



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST HUGH'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Tuesday 8 October 2013

Inspectors Mrs M Connolly Mrs S Bannister

Unique Reference Number 104652

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 185

Chair of Governors Ms A Glanville

Headteacher Miss A Connearn

School address Earle Road
Liverpool
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Date of last inspection 24 November 2010

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 Hugh's school is a smaller than average sized Catholic Primary School situated in Liverpool and mainly serving the parish of St Clare's.
- There are 185 children on roll of whom 89 are baptised Catholic, 24 come from other Christian denominations, and 38 from other religions. Thirty-four children have no religious affiliation.
- There are 12 teachers of whom 9 teach Religious Education and 5 have a suitable qualification in Religious Education. Others are currently undertaking the *Catholic Certificate in Religious Studies*. Seven teachers are baptised Catholic.
- Since the last inspection a new headteacher and Religious Education Coordinator have been appointed. Their energy and enthusiasm is inspiring all. The school has formed a federation with the children's centre and nursery school nearby. The headteacher leads all three.

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 Hugh's 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.
- Excellent opportunities to nurture and support the children and their families are provided. This is a key feature of the school as almost all children are from minority ethnic backgrounds and a high percentage of children speak English as an additional language. Many speak no English when they join school. The school also manages extremely well with a significantly mobile population. The school has identified the promotion of greater parent involvement as an area for development.
- The school has recently reviewed and revised the Mission Statement. All concerned, including the children were involved in the process. The children's work is to form part of displays reflecting the school's mission around the school.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. A framed piece of work annotating what respect means to the school community reminds everyone that this is a key characteristic of the school. The display as you enter the school 'together we create a symphony' depicts how important working together is a key feature of the school. As one child stated – 'I love everybody in the whole school. It's a beautiful school where we are all friends'.
- Pupils are encouraged to take on roles of responsibility in the school and wider community especially by being members of the school council, the 'eco' council and the 'Be a Friend' buddy system. They are also involved in creating their own class rules and responsibilities. They work hard to raise money for particular things such as the orphanage in Malawi and are actively involved in developing the Catholic character of the school by their involvement in Collective Worship.
- Pupils benefit greatly from participation in after school clubs and trips away.
- The school has linked with a school in Crosby. The children visited recently and shared prayer and reflection with their 'new friends'.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Pastoral care and personal relationships are truly outstanding and a real strength of the school enabling children to feel secure and grow in confidence. The learning mentor supports the most vulnerable children in groups and encourages them to work through any anxiety.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities and the immediate neighbourhood served by the school. They show respect and understanding of other faiths, religions and cultures.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is improving.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school the majority of children have an extremely limited, if any, knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for the large number of pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining the appropriate level for their age and stage of development by the end of Key Stage 2. This is remarkable given the children's knowledge on entry.
- Pupils are becoming increasingly more religiously literate. 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 good. Their behaviour is outstanding.
- 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 outstanding.
- They show thoughtfulness and respect during Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings and act with integrity when praying with others who have different beliefs to their own. This is excellent considering the diversity of belief in the school.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming increasingly familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years and are developing many skills to support this. The school has prioritised the development of Collective Worship and invested in resources to support this spiritual development.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- Some teaching is outstanding.
- It is consistently highly effective in ensuring that pupils are interested and engaged and make truly outstanding progress.
- Teachers generally display good subject knowledge and deploy a wide range of creative teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.

- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. The differentiated support is outstanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults, Information and Communication Technology. The use of the specialist projectors in the 'WOW' room has significantly enhanced learning. It brings a truly outstanding visual dimension to learning and is used in lessons and Collective Worship. The children are enthralled by this.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is good.
- The school has introduced good assessment strategies which provide accurate and detailed information on the achievement of all the pupils. At the moment the tracking of pupils is being developed. The information gained after this has had time to embed will be shared with governors and other interested parties.
- Teachers are able to identify how well pupils are achieving and tackle underachievement well.
- Teachers sometimes enable pupils to evaluate their own work especially at the end of lessons by revisiting the learning objective.

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.
- Enrichment activities such as use of music, role play, dance and art have a positive impact on the curriculum. The use of Information Communication Technology in particular is a real strength of the school.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals. This is a real strength and shows commitment to meeting the significantly varied needs of children.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently and to give worth to some of the different beliefs within the school. Visitors from other faith and religious backgrounds have supported this development as has visits to places of worship.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the wide variety of faith backgrounds among the pupils.

- 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. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. This has given them a confidence that in turn impacts on the manner in which the children's skills grow and develop.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- 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 and 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 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.
- They are deeply committed to the Church's mission in education. This is reflected in the school's own Mission Statement which is depicted in a variety of ways e.g. photographically and artistically throughout the school. The school has invested in displays to depict the mission around the school. The statement 'we love, we work, we care' underpins all that takes place and the motto 'Growing in God's Love' expresses well its vision.
- The outstanding level of pastoral care is a key feature of this school and a real priority in the holistic development of the children.
- The Mission Statement itself has recently been reviewed and revised. All who form part of the school community including parents, governors and children were involved in this development. The 'RAINBOW' of aims and practical objectives direct and guide every aspect of school life and will be a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school especially by the way they have deep care and concern for each other and in the way they participate in Collective Worship.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The Self Evaluation Document is very comprehensive. When the remaining developments outlined are implemented and those already introduced are embedded they will have great impact on the life of the school.
- The school provides induction and in-service opportunities to enable staff to further understand the Church's Mission in Education. This helps them to play their unique part in it e.g. good use has been made of the in-service provided by the Department for Christian Education.

- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- An extensive range of opportunities for spiritual and moral developments are planned for areas around the school. This has the potential to impact greatly on the children and their families.
- The nurturing of staff spirituality has also been identified as an area of ongoing development.
- 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 extensive religious diversity within the school.
- There are extremely positive relationships at every level within the school.
- Parents are consulted regularly and ways to further involve them in the life of the school are evolving.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their ongoing commitment.

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 good 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.
- Monitoring data has started to be used effectively to evaluate the schools performance and plan for future improvements.
- There is a clear programme for the monitoring and evaluation cycle.
- Teaching and learning has been monitored through scrutiny of planning and workbooks.
- Lessons are to be monitored appropriate feedback and encouraging support given as necessary. Outstanding practice will be shared and celebrated to further raise standards.
- Continuing professional development opportunities are provided for all especially at LACE and in school.
- Assessment information is collated and has started to be tracked by class teachers and the subject leader. This will be shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The new subject leader is outstanding in guiding Religious Education. She shows real commitment to and extraordinary enthusiasm for the subject. She introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This has been updated recently.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Achievement and effort are celebrated in numerous ways.

What the school needs to do to improve further?

- Embed the tracking systems and use the information generated to report standards to governors and inform further differentiation in future planning.
- Embed and consolidate some of the recently implemented or planned developments including:
 - Deepening and living the new Mission Statement, aims and objectives;
 - Enabling further pupils' planning and leadership of Collective Worship;
 - Monitoring of lessons to raise the standard of teaching further by sharing outstanding practice;
 - Further nurturing of children's spirituality by providing opportunities for awe and wonder in the school environment;
 - Links to involve parents more;
 - Staff development and reflection.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	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	1

PROVISION

How effective the provision is for Catholic Education	
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	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	2

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