

St Albert's Catholic Primary School

URN: 104467

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

28–29 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

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

Yes

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

Yes

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

Fully

1

What the school does well

- St Albert's is a school with Christ and its pupils at the heart of all decisions and actions.
- Relationships between all members of the community are a strength of the school. This means that the school mission of *Walking Together with Jesus to Love, Learn and Serve* is lived out.
- Strong, experienced leadership at all levels is ambitious and leaders want the very best for the community they serve.
- The leader of religious education demonstrates commitment and dedication to this role which enables all pupils to thrive.
- Leaders and staff have high expectations and are committed to ensuring all pupils achieve the best possible outcomes.

What the school needs to improve

- In some religious education classes, pupils' learning would be better supported through a more targeted deployment of support staff.
- Pupils require greater opportunities to plan, lead and evaluate prayer and liturgy, as appropriate to their age and capacity.
- Leaders need to develop further opportunities to work with families, to include them in the prayer life of the school.

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

Pupil outcomes

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

Provision

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

Leadership

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



St Albert's is a loving community in which pupils thrive. The school mission of *Walking together with Jesus to love, learn and serve* is used as a platform to work for the good of the local community and global family. Pupils seek opportunities to make the school better and work closely with staff to enhance the school environment. *Mini Vinnies* led an assembly about how to protect the world from environmental damage. This led to a highly successful litter picking drive and increased pride in all pupils to keep the school tidy and litter free. Pupils fundraise to support a wide range of charities including *Mary's Meals*, *Macmillan Cancer* and *Cafod*. The school is completing the *Cafod Big Walk* with pupils and staff being sponsored to walk the distance from St Albert's to Jerusalem. They are completing this in class groups, but many are doing extra miles in their own time to ensure that they meet the targeted distance. In response to pupils in the school having cystic fibrosis, a group of children organise and lead an annual fundraising day when the school community wear yellow to support those pupils and the *Cystic Fibrosis Trust*.

There is a strong sense of community at St Albert's. The mission statement is reviewed annually, and all are given the opportunity to participate. Staff are dedicated to ensuring that pupils are cared for and that they feel safe. They are passionate in their support for pupils, their families and each other and they are excellent role models. Staff report that for most of their families, they are the living Church. They do everything they can to demonstrate the gospel values in all interactions with each other, pupils, their families, and the wider parish community. A member of staff commented that 'Christ is in the classroom at all times in St Albert's' and this is truly evident. Staff teach pupils that they can make a difference to the world. Through their action plan for the *Live Simply Award*, pupils have been taught that things which appear small such as turning the lights off to prevent wasted energy, can have a global impact on the world's poorest

communities. The concept of service is truly embedded within the fabric of the school. The school is well supported by the parish community and pupils benefit from the experience of attending Mass at St Albert's church on a weekly basis. One child commented that 'I love going to church because I get the chance to be quiet and to pray, that means I am getting closer to Jesus.' The provision for relationships, sex and health education is carefully planned and fully meets diocesan requirements.

Leaders know the school and the community it serves, very well. They are heavily invested in supporting each other and the school. One governor described how when their daughter was at the school and was poorly 'The school and community wrapped their arms around us.' The governing body benefits from a high level of experience and strength in connection to Catholic education. They support and challenge school leaders to ensure that the Catholic identity of the school remains the highest priority. They are truly committed to ensuring that Christ is at the core of the school's daily life. The leader of religious education works tirelessly with all staff to ensure that pupils thrive. Staff wellbeing is a priority for leaders; a member of staff commented that 'The senior leadership team are very supportive and approachable, and that they have regular check-ins with staff to make sure that their wellbeing is being monitored.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

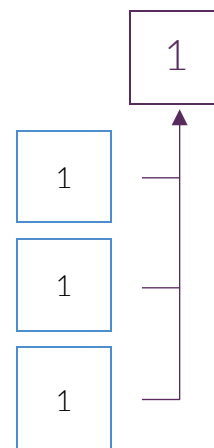
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils are passionate about religious education and they are able to speak with confidence about their learning and understanding, using increasing subject specific vocabulary at an appropriate standard for their age and capacity. Adults have high expectations and as a result, behaviour and the work produced is of a very high standard especially when measured against the starting points of most pupils. They are actively engaged in their lessons and take great pride in the work that they produce. Pupils throughout the school can identify and talk about scripture they have read, and they are able to say how these scriptures have influenced their actions. A pupil in Year 2 linked themselves showing forgiveness to others in school, to the parable of the prodigal son. A child in the Early Years commented that 'We learn about Jesus because he is special, he is the son of God.' Pupils' attainment in religious education is in line with attainment in other subjects.

Staff work hard to ensure that religious education is taught in a creative way. Some teachers make excellent use of information technology to enhance their teaching and others use their musical skills to do the same. Good practice is shared between staff and there is an open-door policy which is used regularly, to visit each other's classrooms to offer support or to demonstrate good practice. Teachers use driver words effectively to challenge all pupils and pupils know and understand these well. Teachers consistently revisit prior learning with a focus on scripture. As a result of the strength in teacher subject knowledge, pupils are challenged to learn more and remember more through skilful questioning. When working with specific pupils with special education needs, other adults are utilised very successfully to offer support and enable good progress for those pupils. However, in some classes, there are missed opportunities during teacher input for other adults to assist in delivering the lessons.

Leaders and governors ensure that religious education has equal parity with other core subjects. Professional development opportunities are made available to all staff to enhance their already strong subject knowledge. The subject leader for religious education is in the process of ensuring that all staff are fully trained in using the Religious Education Directory before it is rolled out to the relevant year groups from September 2024. The subject leader has led training for St Albert's and other schools within their cluster group. She closely tracks and monitors religious education standards to ensure that targeted support can be provided for pupils, if required. The subject leader has also enhanced the curriculum offer to pupils by arranging visits and visitors to come into school; for example, pupils in Key Stage 2 were able to recently visit a local synagogue when learning about Judaism. Governors are kept fully informed of standards in religious education and it is given a high priority within the head teacher's termly report as well as reports to parents. The Catholic Self Evaluation Document is an accurate assessment of the strengths and areas for improvement for religious education at St Albert's.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils at St Albert's engage deeply in moments of prayer and liturgy. Pupils articulate how their experience of prayer shapes their lives and actions and they enjoy taking time out of their daily life to pray. Singing and music is an integral part of the pupils' experience of prayer and liturgy and this leads to a joyful and prayerful experience. Pupils can link the work they have completed in their religious education lessons to moments of prayer and liturgy. A pupil in Year 5 was able to talk about the link between the *Eucharist* topic and a prayer and liturgy they had participated in about sacrifice. A pupil in Year 6 was able to describe a moment of prayer that had taken place in their class when a new child had arrived, and they all shared a time of prayer and liturgy around the theme of kindness. Other pupils talked about national events such as *Black History Month* being a catalyst for prayer time in school. In their own words, the impact of this was the fact that, 'More people are treating each other with respect and kindness than before.' Pupils are able to participate with the highest level of reverence and respect in setting the mood for prayer and liturgy. They do this by turning out the lights, choosing and sharing the gospel or setting up the focus area. Leaders are mindful that pupils would benefit from more opportunities to plan, lead and evaluate prayer and liturgy as appropriate to their age and capacity.

Daily opportunities for prayer and liturgy are embedded into the school calendar and so too is the liturgical year. Children attend Mass with the local community on a weekly rota and the parish priest commented that this is well received by parishioners and school families. He also commented that this formal invitation to Mass for the parents of the pupils at the school has encouraged more families to participate in the weekly Sunday Mass. Well-resourced prayer spaces have been creatively designed in classes and around the school. Booths have been set up in the entrance area and pupils are encouraged to spend time in these in prayer and reflection. There are resources in place such as a set of giant rosary beads and prayer books to

support pupils. Pupils are given the opportunity to take their prayer life home with them by using travelling tombs. Parents are invited to share these moments with school, and this is then celebrated by staff. Pupils would benefit from more opportunities from such links between home and school, and this has been identified as an area of improvement. Pupils confidently talk about the items on their focus tables and discuss the relevance of the chosen scripture to the identified theme.

Leaders have ensured that pupils' experiences of prayer and liturgy are varied and of the highest quality. Staff report that the subject leader for religious education will purchase any resources they need to enhance their provision. The parish priest and parish catechists, some of whom are Governors at the school, liaise as partners between parish and school, which has led to increased opportunities for shared prayer. These have included masses to celebrate St Albert's feast day and the Epiphany. The parish leads pupils through their sacramental programme of Holy Communion and Reconciliation and leaders have ensured that this is supported by staff.

Information about the school

Full name of school	St Albert's Catholic Primary School
School unique reference number (URN)	104467
School DfE Number (LAESTAB)	3403325
Full postal address of the school	St Albert's Catholic Primary School, Steers Croft, Stockbridge Village, Liverpool, L28 8AJ
School phone number	0151 477 8560
Headteacher	Lorraine McEvoy
Chair of Governors	Angela Tambourini - Gunning
School Website	www.stalbertsprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	16 th May 2017
Previous denominational inspection grade	1 Outstanding

The inspection team

Melanie Lockley
Nicola Sayers

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