



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. CECILIA'S INFANT & NURSERY SCHOOL

#### LIVERPOOL

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Inspection Date	Tuesday 23 <sup>rd</sup> September 2014
Inspectors	Miss Julie Lockett Mrs Joanne Farrimond
Unique Reference Number	104677
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

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Type of School	Catholic Infant & Nursery
Age range of pupils	3-7
Number on roll	216
Chair of Governors	Rev. Fr. M Madden
Headteacher	Mrs E. Van De Waal
School address	Snaefell Avenue Tuebrook Liverpool L13 7HB
Telephone number	0151 220 2153
E-mail address	ceciliasi-ao@st-cecilias-inf.liverpool.sch.uk
Date of last inspection	6 <sup>th</sup> February 2007

# 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. Cecilia's Infant & Nursery school is an average sized Catholic Primary School situated in Tuebrook, Liverpool serving the parish of St. Cecilia's.
- There are 216 children on roll of whom 179 are baptised Catholic, 10 come from other Christian denominations, and 6 from other faith or religious traditions. Twenty-one children have Nursery places
- There are 10 teachers of whom 10 teach Religious Education and 9 have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection there is new headteacher and Religious Education subject leader in post.

### 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. Cecilia's Infant and Nursery Catholic Infant School is a good 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 good.
- Pupils understand the school's Mission Statement, *Love one another as I have loved you*, and understand the part they play within it. They are involved in its evaluation.
- Their behaviour is outstanding; they have a good sense of right and wrong and apply this in their personal relationships. Pupils are reflective and inquiring and show interest and care to all those around them.
- All pupils are involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, e.g. through the school council and as play leaders.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Nugent Care and the local food bank.
- Pupils are involved in service to their local community. They have, for example, grown their own vegetables to sell to parents and members of the community.
- Respect and understanding of other faiths and religions and all backgrounds and cultures are celebrated by the pupils, for example, work is displayed beautifully portraying a topic on China and pupils have opportunities to learn Spanish.
- They are fully involved in liturgical events and pupils are fully supported by their parish priest, for example celebrations and services at the beginning and end of the year.
- Many pupils benefit from participation in a variety of educational day trips, for example, supporting their heritage, culture and enjoy seasonal walks to enhance their learning.
- Personal, social and emotional development has fostered positive attitudes in pupils. They explore social and emotional circle time activities.
- St. Cecilia's praises and acknowledges the contribution of others, evident in their *Golden Book* and awards given for a range of skills and qualities.

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

- Pupils' achievements and enjoyment in Religious Education is good.
- There is evidence of formal assessments showing good attainment in Religious Education. This evidence now needs to be formally tracked across the school and recorded on pupils individual *Records of Attainment* provided by the Archdiocese.
- They make good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- From individual formal assessments evidenced there is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development.

- Pupils show good standards of work evidenced for levels of attainment. This will continue to improve by raising expectations and challenging pupils in their work so that more detail can be given for higher levels of attainment.
- Pupils are becoming more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing 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 good as shown by their interest and behaviour. They apply themselves well and seek to produce their best work.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious 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' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- On the day of inspection pupils were encouraged to participate by reading the scriptures along with the teacher.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils would benefit from developing ways to become more included in the preparation and in the leading of worship in age appropriate stages by using the *Stepping Stones* Archdiocesan guidance.
- In worship observations pupils acted with reverence and sang beautifully. Throughout the worships observed there were reflective moments. Pupils clearly enjoy their worship and all pupils were keen to go forth with clear messages.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- It is effective in ensuring that pupils are interested and engaged and make good progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour and expectations of pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teachers display good subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships and teachers work hard to provide a wealth of activities to motivate and inspire pupils.
- In a very good lesson observed pupils had the opportunity to plan a focus table. Pupils were enthusiastic as the teacher had given the children a real purpose to their task. Driver words were used to challenge a group of pupils.
- In other lessons the teachers created calm environments for learning and gave time to reflect on learning. Younger pupils used appropriate visual props to understand that God knows and loves them.
- In the Foundation Stage there are portfolios of pupils' work. Work is presented well and Religious Education is promoting and developing many early skills.

- Teaching assistants throughout the school provide care and support to pupils and teachers. They are deployed well and show sensitivity to pupils needs. They work hard to ensure all pupils in their care reach their full potential.
- Opportunities for Information Technology were used well, including the use of interactive whiteboards and I-pads.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding. Planning is annotated and at times shows differentiation, a range of activities, some driver words and evaluations.
- Planning would benefit from consistency across the school and to identify a learning objective to match an activity and differentiate using the driver words.
- In teaching and learning there is occasional use of the driver words and pupils are beginning to recognise them. This good practice now needs embedding by making explicit use of them to develop levels of challenge and pupil expectations.
- Effort and achievement at all stages of learning is celebrated.
- Marking is positive and encouraging. This can be developed so that pupils are more informed about their progress. This can be achieved by using plenary sessions to extend understanding and introducing developmental marking in manageable ways to enable pupils to respond to comments in their work.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good 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.
- The curriculum is customised to meet the needs of groups and individuals.
- The curriculum has been used to link with many areas of school life, for example, awards such as *Artsmark Gold*, *International Schools*, *Quality Mark*, *Inclusion Charter Mark*, *Gold Liverpool Reading Quality Mark* and *Healthy Schools Award*.
- The school environment has many areas that lend themselves to the Religious Education Curriculum, for example, inviting quiet reading areas and well presented displays and there are exciting areas outside for learning and play.
- A variety of opportunities to extend learning, such as, Spanish, relaxation and meditation, sign to sing and art techniques.
- The school gives pupils the chance to express themselves through philosophy sessions. Pupils are encouraged to question and their thinking is challenged.
- There are close transition links, meetings and training with St. Cecilia's junior school and they share part of the mission statement with them. There are also close links with all local primary schools and a Catholic network of schools.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism and Hinduism or Islam is taught each year and the school has invited visitors of other faiths and religions to gain understanding from first hand experiences.

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

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides some opportunities for staff to develop the skills in planning and leading Collective Worship. This can now be extended by providing in-service that will provide ways forward to aid children in developing the skills necessary to plan, lead and participate in Collective Worship in partnership with adults.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, nativity plays, welcome and Easter liturgies.
- Opportunities are provided for parents, carers and the local parish to participate in a variety of celebrations of 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 good 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.
- This is reflected in the school's own Mission Statement; *Love one another as I have loved you*. All who form part of the school community including parents, clergy, 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.
- St. Cecilia's Infant and junior school have a joint mission of *Living together, Loving together, Learning together*.
- The Self Evaluation Document provides evidence of the schools' monitoring, analysis and self challenge. The document can now be updated to include areas commented on in this report to celebrate strengths and highlight areas for development.
- Reports are sent to governors on the Catholic life of the school.
- Leaders, governors and managers are committed to the Church's mission in education.
- The Parish priest visits school regularly celebrating masses, whole school events, such as, 'Welcome' services for the new intake of children and on a variety of liturgical occasions with the school community.
- Staff work hard to ensure that they play an active part in the Catholic life and mission of the school. It is a caring school where all are made welcome. The headteacher and staff create a calm and gentle atmosphere as one happy family.
- The headteacher has attended spirituality sessions ran by the Archdiocese which is then shared in staff reflections. *Come and See for yourself* is delivered to staff at the beginning of each new theme.
- The school provides induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Nearly all staff members teaching Religious Education have their Catholic Certificate in Religious Studies and one member of staff is studying for it.
- The quality of Collective Worship is a priority for the school. An up to date policy is in place and further in service training will continue the development of worship. Monitoring has begun and this now needs to be embedded.

- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgies and celebration events. There is a dedicated parent's room used for example, for training sessions and meetings. Parent views of the school are very positive.

**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 requiring improvement 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 Religious Education coordinator is working hard and is committed to keep improving standards in Religious Education and introduces new initiatives when appropriate.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff.
- There is some good documentation in place which guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Tasks are moderated and work is levelled well.
- The subject leader and senior management now need to ensure that each child has a Record of Attainment as provided by the Archdiocese. This can be completed to show formal assessment and informal assessment of each child.
- Formal assessments levels need to be collated by class and then transferred to a whole school tracker. This will enable the subject leader, managers, governors and school staff to have an informed view of the standards across the school.
- The standards will enable teachers to identify how well pupils are achieving and tackle underachievement in their planning and teaching and learning. This will in turn have a greater impact on expectations and standards when assessing.
- There is some evidence of monitoring and this should continue to be embedded to impact on future improvements.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

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

- Improve the provision for Religious Education by:
  - providing a Record of Attainment for each child to include formal and informal assessment;
  - tracking pupil progress across the school enabling the subject leader, staff, managers and governors to have an informed view of standards;
  - embedding monitoring to impact on future improvements.
- Develop the provision for Collective Worship by:
  - providing in-service to develop planning, leading and participating in worship;
  - embedding monitoring and evaluations to impact on future worship.

# INSPECTION JUDGEMENTS

## ***OVERALL EFFECTIVENESS***

How effective the school is in providing Catholic Education	2
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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	2
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## ***PROVISION***

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## ***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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

<b><i>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</i></b>
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