



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST CHRISTOPHER'S CATHOLIC PRIMARY SCHOOL

SPEKE

Inspection Date 18 June 2019

Inspectors Rev D Melly, Mr A Cocker, Mrs A Paget

Unique Reference Number 133615

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Primary

Age range of pupils 3-11

Number on roll 335 (Excl 56 Nursery)

Chair of Governors Mrs M Campbell

Headteacher Mrs C Denby

School address Tarbock Road
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Date of last inspection 24 June 2014

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 Christopher's school is a larger than average sized Catholic Primary School situated in Speke, serving the parish of St Christopher and St Ambrose.
- There are 335 on roll of whom 236 are baptised Catholic, 22 come from other Christian denominations and 7 from other faith or religious traditions. Seventy have no religious affiliation.
- There are 13 teachers baptised Catholic. Seventeen teachers have a suitable qualification in Religious Education.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

St Christopher's is an outstanding school in providing Catholic Education.

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.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. They know and live out the Mission Statement: "Caring, Learning, Inspiring". They take an active role in Collective Worship. They endeavour to live out the Gospel Value from the 'Focus' assembly. They attend the Advent Services and the Good Shepherd Masses in the Cathedral. They take the Pax Christi Travelling Nativity Set home during Advent. There is an excellent response to this from the homes.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. Pupil interviews and pupil voice surveys and school council meetings allow for pupil voice to be heard and help adults to plan more effectively.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is outstanding all of the time. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong. Reconciliation is currently being studied in classes.
- 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 lunch time monitors, reading buddies, play leaders, librarians, maths ambassadors and school councillors. They are aware of the needs of others and seek justice for others within and beyond the school community. The contribution of the 'mini police' is particularly important and valued here. They support CAFOD and Nugent Care and have raised funds to support The Whitechapel Centre for the homeless.
- Pupils value the school's chaplaincy provision.
- Pupils respond well to the opportunities the school provides for their personal support and development. There are structured systems and programmes, for example, Rainbows to support children. Staff invest in the children and endeavour to 'ignite a spark in each child'. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships and sexual development within the context of a Christian understanding.
- Pupils 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.
- Pupils value and appreciate the Catholic tradition of the school and its links with the parish communities and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. The sing carols in Reynold's Court, Morrisons, Liverpool One, St George's Hall, Middleton Court and John Lennon airport. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

- During their study of Judaism and Islam the children demonstrate respect and value the beliefs of others. These times enable the children of other faiths in the school to share their experiences.

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 *At St Christopher's Catholic Primary School we embrace each new day and live the Jesus Way through: Caring, Learning, Inspiring.* The pupils are particularly keen to live the Jesus Way.
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as, retreats, staff prayer and Continuous Professional Development on Catholic Life.
- There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community. St Christopher's is a very happy school.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. Pupils' work is valued and well displayed. Display is an obvious strength of the school. Focuses for worship are also of a very high and tasteful quality. A very interesting, exciting learning environment has been created both inside and outside the school building.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. Among other things opportunities for yoga are offered both to staff and pupils.
- The chaplaincy provision is effective in supporting and promoting the Catholic Life of the school.
- Policies and structures are in place, which provide outstanding pastoral care for pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.
- The school has a regard for the pastoral needs of staff and all members' needs are understood and catered for.
- Pastoral programmes, Personal, Health and Social Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.

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.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as 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. Faith in Jesus is obviously at the heart of all that is done in school.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.

- The school has 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 an outstanding understanding of the school's mission and are supportive of it.
- As leaders, the governing body 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 an outstanding contribution to the Catholic Life of the school. They are dedicated to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archbishop's vision for the Archdiocese 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 outstanding.
- Pupils, from their varied starting points, make outstanding progress in each key stage.
- 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 religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, all pupils are 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 have excellent attitudes to learning.
- Pupils concentrate very well, have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy challenging activities, and respond well to opportunities which extend their learning. Activities on the day were varied, creative, challenging and stimulating and the children responded with great enthusiasm. Behaviour in lessons is outstanding because pupils obviously enjoy Religious Education and there are no disruptions in lessons.
- Pupils achieve at least expected levels of attainment and some are exceeding expectations.
- The quality and quantity of pupils' current work, both in class and in written work is outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan outstanding lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.
- Teachers are confident in their subject expertise and have an outstanding understanding of how pupils learn. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, talking partners, affirmation, assessment for learning and a variety of activities and questioning techniques. Consequently, all pupils are motivated and concentrate in lessons.

- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to outstanding progress and increases their confidence in making further improvements.
- Teachers manage time well to secure outstanding learning in lessons and across sequences of lessons.
- Outstanding quality resources, including other adults, Information, Communication Technology, Church's Story, prompt sheets, Driver and Key Words are used effectively to optimise learning for pupils. The Driver Words are extremely well used to differentiate activities.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- High 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.
- Achievement and effort are often celebrated leading to high levels of motivation from all pupils.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors 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.
- Leaders' and governors' self-evaluation of Religious Education is an outstanding 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 leaders for Religious Education have a clear vision for teaching and learning and an outstanding level of expertise in securing this vision. They are obviously passionate about Catholic Life, Religious Education and Collective Worship. The level of guidance provided by the team, (one example being the Non-negotiables in RE Lessons), is excellent and results in consistent expectations and outcomes throughout the school. These are used well to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently good.
- 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 outstanding.

- 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.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. All pupils value and participate voluntarily in liturgy and prayer.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- 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.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is very engaging and all members of the community speak positively about these opportunities.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.

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 know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- The themes created for Collective Worship successfully incorporate the Church's liturgical year, seasons and feasts and enhance understanding.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.
- The 'Focus' for the week encourages children to live out their faith and the school's Mission Statement. This is acknowledged in the presentation of 'Caring Awards' to the children.

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 especially:
 - continuing to develop whole staff understanding and teaching of the Relationship and Sex Education curriculum;
 - to devise a curriculum map of Relationship and Sex Education;
 - involving parents/carers in Collective Worship celebrations on a more structured and timetabled basis e.g. stay and pray or pick up and pray.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
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