



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

URSULINE CATHOLIC PRIMARY SCHOOL

BLUNDELLSANDS

Inspection Date	Tuesday 5 th December 2017
Inspectors	Rev D Melly, Mrs M Buckley, Mr D Williams
Unique Reference Number	104937

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

Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	419
Chair of Governors	Ms L Kelly
Headteacher	Mrs C Chai (Acting)
School address	Nicholas Road Liverpool L23 6TT
Telephone number	0151 924 1704
E-mail address	admin.ursuline@schools.sefton.gov.uk
Date of last inspection	5 th December 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

- Ursuline school is a larger than average sized Catholic Primary School situated in Blundellsands mainly serving the parish of St Joseph.
- There are 419 numb children on roll of whom 371 are baptised Catholic, 26 come from other Christian denominations and 6 from other faith or religious traditions. Sixteen have no religious affiliation.
- There are twenty teachers sixteen of whom are baptised Catholic. Eight teachers have a suitable qualification in Religious Education.
- Since the last inspection an acting headteacher has been appointed

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

Ursuline 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.
- All pupils appreciate, value and actively participate in the Catholic Life and mission of the school. The whole school participated in the Mission Day on 1st November 2017 and groups have unpacked the motto Believe, Achieve, Serve. The pupils who were interviewed were very familiar with the Mission Statement and what they need to do to live it out.
- They contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it. Year 1-6 attend parish Masses and partake in Collective Worship in school. The bucket filler is also used to great effect.
- All pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is exemplary at all times. They handle themselves very well and show great respect for each other. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. This was evident in all classes and in the acts of Collective Worship observed.
- All pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community. They lead Collective Worship and write prayers for class and hall Collective Worship and awe and wonder books and reverently participate. The Rainbows programme is in place for those who need it. They are alert to the needs of others and seek justice for all within and beyond the school community. The choir visits local care homes. The school regularly fundraise for those less fortunate including CAFOD, Lent and Harvest appeals, Operation Christmas Child, Greenhouse Orphanage, Nugent, Jospice, Children in Need. There is a display in the foyer depicting their involvement locally, nationally and globally.
- All pupils highly value the visits of the parish priest and especially his celebration of Masses.
- All pupils take full advantage of the opportunities the school provides for their personal support and development. Here the Child of the day, the school council, the eco club, yoga and mindfulness and the nurture room are particularly important. 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 within the context of a Christian understanding of the purpose of love. The introduction of the Relationships and Sex Education (RSE) programme is of great help here.

- All pupils deeply value and respect the Catholic tradition of the school and its links with the parish communities and the Archdiocese. As a result, they are enthusiastically and regularly involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. They are fully committed to their parishes and participate in the with you always programme. Following this many have become members of the parish choir. Become altar servers and participate in May processions etc. All pupils are confident in expressing 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. The Mission Statement is fully understood and lived out by all in the school. Closely linked with this is the Ursuline vision.
- 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. Prayer is at the heart of all that is done. Each day the gospel of the day is displayed in the staff room and teachers are encouraged to reflect on it. The John Burland music, which is rooted in scriptures, makes a great contribution to the Catholic Life of the school. Residential visits also always have a reflective element at the end of each day.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The Religious Education focus areas and displays give witness to this as do the tasteful religious artefacts. The many displays reflect the rich Ursuline Spirit which has developed over the years. Many people have exemplified this inspirational spirit and this is celebrated through display through awards such as the Margaret Ferrari award.
- 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. This is supported by the Eco Club, the Forest and Beach Schools and the outdoor learning curriculum. Pope Francis' letter, Laudate Si is very evident in the life of the school.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff. Opportunities offered by the Christian Education Department are availed of and information is disseminated.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and ensures that all member's needs are understood and catered for.
- Pastoral programmes, Personal and Social Health Education (PSHE) and Relationships and Sex Education (RSE) are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles. This is enhanced by daily Bucket Filling activities.

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

- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are obviously energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility. Governors along with staff, pupils, parents and parishioners were fully involved with the review of the school Mission Statement and motto. Governors and leaders share an inclusive vision for the school. This is reflected in the school's culture of high expectation.
- The provision for the Catholic Life of the school is given the highest possible 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 and explicitly focused on the Catholic Life of the school. This is all very thorough.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.
- Continuing Professional Development focusing on Religious Education, and spirituality are availed of. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it. At the moment one member of staff is on the Catholic Middle Leaders course while another, with the support of the school, has recently achieved the Catholic Certificate in Religious Studies (CCRS). Members of staff are also encouraged to attend Spirituality days.
- The school has highly successful strategies for engaging with all parents/carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. They are kept well informed about what is taught and celebrated and are invited to be part of this especially through the work which is sent home after lessons and acts of Collective Worship. As a result, parents/carers have a thorough understanding of the school's mission and are highly 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. They have a wide range of experiences which they are willingly share.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the vision for the Archdiocese throughout the school. Most recently the teaching of Relationships and Sex Education has been introduced.

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 outstanding.
- All pupils, from their varied starting points, make outstanding progress in each key stage.
- All groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.

- All pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively to reflect spiritually and to think ethically and theologically. When interviewed the pupils were very knowledgeable and articulate and could easily relate their Religious Education to their life long lived experience. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- All pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. Some excellent examples of this were observed which could profitably become standard practice.
- All pupils approach lessons with great interest, passion and enthusiasm. Pupils obviously enjoy tackling challenging activities, and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because all pupils obviously enjoy Religious Education and they are never off task even in extended periods without direction from an adult. When interviewed the pupils spoke of their enjoyment of Religious Education lessons.
- Pupils' attainment, as indicated by teacher assessment, is good. However while in class, interviewing the pupils and looking at books it would appear that attainment is outstanding.
- The quality of pupils' current work, both in class and in written work, is outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are highly effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, the vast majority of teaching is outstanding and teaching is never less than consistently good.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Come and See is taught with passion and creativity. As a consequence, all pupils are inspired to learn and make rapid and sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including searching open questioning, individual and collaborative work, talking partners and pair share think. Consequently, all pupils are highly motivated and sustain high levels of concentration.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources, including other adults, Information and Communication Technology (ICT), some of which is very modern and up to date and the John Burland hymns, are used very effectively to optimise learning for each pupil.
- Teachers communicate high expectations about Religious Education to their pupils who respond with enthusiasm.
- Celebration of achievement and effort is central to the teacher's assessment strategy, securing high levels of motivation from pupils. Everything is celebrated, not just academic success.

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. One teacher has been encouraged to follow the Middle Catholic Leaders course while another is being supported to obtain the Catholic Certificate in Education (CCRS). Staff are encouraged to attend the spirituality days put on by the Christian Education Department (CED).
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented. The teaching of RSE has recently been introduced.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education has a passion for Religious Education. She is totally committed, has an inspiring vision of outstanding teaching and learning and has obviously high level of expertise in securing this vision. The result of this is teaching that is likely to be outstanding and at least consistently good.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on 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 a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer. Pupils readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. All pupils are visibly uplifted by the worship opportunities created by their peers.
- All pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Each focus table has the correct colour cloth for the current season of Advent. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding and chose appropriate hymns, readings and Prayers.

- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- 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. They have a deep sense of respect for those of other faiths and this is reflected in the manner in which pupils prepare and participate in prayer and liturgy. All pupils were invited to feel free to make the sign of the cross in both acts of Collective Worship observed.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is obviously central to the life of the school for all pupils, whatever their own particular faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences 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 experiences of the Church's liturgical life. The relevant artefacts are appropriate and well chosen.
- Staff are obviously highly skilled in helping pupils to plan and deliver quality worship when appropriate as evidenced in the Collective Worship observed. Pupils have learned very well and are now very proficient. Staff have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer. Great use is also made of yoga and mindfulness to help the pupils find stillness.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders, including the parish priest, have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship. The Collective Worship policy that is in place is outstanding.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and are obviously passing this on to the pupils.
- They are always able to make these accessible to 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 and are very successful in their efforts.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts both inside and outside the school.
- Leaders place the highest priority on the Continuing Professional Development of staff incorporating liturgical formation and the planning of Collective Worship and have encouraged staff to avail themselves of opportunities offered to them, especially those provided by the Christian Education Department.

- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship with regular reviews of school performance. Each act of Collective Worship observed concluded with a powerful evaluation by the pupils.

What the school needs to do to improve further

- To ensure that marking is consistent and where there are next steps ensure that pupils are encouraged to respond.
- Continue to develop the awesome outdoor reflective areas.
- To develop the team of Prayer People 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	1
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