



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date	Tuesday 4 October 2016
Inspectors	Mrs Pat Peel Ms. Jacqui Coughlan Mrs. Joanne Farrimond
Unique Reference Number	132796
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	354
Chair of Governors	Mr. Robert Gittins
Headteacher	Miss Denise Maudsley
School address	Fountains Road Kirkdale Liverpool L4 1UN
Telephone number	0151 922 1924
E-mail address	ao@stjohnsprimaryschool.com
Date of last inspection	8 November 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 is a larger than average sized Catholic Primary School situated Kirkdale, Liverpool serving the parish of St. John's.
- There are 354 children on roll of whom 291 are baptised Catholic, 38 come from other Christian denominations. There are 25 pupils from another faith or religious tradition.
- There are 23 teachers of whom 15 teach Religious Education. Seventeen teachers are Catholic. Fourteen teachers have a suitable qualification in Religious Education with a further 3 currently undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection there have been no significant changes in personnel. A new subject leader has been appointed internally.

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 Catholic Primary School is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. John's.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement "*Christ at the centre of our school community where we live, love and learn together.*" It is lived, loved and owned by everyone in this most inclusive school community.
- Pupils have an excellent sense of belonging to the school. The wide ranging outreach emitting from the whole school shines like a beacon and its rays touch the lives of so many in the Kirkdale community.
- Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members throughout the school community. St. John's is a very calm oasis whereby everyone feels safe and is loved.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences. An artist in residence working with the children has transformed the corridors and focus areas around school. These are lovingly maintained and are a source of inspiration for both pupils and staff.
- The school has a well developed faith garden which is used by everyone in the school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming school councillors, play leaders, Eco warriors and prefects. There is a head boy and girl.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, residential visits, sports events and planting in raised beds in the community.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities e.g. CAFOD, Nugent Care, Operation Christmas Child, MacMillan Cancer Care and outreach to the local and wider community through hosting a 'Forget me not' coffee morning, collecting food and winter woollies to share with the elderly and homeless to name but a few.
- The school has hosted a visit from a speaker from CAFOD and links made through fundraising and pupils response to Laudato Si are evident throughout the environment.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have the opportunity to visit Winmarleigh Hall in the Forest of Bowland, Lancashire.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. SEAL is used very effectively through PSHE across the school to support this aspect of the curriculum.
- Education for personal relationships has fostered positive attitudes in pupils. The school is currently reviewing their Relationships and Sex Education policy and have recently purchased "A Journey In Love" to be used in support of this.

- Pupils benefit from an extremely caring and nurturing environment. The school employs a very effective learning mentor whose primary role is to support pupils and families in all aspects of school life. She works with a range of external agencies and services to ensure this.
- Parent courses are run frequently to support families to *'live, love and learn together'*.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies.
- Pupils embrace opportunities to meet their potential in all aspects of school life. Pupils say that they are very proud of their school and are reflective and enquiring. A Year 6 commented *"We are all one big happy family here!"*
- Pupils are involved in service to the local Faith and religious communities by taking an active part in parish liturgies, undertaking choral events in the immediate neighbourhood served by the school and outreach in the wider community through fundraising.
- Year 5 pupils went on Pilgrimage to the Metropolitan Cathedral of Christ the King to celebrate the Jubilee Year of Mercy and pass through the Holy Door. This inspired them to create their own Holy Door back in school.
- A parish catechist is working with the school to develop a group of 'Faith Friends' leading to the Faith in Action award. This is having a tremendous impact on the Catholic life of the school in so many ways for example pupils producing and taking part in Stations of The Cross with the elderly, another specific action is the eco link around 'Laudato Si' following an Earth Day.
- The school has forged great links with Notre Dame High School chaplaincy and they regularly support and run retreats for pupils.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- The school has embraced the Come and See programme and the needs of all the pupils are being met.
- In some classes the range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years. This excellent practice needs sharing to ensure all pupils are enabled to further develop their independence and resilience.
- Technology is used regularly to motivate and support the pupils in their Religious Education lessons.
- Pupils' attainment in Religious Education is good with some pupils very good. 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 outstanding and their support is highly effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development and some pupils exceed expectations.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Driver words from the Levels of Attainment are used routinely in some lessons but this needs developing further. Their knowledge, understanding and skills are developing appropriate to 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 and exemplary behaviour. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- The school has recognised that it needs to further develop the role that pupils have in planning, preparing and leading Collective Worship. Some pupils are involved however this needs to be cascaded across all year groups and evidence needs to be kept of plans. Evaluations of Collective Worship; as both a leader and participant need to be built up to ensure that pupil voice is heard.
- Pupils are extremely respectful, act with reverence and are keen to participate in a variety of gatherings.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make excellent progress.
- Teacher's planning is effective in meeting the needs of the pupils but can be improved further by focussing specifically and succinctly on the tasks set. In the best lessons there was lots of challenge and pupils were highly motivated and keen to respond to the work set.
- Teachers take into account pupils' prior learning when planning Religious Education lessons.
- Teachers display very good subject knowledge and deploy a range of teaching styles. On the day of inspection the majority of lessons observed were outstanding and those that were judged to be good had many outstanding features.
- There was some evidence of pupils being challenged and inspired which enriches their enjoyment of Religious Education and this needs to be shared with less experienced teachers.
- Excellent use is made of time and resources e.g. interactive white board, Information Technology, God's and Church's Story, audio and visual media etc.
- The school is good in deploying learning support assistants to enhance lessons for those children which require additional support. In a few lessons opportunities were missed to develop a verbal dialogue with some pupils to reinforce the tasks set by the teacher.
- Pupils are very positively affirmed throughout their lessons and relationships are excellent. It is the beginning of the year but marking is positive and informs pupils of their progress. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. The school has recognised the need to develop this further and has recently made a link with a nearby cluster of schools to share moderation and best practice.
- The tracking of pupils' work in Religious Education is in place and shows trends over time.

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

- The Religious Education curriculum is outstanding in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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. A large proportion of lessons are timetabled in an afternoon and for long periods. This needs to be looked at to ensure quality time is spent teaching Religious Education in some year groups.
- Planning ensures full coverage of the Religious Education programme. Termly newsletters are provided for parents and carers and there is further information on the school website.
- The school implements new curriculum developments as appropriate and the programme is embedded securely across the school. *Come and See* lessons provide pupils with a real sense of engagement and enjoyment.
- Enrichment activities such as gym, choir, art, Mandarin, street dance and a range of seasonal sports have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of another faith and religion; Judaism and Hinduism. The children have benefitted from both a Jewish and Hindu visitor who shared information about their faith. Some children have also visited a synagogue. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the prayer life of St. John's.
- Collective Worship plays a key part in meeting the Spiritual needs of this worshipping community.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- The next stage is to help children to further develop the skills necessary to plan, prepare and lead Collective Worship. This has begun in some classes but needs rolling out across the school.
- 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.
- The new parish priest has become a frequent visitor to the school and is fulsome in his praise of St. John's and is keen to continue walking alongside them on their journey of faith. He presides at celebrations of Mass throughout 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 and developing the Catholic life of the school. They are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole school community. As a result staff and pupils' understanding of the school's mission is outstanding.
- The aims and practical objectives derived from the Mission Statement, "*Christ at the centre of our school community where we live, love and learn together.*" direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, raising awareness of those in need and charitable outreach.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, searching analysis and self challenge. It is a comprehensive document which guides the school well. However, all references to Ofsted need to be removed to ensure it accurately reflects where the school currently is with regard to Catholic Life and the impact of it.
- The school provides very good in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including attendance at Archdiocesan spirituality conferences, Formby retreats, Collective Worship opportunities to join in *Come and See for Yourself* at the beginning and *Rejoice* celebrations at the end of each new topic.
- 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.
- There are positive relationships at every level leading to a welcoming, happy, safe and caring learning environment for staff and pupils.
- Governors are very well informed about life at St. John's and discharge their responsibilities in an appropriate manner. Together they have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its daily life and its monitoring and evaluation processes.
- The school supports the parish 'With You Always' family catechesis sessions.
- There is a very active 'Friends of St. John's' association which provides both social and fundraising activities i.e. bingo, summer fairs, coffee mornings etc. They have recently provided sports bags and kits for PE with the school logo embossed on them.
- The school offers wrap around care with a breakfast club staffed by the school and an after school club from an outside provider.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The Self Evaluation Document is a coherent reflection of rigorous monitoring, analysis and self challenge. It is a comprehensive document which serves the school well. However, all references to Ofsted need to be removed to ensure it accurately reflects where the school currently is with regard to Religious Education and the impact of it.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service Topic and Newly Qualified Teacher days and subject leader briefing days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school tracks pupil progress in Religious Education and standards are high. A link governor with responsibility for Religious Education has been appointed. This role needs further development to ensure that analysis of data is shared back to the curriculum committee. This will provide a firm basis for accurate diagnosis of the schools' strengths and areas for development.
- The subject leader informally clusters with a few local schools to moderate and share good practice.
- Since the last inspection a new subject leader has been appointed and she leads a small team from across the school. Under her leadership they are excellent in guiding Religious Education and Collective Worship. They are enthusiastic and show a real commitment to their roles. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. Together they have led the implementation of *Come and See* and have updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - using the information gleaned through analysis of data to inform governors of the schools strengths and areas for development leading to improvements in outcomes and provision for individuals and groups of pupils.
- Further develop the quality of outcomes for Collective Worship by:
 - enabling all pupils to plan, prepare and lead Collective Worship from their earliest years;
 - keeping a range of evidence including plans when teachers' facilitate pupils leading Collective Worship.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	2

PROVISION

How effective the provision is for Catholic Education	
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

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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

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