture, artefacts, hymns and prayers to use within Collective Worship.
- Each class has a prayer wall linked to the Year of Faith. Children have added to their prayers over time.
- They are confident in preparing and leading worship from their earliest years and thoroughly enjoy doing so. Both Acts of Worship observed on the day of inspection demonstrated how competently pupils were able to prepare and lead worship. The response from the rest of the class during these experiences was that of utter reverence and respect as they listened attentively and joined in willingly.
- The pupils enjoyed attending a workshop to develop a Spiritual Garden and were actively involved in planning and developing it. This is to be linked with the 'Forest School'.

### **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 and engaged and make outstanding progress.
- Teachers display very good subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils.

- They provide welcoming vibrant classroom environments to stimulate learning.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure tasks are differentiated when planning so that the work consolidates, builds and extends their 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.
- Good use is made of time and resources including Information and Communication Technology to maximise learning.
- Additional adults are deployed very effectively. They are good role models and interact very well with the children.
- Pupils are informed of their progress and how to improve both orally and through marking. The 'bubble and block' system of marking, used consistently by the staff, is very effective in informing pupils of how well they are doing and what they need to do to improve.
- Teachers have high expectations of their pupils in terms of work, attitude and behaviour.
- Effort and achievement are celebrated especially through regular *Come and See* assemblies.
- The assessment of pupils work in Religious Education is outstanding.
- The school has excellent assessment strategies and tracking systems which provide accurate and detailed information on the achievement of all the pupils. These have become well-embedded over time.
- Teachers are able to identify how well pupils are achieving and can thus tackle any underachievement.
- They enable pupils to evaluate their own work.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding. It meets pupils' needs outstandingly.
- 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 the different mixed age 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 is thorough and 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 deploys modern resources including Information and Communication Technology effectively.
- Enrichment activities such as the work as a Forest schools and with Lancashire Music Service have a positive impact on the curriculum, as does the use of visits and visitors e.g. from CAFOD ambassadors.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual moral development and vocation. Teachers enable pupils to reflect on their place in the world and to respect the uniqueness of each individual made in the image and likeness of God. They are taught to celebrate their own gifts and talents as well as those of others.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions including Judaism and Islam. This helps to promote tolerance and respect for those who think differently and to celebrate the diverse world in which we all belong. Throughout the whole curriculum, they are encouraged to engage with people from different ethnic, religious and cultural

backgrounds. The family of a Muslim child attending the school have visited recently to share aspects of their faith and beliefs with the community.

### **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 the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- All adults provide excellent role models for pupils to emulate.
- An audit was undertaken and an appropriate action plan formulated. An up-to-date policy is in place to direct and guide teachers. Planning is consistently good.
- There are boxes of 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.
- 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.
- A 'Faiths4Change' workshop was held recently to develop a spiritual garden within the inspirational school grounds to give a sense of awe and wonder and provide a backdrop for reflection and contemplation.
- 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. Work has been undertaken with the local cluster of schools to provide inservice for staff.
- 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. The pupils thoroughly enjoy this opportunity and respond enthusiastically and with great skill.
- 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 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 have been addressed and implemented in full.
- They show an outstanding understanding of and commitment to the Mission of the Church.
- This commitment is reflected in the school's own Mission Statement. All who form part of the school community, including children, were involved in the development and review of the Mission Statement. It directs and guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness. All members of the community know and understand it and live it's message out in their day to day life.
- Leaders, governors and managers are truly outstanding in the way they use monitoring data to evaluate the schools performance, plan future improvements and celebrate success. These systems are embedded and clearly impact on future planning.

- 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.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is rigorous and accurate and identifies clear lines of accountability and deadlines for completion.
- This analysis provides a basis to celebrate the school's strengths and outlines areas for development.
- The school provides very good induction and in-service training to enable staff to further understand the Church's mission in education and play their unique part in it. Leaders should continue to promote the Catholic Certificate in Religious Studies to further improve the subject knowledge and understanding of staff.
- 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.
- The entrance area has a beautiful display depicting the values emanating from the Mission Statement to share with visitors.
- Leaders, governors and managers promote the spiritual and moral development of both staff and pupils. They ensure quality time for reflection and lead by example.
- There are positive relationships at every level within the school.
- 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.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They complete an annual questionnaire and their views and opinions are valued and considered. The active Parent Teacher Association supports the school financially and by gathering parental opinion.
- There is close liaison with the parish and the school offers excellent support to the sacramental programme, 'With You Always'. Through links with the church, the children understand the importance of key celebrations and show respect for religious artefacts.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the way they challenge leaders and contribute actively to school improvement. They are dedicated, well-qualified and have a wide range of skills to offer. A designated governor regularly liaises with the subject leader to report to governors and is an active member of the parish.

**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.
- Monitoring data is used very effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle that is well-embedded and includes scrutiny of work, lesson observations and data analysis. Effective, developmental feedback is given and consequently, outcomes show an improving trend.
- Good practice is shared.
- Achievement and effort are celebrated.
- Continuing professional development opportunities are provided for all.

- Formal assessment tasks are undertaken in line with Archdiocesan guidance and Records of Attainment maintained appropriately.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- The subject leader is truly outstanding in guiding Religious Education. She is an excellent 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. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability. This information feeds into the subject action plan and the School Improvement Plan which are monitored by governors at their committee meetings throughout the year.
- A link governor for Religious Education provides challenge and support to the subject co-ordinator. He works enthusiastically and is fully involved in the monitoring and evaluation process.
- Parents are consulted regularly and provided with curriculum outlines and regular newsletters.
- The generous budget is used effectively to provide new resources, continuing professional development and management time for the subject leader to lead the subject so effectively.

## **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:
  - following up the workshop led by Faiths4Change and creating a spiritual garden to provide inspiration for Collective Worship;
  - enhancing marking further through more rigorous pupil self assessment;
  - inviting speakers from different faith and religious backgrounds into school to deepen the children's understanding of other faiths and religious festivals;
  - renewing and nurturing the spiritual life of staff by providing a spirituality day to be led by the link governor.



# 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

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