



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY and ST. PHILOMENA CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 6 February 2018

Inspectors Mrs. Denise Hegarty, Mrs. Angela Paget

Unique Reference Number 131837

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 183

Chair of Governors Mrs. Eileen Kelly

Executive Headteacher Mrs. Anne Radford

Head of School Mr. Philip Doyle

School address Sparrow Hall Road
Liverpool
Merseyside
L9 6BU

Telephone number 0151 525 8552

E-mail address philomenas-ao@ourlady-st-philomenas.liverpool.sch.uk

Date of last inspection 26 February 2013

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

- Our Lady and St Philomena's is a smaller than average sized Catholic primary school situated in the Fazakerley area of Liverpool, serving the parish Our Lady and St Philomena. Significant numbers of children attend the school from surrounding parishes.
- There are one hundred and eighty-three children on roll of whom 102 are baptised Catholic, 27 children come from other Christian denominations, 10 are of another faith or religious tradition and 44 have no religious affiliation.
- There are twelve teachers at the school, 7 of whom are baptised Catholic. Eight teachers teach Religious Education. Six teachers have a suitable qualification in Religious Education.
- Since the last inspection, there have been significant changes in key members of staff. An executive headteacher took up her post in 2015, the Religious Education co-ordinator joined the school in 2016 and a head of school has recently been appointed.

Key for inspection grades

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

© 2018 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

Our Lady and St. Philomena's is a good school in providing Catholic Education. It has some outstanding features.

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.
- They appreciate, value and actively participate in the Catholic Life and mission of the school. They understand the sentiments of their Mission Statement, *'The Love of Christ Shines Here'*, and know how to 'let their lights shine' and 'show Jesus' love to others'.
- Pupils participate in the school's evaluation of its Catholic Life and mission and school councillors are part of planning improvements to it.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is excellent all of the time. They show an understanding of the need to forgive and be forgiven. They recognise the difference between right and wrong and appreciate the need for rules and strive to keep them. They know that 'God loves them, no matter what.'
- Pupils accept the responsibilities of living within a Catholic school community. 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. They are aware of the needs of others and seek justice for others within and beyond the school community. They take their roles of responsibility very seriously and enjoy their work as councillors, prefects, buddies etc. Years 5 and 6 pupils participate in Primary Inspiration days when they undertake activities to promote team work and collaboration. They often work outside their friendship groups, learning together to achieve success.
- Pupils value and participate in opportunities provided by the school, such as visits and residential opportunities.
- They show empathy and concern for the less fortunate in their enthusiastic support of a range of good causes and charities such as Zoe's Place Children's Hospice, British Heart Foundation, Nugent and CAFOD. They have collected food for a local foodbank and shoeboxes for Operation Christmas Child, thus showing Jesus' love in a tangible way to needy children. Pupils across the school are able to reflect on their lives and form opinions about justice and fairness. They are becoming globally aware citizens, with a strong commitment to the common good, who understand they can have a positive impact on the lives of others.
- Pupils' respond well to 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. They feel they are listened to by adults in school and know they are loved and respected in school.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships within the context of a Christian understanding.
- They embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. They are very supportive towards their peers and show care and respect to each other at all times.

- Pupils value and respect the Catholic tradition of the school and its links with the parish and the Archdiocese. As a result, they respect and are involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs and celebrate each other's.

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 clearly expresses the educational mission of the Church. This is a Christ-centred community where values from the Gospel permeate daily lives and the uniqueness of each individual is nurtured and celebrated.
- Staff are committed to implementing the mission across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school and consider prayer to be central to the whole community.
- The school environment reflects its ethos and identity through obvious signs of its Catholic character. Beautiful displays of a Christian nature grace the walls all around the school and devotional areas provide pupils with opportunities for personal reflection.
- Staff promote high standards of behaviour and are excellent role models of mutual respect and forgiveness for pupils. Children are taught to consider others, demonstrate good manners and display positive attitudes whilst endeavouring to do their best. Consequently, they take responsibilities for their actions from an early age and understand the consequences of wrong choices.
- There is a clear sense of inclusivity and community at all levels. The school promotes justice and respect for all. This is clearly evident in the excellent relationships that exist within this caring community.
- The general curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. Staff members actively promote and teach the importance of love, respect and reconciliation which includes justice and fairness for all.
- There is a strong emphasis on spiritual and moral, social and cultural development of pupils enabling the children to feel of worth and to understand their identity. The diverse cultural heritage of pupils is regularly celebrated in a rich variety of ways.
- The parish priest is a frequent visitor to the school and is a member of the governing board. He is highly supportive in promoting the Catholic Life of the school.
- Policies and structures are in place, which provide exceptional pastoral care to pupils and their families, and there is a commitment to the most vulnerable and needy in both policy and practice. All are nurtured, listened to and supported.
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. Work undertaken in these areas is strategically planned and well-documented.

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.

- They are deeply committed to the mission of the Church. They are regarded as excellent models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- Since the last inspection, the quality of the school's Catholic Life has grown from strength to strength. This has resulted in a vibrant and stimulating learning environment that truly reflects the school's Christian nature and enriches pupils' experiences. It is evident that each person is seen as a unique creation of God, their individuality is recognised and their gifts and talents are nurtured.
- The school's self-evaluation, which involves monitoring, analysis and self-challenge, leads to planned improvements to further enhance the Catholic Life of the school.
- Leaders energetically ensure personal relationships flourish and children of all faiths are respected. They promote values, virtues and ethics that shape pupils' character and moral perspective through the teachings of the Church. They have meticulously mapped out their curriculum in Relationships and Sex Education and personal development to promote this.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff members' understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has achieved the Eco Schools Green Flag Award and encourages staff and pupils to care for our common home by recycling etc.
- The school has very good strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have a very good understanding of the school's mission and are supportive of it. The school website and regular newsletters keep families conversant with the Catholic Life of the school. In the Early Years Foundation Stage, parents are exceptionally well informed about school life and their children's experiences through the use of Dojos.
- As leaders, the governing board is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make a significant contribution to the Catholic Life of the school. They are dedicated to the school's mission, are involved in its evaluation. They play a strategic and active role in the development of the school, are extremely committed to their roles and provide clear direction and appropriate challenge.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision 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.
- On entry to the school, children have limited knowledge and understanding of the Catholic faith. They make outstanding progress in relation to their starting points and capabilities.
- 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 becoming increasingly more religiously literate and engaged young people who use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are more 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.

- They concentrate hard, have an understanding of how well they are doing and of what they need to do to improve. They can articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. They enjoy challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions in lessons are unusual.
- Pupils work eagerly at their tasks collaborating and co-operating well with each other. They listen respectfully to each other and willingly share their views and opinions when working with partners.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment with many better, and this is an improving trend.
- The quality of pupils' current work, both in class and in written work, is very good. Pupils take pride in their work and endeavour to present it neatly.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers consistently plan very good lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly very good.
- Teachers are confident in their subject expertise and have a very good understanding of how pupils learn. Consequently, pupils apply themselves well and make excellent progress in lessons and over time.
- Relationships in all classrooms are excellent and a culture of mutual respect exists therein. Subsequently, positive climates for learning are created enabling pupils to enjoy their lessons.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. As a consequence, pupils are motivated and concentrate well in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their excellent progress and increases their confidence in making further improvements.
- Teachers manage time very well to secure learning in lessons and across sequences of lessons.
- Teachers use observations and questions to assess learning during lessons in order to adapt tasks and explanations, so improving opportunities for pupils.
- Good quality resources, including other adults are used very effectively to optimise learning for pupils. Excellent use is made of Information and Communication technology to stimulate pupils' imagination and enable them to undertake research.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively. They make excellent use of praise and affirmation to encourage good work, attitude and behaviour.
- Good quality feedback leads to the 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.
- Formal assessments are undertaken in line with Archdiocesan expectations. Work is levelled and moderated by staff. Progress is tracked over time so underachievement can be identified and challenged. Excellent use is made of children's Records of Attainment in Religious Education.
- Many school clubs and extra-curricular activities enhance the curriculum and enable the children to flourish.
- Achievement and effort are often celebrated through displays and rewards leading to high levels of motivation from the pupils.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education. They ensure it is the core subject in the school and the Religious Education Action Plan forms a significant part of the annual School Development Plan.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Planning, children's work and teaching and learning are regularly monitored and evaluated to ensure quality provision. Appropriate steps are taken to secure improvements.
- The self-evaluation of Religious Education by leaders and governors is a very good reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- The curriculum leader for Religious Education is enthusiastic and passionate about the subject. She has a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently very good.
- An excellent subject handbook guides and directs staff in Religious Education and is reviewed annually.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

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 good.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence. They participate enthusiastically and give mature responses.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence in an age appropriate manner. They are thoughtful in their planning of liturgy especially during the *Rejoice* part of their work in *Come and See*. Other pupils are very respectful of and engaged by the worship opportunities planned by their peers. Younger pupils take great responsibility in setting up focal areas.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. They enjoy writing their own prayers and reflecting on what they have heard in scripture.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. They have particularly enjoyed participating in Nativity Plays and Easter Services.

- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate so well together in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a very good understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging and all members of the community speak positively about these opportunities.
- Relevant staff have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have memorable experiences of the Church's liturgical life.
- Staff members ensure that children have opportunities to pray, celebrate, reflect, question, give thanks, make choices and repent at appropriate times.
- Many beautiful devotional areas around the school provide opportunities for personal reflection. The Golden Room and Conference Suite are sometimes used to hold worship to ensure a variety of experiences. Many modern, suitable artefacts provide a stimulus to enhance worship.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a good understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good.

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 provide excellent policies and guidelines for planning and delivering quality Collective Worship. They meet with the parish priest regularly to discuss and plan a programme of celebrations including class Masses and liturgical celebrations to which the parish community and parents and carers are invited.
- They have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are excellent models of practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.
- Copies of the *Wednesday Word* are sent home with pupils so they can share the Gospel message with their families at home.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. Staff members have opportunities to observe and participate in each other's worship sessions.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

- Collective Worship across the school has been monitored and evaluated by leaders and governors who subsequently provided feedback for staff and gave guidance and support where necessary.

What 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.
- Improve self-evaluation by
 - ensuring categories are separated and defined to give a clearer picture of the Catholic Life, Religious Education and Collective Worship in school and how leaders and governors promote, monitor and evaluate the impact of their provision in each area and plan improvements to them for pupils.
- Further develop the work being undertaken in Catholic Life by:
 - continuing to develop a curriculum map for Relationships and Sex Education;
 - beginning to embed *Journey In Love* and *No Outsiders* into lessons to support Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
---	---

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	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
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