



St Brigid's Catholic Primary School

URN: 104474

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

28–29 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- The mission statement, 'Trusting in God, we love, believe and achieve...together', is known and lived out joyfully.
- The pupils are, 'The jewel in the crown,' in their positive attitudes, very good behaviour, and respect for each other.
- Pastoral support for pupils, families and those who are vulnerable is of the highest quality.
- Relationships at all levels are exemplary and enable pupils and staff to thrive.
- Prayer and liturgy inspire the whole community to praise and give thanks to God.

What the school needs to improve

- Deepen pupils' learning and promote further curiosity in religious education by developing pupils' skills in asking insightful questions.
- Include pupils in the planning, leadership and evaluation of prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

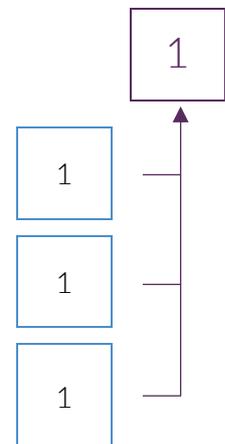
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at St Brigid's understand and fully embrace the distinctive Catholic identity and mission of their school. They value it greatly and are actively involved in its development. They know that their mission statement, 'Trusting in God, we love, believe and achieve ... together', is important in everything they do. Pupils say, "It helps us to be like Jesus and to follow in his footsteps." So, they embrace every opportunity to help others. They make cards to welcome refugees, they visit *Redholme Residential Home*, and they support Cafod through the *Big Lent Walk*. Pupils know about St. Brigid and how the beautiful artwork in the hall celebrates their school values, such as love, honesty, and unity. They flourish as they live out these Gospel values, which is evident through their very good behaviour, their respect for others and their personal responsibility to care for their common home. *Bible Buddies*, take seriously the opportunities entrusted to them. One pupil explained, "Our role is to spread the word of God. To do this we play with younger children, we build trust, together." St Brigid's school song, composed with pupils, is sung with enthusiasm and great joy, as together they proclaim, 'Through faith in our hearts, we share love, joy and our trust in God'. Pupils are indeed, 'The jewel of St. Brigid's'.

The mission statement greatly inspires all members of the St Brigid's school family. As a result of a recent review, the word *together* was added. This certainly describes the ethos, team-work and loving relationships of this strong Catholic community. Staff are driven to live out the Gospel values for the benefit of others. This is demonstrated by their actions as they support the most vulnerable members of the community. They raise money through a Lenten walk, and they give freely to the school food bank for the benefit of families. They are committed to becoming a *School of Sanctuary*, because they generously welcome people of all cultures and faiths. They carry out the work of Jesus every day, through coffee mornings to support English language

development and through family learning groups, focusing on healthy lifestyles. Staff are exemplary role models for pupils. The quality school environment amplifies its Catholic character through beautifully presented displays and focus tables. Provision for relationships, sex and health education is strong. It is woven throughout the curriculum, carefully mapped out and celebrated through attractive floor books. Pupils can confidently articulate what they have learned in lessons. Provision meets statutory and archdiocesan requirements.

Highly ambitious leaders and governors confidently articulate St. Brigid's mission. They ensure that Christ is always at the centre of their school and that Gospel values are known and promoted. Together with the core group for Catholic life and mission, they evaluate and form action plans, focusing on the *Cafod Live Simply Award* and becoming a School of Sanctuary. As a result, all decisions, policies, and procedures clearly reflect the Catholic identity of St. Brigid's. The school actively supports the work of St Albert's parish, where many staff worship. They give their time and service freely, for example driving the minibus to pick up vulnerable parishioners for Mass on Sundays and leading *little church*. Governors have supported the archdiocese in their work by offering their headteacher as a Catholic Schools Inspector. There are exceptionally strong relationships between staff and families. The pastoral team is committed and knowledgeable and sensitively responds to the needs of those who are vulnerable. In turn, leaders and governors provide exceptional care for the well-being of staff. New staff are exceptionally well supported.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

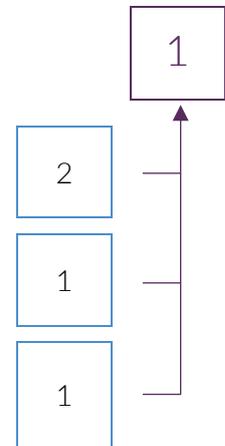
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing secure knowledge and skills that reflect the *Religious Education Directory*. They make good progress and achieve results which are in line with other core subjects. Pupils increasingly speak with understanding as they use relevant religious vocabulary to discuss scripture. They know about the last supper and the resurrection and can make links to the Eucharist. Pupils enjoy their learning and like to discuss ideas and share experiences. Older pupils discuss what peace means in religious and everyday life. One pupil said, "I like to watch the sunset, to be at peace." Another said, "You must be a good listener and a role model for others." The youngest children respond well to scripture, saying that, "Jesus is friendly and helpful, he wanted to bless the children, he loved them." Pupils produce good work, which is well-presented. They enjoy recording their work in creative ways, for example, through role play, artwork, using computers and through different styles of writing. They work well independently, and they concentrate well. Behaviour for learning in lessons is very good. Pupils understand how well they are doing and self-evaluate their work, using smiley faces. Further progress could be made through encouraging pupils to form and ask their own questions, so they become even more confident and curious about religious ideas.

Teachers have very good subject knowledge and are confident in understanding how their pupils learn. They ensure that previous learning is recapped and remembered. They share photographs, to remind pupils about their role play in the joy of gathering for Mass. They make links to familiar hymns, as the Eucharistic prayer is introduced. Adults greatly value religious education and the contribution it makes to pupils' moral and spiritual development. Purposeful reflection and discussion time is given in lessons to ensure pupils make sense of the challenging world around them, as they explore key messages from scripture, their own lives and through other faiths. One teacher said, "Children enjoy all aspects of religious education! They enjoy the

various ways it is taught, explored, revealed, and celebrated across the topics." Pupils with special educational needs and disabilities learn well because of the adaptations and support given by adults. Information technology and good quality resources are used successfully to ensure that all pupils can access learning. Teachers use skilful questioning to check pupils' understanding. They adapt explanations and focus on unfamiliar vocabulary very well. Feedback from teachers celebrates and appreciates effort and therefore most pupils are motivated to do their best. However, further progress could be made by challenging a small number of pupils to take their learning further.

Leaders and governors ensure that the curriculum meets the requirements of the *Religious Education Directory* and has parity with other core curriculum subjects, for example, the excellent information provided through the school website and social media. Leaders and governors are committed to providing high quality training and support for all staff, including training for the new directory. The effective Catholic life and mission core group of staff has an inspiring vision for religious education. They willingly share their expertise, guide staff in the development of religious education and lead assessment and moderation. They liaise with other schools to further develop their practice. Governors are welcome visitors who see first-hand the quality of religious education. Together with leaders, they form strategic action plans, which have secured high quality teaching and learning in religious education. Governors state that, "The culture of self-evaluation is rigorous." Planning of the curriculum is based on *Come and See* which ensures sequential learning and meets the needs of different pupils across the school. Leaders ensure that pupils are provided with engaging enrichment activities, which supplement the religious education curriculum and meet the needs of the St Brigid's school family, for example through visits to the local parish church and to the cathedral.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1



Pupils respond well to opportunities for prayer and liturgy provided at St Brigid's. They reflect in silence, with reverence and respect. They pray in a variety of ways and sing a range of hymns with great joy. One teacher said, "Our children are all very respectful during their reflective times. They often recall these moments as the highlights of their week." Pupils willingly join in with daily prayers, such as the morning offering, which is enhanced through lovely actions. They use prayerful gestures as they make the sign of the cross on their heads, lips and hearts to welcome the scripture. Pupils receive support in leading prayers, reading from the Bible, and setting up the focus table. Their ministry could be further developed by taking greater responsibility for planning and evaluating prayer and liturgy. Pupils know about the special celebrations of the liturgical year such as Christmas, Lent and Easter. Their experiences inspire them to support others. *Bible Buddies* explain how they suggest prayer intentions, using the offertory basket on the beautiful hall display, where the whole school prays together. They like to visit their special prayer shed in the garden, which was blessed with holy water from Lourdes.

Staff ensure that prayer and liturgy is an intrinsic part of school life, which inspires everyone. They are all exemplary models of exceptional practice. The whole school prays together at key times of the day and enjoys creatively planned prayer and liturgy. Staff are skilled in selecting appropriate scripture, which reflect liturgical themes. The theme of trust links to the school mission statement and is beautifully explored through class prayer and liturgy across the school. The scripture is sensitively shared by teachers, who present challenging ideas very well. The celebration enables all present to respond spiritually and go forth inspired and renewed. Music is integrated into worship and enhances the experience, enabling joyful singing and quiet reflection. Beautiful prayer spaces around the school environment create opportunities for personal reflection. Thought provoking and motivational displays encourage and inspire. There

is a strong and flourishing partnership between the parish, local community, and the school, to the benefit of all. Families are regularly invited to share in assemblies and Mass, which is often celebrated together with another local primary school. One parent stated, "My daughter is a *Bible Buddy*, something she really enjoys... she is a role model and able to promote this to other children in school. This is a privilege."

Leaders and governors are highly effective in facilitating staff to provide engaging and meaningful prayer and liturgy, through policy development, training, and support. They are excellent role models in sharing their practice and developing key themes, such as trust. The headteacher is an inspiring leader of prayer and liturgy. One staff member said of her ministry, "This is a calm and reflective time to be with God, an enjoyable highlight to the beginning of each week." Therefore, staff have the knowledge and skills to plan and lead worship and build up the participation skills of pupils as they progress through the school. Opportunities for receiving the sacraments, such as Eucharist and Reconciliation are provided at key times, such as during Lent. Special days, such as the feast of St Brigid, are celebrated. Governors and leaders effectively evaluate the quality of provision for prayer and liturgy and have prioritised funding in this area. This is evident in the investment in artwork, including the beautiful painting of St. Brigid, displaying the school values on her cloak, and in the archdiocesan singing programme. A staff member said, "The St Brigid's song summarises the ethos of our school, the voice of the children and celebrates individuality – reminding us that all we do is lived out under the shining light of our Lord."

Information about the school

Full name of school	St Brigid's Catholic Primary School
School unique reference number (URN)	104474
School DfE Number (LAESTAB)	3403344
Full postal address of the school	St Brigid's Catholic Primary School, Waterpark Drive, Stockbridge Village, Liverpool, L28 7RE
School phone number	0151 4778150
Headteacher	Rachael Tyler
Chair of Governors/Trustees	Karen McKenna
School Website	http://stbrigidsprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	15 May 2017
Previous denominational inspection grade	Good

The inspection team

Christine Mason
Sharon Orwin

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement