

Catholic Schools Inspectorate inspection report for St Saviour's Catholic Primary School, Ellesmere Port

URN: 135505

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: 18-19 May 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

Religious education (p.5)

The quality of curriculum religious education.....

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school.....

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

- The community embraces the Catholic life and mission. This means there is a calmness around school and relationships are outstanding.
- Pupils spoke about how God wants them to live and the importance of fund raising. They told us about the numerous charities they support.
- Pupils are keen to take on responsibilities and younger pupils told us they respect the fact Year 6 should set a good example.
- Behaviour in lessons and around the school is exemplary. Pupils show a deep respect for each other.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

- The bank and shop operated by Year 5 and Year 6 is a powerful example of pupils experiencing life skills and it helps motivate all pupils to do their best.

What the school needs to improve:

- Governors and the new leadership team should work together to further develop the role of governors in monitoring, so that they can contribute more effectively to Catholic school self-evaluation.
- Senior leaders and staff should further develop prayer and liturgy by:
 - reviewing the prayer and liturgy policy to make it more explicit, and
 - providing internal and external professional development for all staff, including for example, modelling and coaching opportunities.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

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

1

Pupils embrace the Catholic life and mission of St Saviour's, and this is experienced by the calmness and outstanding relationships they have with each other and the staff. Their willingness to engage in activities such as their front-line actions, demonstrates that they live out their mission statement as 'a caring school family of God's children'. They know God loves them and they speak clearly about how God wants them to live, knowing that at St Saviour's they learn this through the Gospel values which Jesus taught. One pupil said, 'We keep Jesus in our hearts, and this helps us think what Jesus would do'. This encourages them to be pro-active in finding ways to support those in greater need by fundraising. For example, Year 6 organised packages for the homeless and pupils raised funds through Easter egg raffles, a Jingle Bell Jog, and the Shoe Box appeal. They are also pro-active in helping emotional needs, for example, creating pictures to make people smile, participating in a Carols by Candlelight concert for local residents and leaving prayer bags in a local park. Behaviour in lessons and around the school is exemplary and pupils show a deep respect for each other. Year 5 told us they 'expect Year 6 to set a good example' and Year 6 said they accept that they are 'role models'.

Parents and staff responses to the questionnaires confirm that the Catholic mission is known and lived each day at St Saviour's. This shines through in the positive atmosphere of welcome, the strong supportive nature of relationships, and the team approach that has flourished. One member of staff told inspectors, 'We go above and beyond'. Others said, 'I feel I can live out my faith here' and 'work feels like a vocation'. Because of this they are exemplary role models for pupils. There is a minority of Catholics at the school, but all are welcomed and respected as unique members of God's family. Catholic life at St Saviour's is vibrant because of the commitment of staff, engagement of pupils, and the purposeful environment that pervades the school. The care and attention given to the

environment is outstanding and positively reflects the respect that underpins the dignity of each person in the community. 'The Walk through the Bible' displayed around the school shows witness to the Catholic mission and it is used effectively throughout the year in a variety of ways.

The headteacher is a calm inspirational leader, who together with the governors provides an outstanding commitment to their Mission statement of 'keeping Jesus at the heart of everything we do...We help others to be what God created us to be and to be confident and independent leaders in the world'. Senior leaders have established successful reward systems to encourage this. The school bank and shop are enthusiastically organised by a member of staff and run independently by older pupils. One Year 6 bank manager told inspectors, 'this shows us what we can do when we grow up'. Younger pupils are helped to take responsibility for managing their rewards. Parents are drawn to St Saviour's 'because of the explicit Catholic ethos', which one parent wrote about in her questionnaire response. All responses received indicate strong support for the school. Strong links are developing with the parish and the school is ably supported by the dedicated parish priest. Governors told inspectors that they are committed to the well-being of all the community, and this was supported in discussions with staff. Governors now need to be more involved in regular monitoring and Catholic school self-evaluation.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

Behaviour is exemplary in religious education lessons. The calm and respectful atmosphere enables pupils from nursery to Y6 to actively engage in their learning. Interventions by teaching assistants and teacher planned activities to support pupils with individual needs are evident in the classrooms and in the written work seen in books. Therefore, pupils in all groups make similar progress to that of their peers. Pupils use appropriate religious language effectively to express their knowledge and personal views about their learning. For example, children in Key Stage 1 discussing why light is used in a painting said, 'because Jesus is the light of the world' and in Key Stage 2 they explained the fruits of the Spirit 'grow inside us to [help us] act more like Jesus'. Pupils of all ages produce consistently high standards of written work through a variety of creative activities including poems, letters, diaries, persuasive arguments and their own prayers. This means that pupils enjoy their lessons, remember more and confidently talk about what they have learned in religious education lessons. Opportunities to reflect on discern questions enable pupils to confidently express their own views and feelings knowing that they will be valued.

Teachers have an excellent subject knowledge of religious education and because of this they confidently use scripture effectively to deepen the pupils' understanding of the Gospel message. High expectations are a significant feature of religious education teaching at St Saviour's and consequently achievement and progress are a strength across all phases. Class teachers have enthusiastically engaged in evaluating their own lessons in teams of three and they spoke about how successful this has been in providing one another with creative ideas to extend learning and support the individual needs of children. Teachers use skillful questions to further understanding. This was evident in all lessons observed and in the written work in books. The feedback policy is consistently applied, and teachers' comments celebrate pupils' effort and work. In the Early Years setting and in Key Stage1, staff have faithfully recorded examples of pupils' involvement in learning

experiences, for example when learning about the Last Supper. In Key Stage 2 teachers write meaningful comments about pupils' work and offer further questions for reflection. This leads to exceptional standards of presentation in their extended writing. Staff have high quality resources and include other adults to enhance the teaching and learning of religious education.

The headteacher and governors ensure that the curriculum is faithful to the *Religious Education Curriculum Directory*, is resourced appropriately and taught creatively to ensure pupils engage in purposeful and challenging activities. This means they live out their mission of 'keeping Jesus at the heart of everything [they] do'. They are committed to resourcing high quality staff training and numerous staff members have engaged in developing their subject knowledge and their own faith. This, together with the religious education subject leader's own inspirational vision, has led to outstanding teaching and learning across the school. The staff told inspectors they are 'hugely proud to work at St Saviour's'. They value the support of the subject leader and recognise the high level of her expertise which she shares generously with them. Senior leaders monitor and evaluate religious education effectively, and this leads to a cycle of targeted planning and support for individuals or whole school training. Governors have provided links to outside agencies such as L'Arche to raise awareness of the contributions people living with disabilities make to the community. This is one of numerous examples of how leaders and governors help pupils to make meaningful sense of the world around them.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Pupils respond well to the experiences of prayer and liturgy provided by the school. During the whole school liturgical prayer pupils' silence at times of reflection, and their prayerful singing of the Hail Mary, demonstrate their capacity to pray in a variety of ways. The resources and the pupils' response create a sense of awe and wonder. During class prayer time younger pupils in Key Stage 2 could say which part of the Bible the scripture reading was taken from. Regular use of the Bible helps to deepen pupils' understanding of how God's word still reaches us today. Photographs, displays, and work in books demonstrate that pupils are learning about the Church's liturgical year. They can describe these traditions and how St Saviour's celebrates them. Pupils are independent and willing to undertake many responsibilities in school, however they would benefit from increased opportunities to become more involved in preparing and evaluating times of prayer.

There is a daily pattern of prayer including St Saviour's own school prayer, which was written by previous Year 6 pupils. Opportunities to celebrate liturgies are planned throughout the year and one class from Key Stage 2 attends weekly Mass in church to which their families are invited. All these well-planned opportunities indicate that prayer and liturgy are central to the life of the school. Staff use appropriate scripture which is read from the Bible, and this helps pupils to make relevant connections with their daily lives. Each classroom has a focus area for prayer and in the more creative areas, physical space is made for times of private reflection, which enhances pupils' experiences. This was observed by inspectors in some classrooms. Further consideration should be given to the provision of spontaneous prayer and ways of enabling pupils to plan and lead such activities.

Leaders and governors are committed to providing opportunities to celebrate the Eucharist, and other liturgies are carefully planned at key times during the year. Senior leaders are working well with the parish priest to ensure that pupils are ready to receive the first sacraments of Eucharist

and Reconciliation. The headteacher recently organised a retreat day for all members of the school community and this experience was appreciated by all who attended. One member of staff told inspectors, 'We experienced a retreat day...and this gave valuable personal spiritual growth'. The religious education subject leader has provided creative ways of increasing the pupils' time for prayer with their families. A Mary box containing a variety of artefacts and rosary beads travels home so families can pray together. Pupils told inspectors how much they had enjoyed this. One parent commented that her child 'likes to say her own prayers, the Lord's prayer and sing hymns'. Senior leaders have a good knowledge of the Catholic traditions of prayer and their meaningful connections to daily life. They recognise the importance of prayer and liturgy, and this is reflected in the budget allocation for resources which now enhance prayer in classrooms and around the school. They provided a quiet prayer garden and inspectors saw children of all ages using this respectfully, and independently, during the lunch break. To build on the current good practice the prayer and liturgy policy now needs to be more carefully formulated to ensure it provides more explicit support for staff when planning their own prayer times in class.

Information about the school

Full name of school	St Saviour's Catholic Primary
School unique reference number (URN)	135505
Full postal address of the school	Seacombe Drive, Great Sutton, CH66 2BD
School phone number	01518326250
Name of head teacher or principal	Mrs Siobhan McKay
Chair of governing board	Mr Rob Hughes
School Website	www.stsavioursatholicprimary.co.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	7 June 2016
Previous denominational inspection grade	Good

The inspection team

Sue Lyonette	Lead inspector
Roisin Moores	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement