



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST JOHN FISHER CATHOLIC PRIMARY SCHOOL

#### KNOWSLEY

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Inspection Date 7 November 2017

Inspectors Rev D Melly, Mrs M Buckley

Unique Reference Number 104476

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Primary

Age range of pupils 4-11

Number on roll 195

Chair of Governors Rev C McCoy

Headteacher Mrs M Forrest

School address Tithebarn Road  
Knowsley Village  
Liverpool  
LL34 0HA

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Date of last inspection 6 November 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 John Fisher school is an average sized Catholic primary School situated in Knowsley Village serving mainly the parish of St John Fisher
- There are 195 children on roll of whom 188 are baptised Catholic, 7 come from other Christian denominations and none from other faith or religious traditions.
- There are 10 teachers baptised Catholic. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection a new head and deputy have been appointed and there is also a new Religious Education co-ordinator. The parish priest has also taken over the role as chair of governors

### 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 John Fisher is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

### **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 appreciate, value and actively participate in the Catholic Life and mission of the school. They were very involved in the recent review of the Mission Statement and are keen to live it out. They are very involved in their various celebrations of the liturgical year both in Knowsley and the Cathedral. They are very heavily involved in the prayer life of the school and obviously enjoy all Collective Worship.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary at all times. They show an ability to listen, to give thanks, to forgive and be forgiven. to forgive, be forgiven and have a good understanding of right and wrong. They are quick to congratulate others.
- Pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community and the Cathedral. They are aware of the needs of others and seek justice for others within and beyond the school community. They are very keen to fundraise for those less fortunate than themselves supporting Missio, CAFOD, Alder Hey, Dogs Trust, Dementia Awareness and Cancer Research.
- Pupils value the regular visits of the parish priest. They are hoping to introduce more retreat experiences for both staff and pupils.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love. The Relationship and Sex Education (RSE) programme *Journey in Love* is fully in place and has great support from the parents.
- Pupils enthusiastically embrace a holistic approach to education, have a profound understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. One class were exploring vocation and mission in class during the inspection.
- Pupils deeply value and respect the Catholic tradition of the school and its links with the parish community, the local church of St Mary, local schools and the Archdiocese. As a result, they are enthusiastically and regularly involved with parish, local community and diocesan celebrations and activities, irrespective of their own faith commitments. As well as supporting the local food bank at harvest they also supported the Sisters of Charity in Seel Street. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church *Believe in the light and you will be children of the light*.
- All staff are fully committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such as, the way they live out the Mission Statement, staff prayer, the leading of Collective worship and Continuous Professional Development on Catholic Life.
- There is a strong sense of community at all levels, evident in the quality of relationships at all levels and the centrality of prayer to the whole community. The school is certainly a supportive and joyful community.
- The school environment reflects its mission and identity through obvious signs of its Catholic character – prayer trees, prayer net, focus tables, El Salvador crosses and relevant Come & See display.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. Particular attention is given to caring for those in need.
- The school provides many extensive opportunities for the Spiritual and Moral development of pupils and staff. Very good use is made of what is on offer by the Christian Education Department.
- The parish priest is a regular visitor to the school and is exemplary in supporting and promoting the Catholic Life of the school.
- The school has a regard for the pastoral needs of staff and all members' needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are well planned, well taught and reflect Catholic teachings and principles.

## **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given the highest priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.

- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. The coordinator attends all training which is on offer. The Newly Qualified Teacher's attend induction at the Liverpool Archdiocesan Centre for Evangelisation (LACE), new staff are encouraged to undertake the Catholic Certificate in Religious Studies (CCRS). Collective Worship training has been offered by the Christian Education Department. Advent and Lent services are attended, the leadership team attend spirituality retreats and staff have availed of training for the teaching of other faiths and religions at LACE. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has highly successful strategies for engaging with parents/carers to the obvious benefit of pupils, as a result, parents/carers have a thorough understanding of the school's mission and are supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and promotes the Archbishop's vision for the Archdiocese throughout the school.

## **RELIGIOUS EDUCATION**

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

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well, they have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. This is particularly helped by the use of the driver words in planning and marking.
- Pupils approach their lessons with great interest, and enthusiasm. Pupils enjoy challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because all pupils enjoy Religious Education and they are rarely off task.
- Pupils' attainment, as indicated by teacher assessment, is good.
- The quality of pupils' current work, both in class and in written work, is good with some outstanding features.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan high quality lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.

- Teachers have a high level of confidence because of their subject expertise and have a great understanding of how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, talking partners and Role play. Consequently, all pupils are highly motivated and concentrate in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to good progress and increases their confidence in making further improvements.
- Teachers manage time well to secure at least good learning in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults and Information Communication Technology are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond with enthusiasm.
- High quality feedback is frequent leading to high levels of engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Achievement and effort are celebrated leading to high levels of motivation from all pupils.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects, including professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education.
- The curriculum leader for Religious Education has an inspiring vision for outstanding teaching and learning and a high level of expertise in securing these. These are used effectively to improve teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good.
- Leaders and governors ensure that Religious Education is imaginatively planned to meet the needs of different groups of pupils and each key stage is creatively structured to build and enhance prior learning.

# **COLLECTIVE WORSHIP**

## **How well pupils respond to and participate in the school's Collective Worship**

- Pupils' response to and participation in the school's Collective Worship is outstanding. Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is genuine enthusiasm for Collective Worship reflected in the quality of collective singing and the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. All pupils value and participate voluntarily in liturgy and prayer. One class attends Mass in church with parishioners on a Wednesday
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. This is reflected in the manner in which pupils participate in prayer and liturgy.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils and forms the heart of every school celebration. Prayer together is part of the daily experience for all pupils and staff. Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a thorough understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship are of such a high quality that they are universally cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and are passionate about ensuring that pupils have high quality experience of the church's liturgical life.
- Staff are highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils, particularly parents/carers. The response to the invitation is excellent and school and they are given an opportunity to respond in writing.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- The Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts.

- They are always able to make these accessible to the pupils in a contemporary context.
- Leaders are very visible as leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders offer the highest priority on the professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship.

## **What the school needs to do to improve further**

- Continue to implement areas of development outlined in the Self Evaluation Document.



## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

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