



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

GREAT CROSBY CATHOLIC PRIMARY SCHOOL

GREAT CROSBY

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| Inspection Date | 6 November 2018 |
| Inspectors | Mrs Pat Peel Mr. Barry Broderick Mrs. Angela Paget Mrs. Annamaria Roberts Mrs Jude Ryan Mrs Maria Eves |
| Unique Reference Number | 104926 |
| Inspection carried out under Section 48 of the Education Acts 2005 and 2011 | |

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| Type of School | Catholic Primary |
| Age range of pupils | 3 - 11 (provision for 13 - 2 Year olds) |
| Number on roll | 687 |
| Chair of Governors | Msgr. John Furnival |
| Headteacher | Mrs. Pat Speed |
| School address | Northern Road Great Crosby Liverpool L23 2RQ |
| Telephone number | 0151 924 8661 |
| E-mail address | head.greatcrosby@schools.sefton.gov.uk |
| Date of last inspection | October 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

- Great Crosby is a significantly larger than average sized Catholic Primary School situated in Crosby serving the parishes of St. Peter and Paul's and St. Helen's.
- There are children 687 on roll of whom 641 are baptised Catholic, 24 come from other Christian denominations and 7 from other faith or religious traditions. Fifteen have no religious affiliation.
- There are thirty-three teachers. Thirty-one of which teach Religious Education. Twenty-two teachers are baptised Catholic. Twenty-three teachers have a suitable qualification in Religious Education.
- Since the last Section 48 Inspection there has been no significant changes.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

Great Crosby 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 truly appreciate, value and actively participate in the Catholic Life at Great Crosby. They know, own and live out their Mission Statement, '*...that they may have life and have it to the full,*' every day.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. The school Code of Conduct serves as a constant reminder of the high standards of behaviour expected in the school in support of its loving ethos.
- In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong. Pupils say they enjoy their Friday celebration assemblies where they receive Star of the Week certificates. Pupils earn Golden Time as a reward for working hard.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming school councillors, Go Givers, playground pals and play leaders.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Macmillan, Mary's Meals to name but a few. Within the locality they support the Sefton Food Bank on an on-going basis and the Whitechapel Centre for the homeless. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of during and after school clubs such as; gardening club, SOP Eco group, bikeability, drama, crafts, drumming, choir and a host of seasonal sports.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, a group of Year 6 pupils commented that, "*They loved the school and were really happy!*"
- The school choir performs at school and community events including singing in the community at local residential homes and they have sung at the Liverpool Woman's Hospital to raise money for neonatal care.
- Pupils, appropriate to their age and capability, have begun Relationships and Sexual development within the context of a Christian understanding but this is in its infancy and needs to be further embedded into school life.
- Pupils have the opportunity to undertake residential visits. Year 5 go to Telford in Shropshire and Year 6 attend PGL at Winmarleigh Hall in Lancashire.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Fr. John has spoken to the pupils about his own vocation to the priesthood.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments. Pupils attend their local church and have attended the Metropolitan Cathedral of Christ the King.
- Pupils have contributed to the development of a Remembrance garden. It serves as a prayerful sacred space dedicated to a former pupil. It is also a place where pupils and staff can remember family and friends. A book of Remembrance is open at the school.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

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, '*...that they may have life and have it to the full,*' its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of 'family life' at Great Crosby.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- The school is an extremely supportive and joyful community which describes itself as a family and they truly reflect that in all that they do both within and outside of the school. There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus' and sacred reflective spaces all create an overwhelming yet calm ambience which exudes Great Crosby's catholicity and ethos. This is tangible throughout the school.
- An area is currently being developed in the grounds as a dedicated 'Prayer Garden'.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer, retreats to Southport Lakeside, regular staff Reconciliation services and continuous professional development opportunities i.e. accessing Archdiocesan training and attending in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The Learning Mentor and Parent Support Adviser are extremely effective and highly valued in the school community for the work that they do in supporting pupils and their families.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for. The school provides '*Rainbows*' sessions for pupils who have suffered a bereavement.
- The school has a very active Parents, Teachers and Friends Association which supports the school by organising social and fundraising events.
- The school supports the parish, the pupils and their families undertaking the With You Always Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education using *Journey in Love* alongside Personal, Social

and Health Education i.e. bullying, gang awareness workshops. The school nurse has run workshops on mental health and well-being.

- The school provides before school provision throughout the year. This is popular and very well attended.
- The school hosts a parent '*Tea and Toast*' club for pre-school children.

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.
- The schools' leadership team is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school. This can be improved further by including all the wonderful initiatives which the school is involved with.
- Relationships at every level are outstanding. The school operates exclusively as one team, and this is the key to its success. The family transcends far beyond the school gates and this was evident at the recent Blessing of the new building celebration which brought together pupils, families, parishioners, ex-pupils and numerous members of the clergy. Both Bishop John Rawsthorne and Cardinal Vincent Nichols attended the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. Members of the senior leadership team have attended the Archdiocesan Spirituality Conferences. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, meeting space, sends out regular newsletters, tweets and has a website. As a result, parents and carers have an outstanding understanding of the school's mission and are very supportive of it.
- The school offers a Parent Forum where every year group is represented which meets on a regular basis.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive to the school's mission.
- Governor's have given their unequivocal support to enable the Headteacher to share her expertise in working with and supporting other schools across the Archdiocese. Her drive, passion, and commitment in living out the Gospel values and sharing the Good News with others is commendable. She is an inspirational leader in the school.

- The Chair of Governors is also the parish priest. He is a regular visitor to the school and is actively involved in all aspects of school life. He presides at Mass and celebrations throughout the school and liturgical year. He enhances and supports pupils and staff within *Come and See* topics. He is a visible support to parents on the playground and attends many school activities. More recently he has supported the school by leading Adoration of the Blessed Sacrament in response to the 'Adoramus' Eucharistic Congress. He is fulsome of his praise of the school family equally the staff and pupils are enriched by his presence in the school. A child in Year 2 spontaneously voiced, "We love Fr. John, he helps us to keep Jesus in our hearts."
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education.

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 excellent 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. 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 to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing. This can be improved further by teachers using the language of the standards i.e. driver words routinely during lessons and when questioning to challenge pupils thinking.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout. This was particularly evident in Nursery where pupils excitedly hung posters, created cards, painted balloons and decorated biscuits in preparation to welcome the arrival of two new baby dolls into their class. Pupils were animated and squealed with excitement when they arrived.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both in class and in written work, is outstanding. Pupils take pride in their workbooks and the presentation is of a very high standard. The Early Years portfolios of evidence are exemplars of best practice.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- On the day of inspection there was some outstanding practice observed with nothing less than good. Teachers and other adults need to use the language of the standards i.e. driver words more as part of their repertoire to enhance pupils growing awareness of challenge during lessons.
- Staff are using the most up to date Archdiocesan template for planning Religious Education. However, teachers need to plan activities which reflect the needs of their own classes rather than adopting a generic planner across year groups. This will create further opportunities to challenge groups of pupils and more accurately make judgements of on-going assessment.
- Some teachers plan very good lessons and do use the language of the standards i.e. driver words, but not enough is linked to pupils' on-going assessment.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. As mentioned Staff need to provide more opportunities for greater depth and challenge by using the driver words throughout lessons.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are inspired, motivated and concentrate extremely well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons. Parents are routinely invited to the Rejoice celebration assembly aspect of the topics.
- In the best lessons observed teachers used questioning techniques very well. They adapted explanations and tasks using the language of the standards i.e. driver words catering for the needs of all pupils. An example of this was seen in Year 5 as pupils were challenged to think about stereotypical views and attitudes towards the Scripture passage 'The Capable Wife'.
- Enjoyment of and enthusiasm for Religious Education is promoted using high-quality resources e.g. Come and See website, God's and Church's Story, audio and visual media etc. A mini church has been created for the Baptism topic complete with vestments for role play and a range of appropriate resources. A range of visitors to support the whole curriculum are also employed to engage pupils in their learning.
- Other adults are not always used very effectively to optimise learning for pupils who need their support during introductions to lessons. However, during activities they work hard to develop pupils' confidence in undertaking and completing tasks.
- Evidence in books shows that marking is very positive but not always linked to the lesson objective. Occasionally, next steps are used. These inconsistencies can be eradicated by undertaking training on using the language of standards more succinctly throughout the whole plan, teach, review cycle.
- Achievement and effort are celebrated immediately leading to outstanding levels of motivation from pupils.
- Pupils have studied Judaism and Islam as part of their Religious Education lessons. They have been visited by a practising Jew who shared his experiences with the children. This helps to promote tolerance and respect for others of different Faiths and religions.

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 in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leadership team regularly attends Archdiocesan in-service training and meets together with other schools to support monitoring and evaluation of the subject. There is a great commitment to staff undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by best practice in Religious Education.
- Whole school tracking is in place. Considering the Bishops directive to implement the new standards of assessment, the school is currently looking at ways to develop whole school tracking in line with other core curriculum subjects. Its accuracy will improve significantly when staff are more confident using the language of the standards more succinctly on a daily basis.
- The subject leadership team are a real strength in the school. They have a high level of expertise between them. They are enthusiastic and committed to the role. Since the monitoring visit they have continued to drive forward the subject and are endeavouring to improve teaching and learning in Religious Education further.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils, but this needs to be enhanced further. There is a link governor for Religious Education who supports the subject leadership team in their role.

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 are developing a firm foundation for liturgy.
- 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 are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.
- Pupils are routinely evaluating Collective Worship, either as a leader or a participant, but this needs to be further developed across the whole school.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and prayer and say that they really enjoy taking part in it.

- 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 pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.
- Pupils experience Collective Worship outside in the grounds when the weather permits.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a core part of daily life at Great Crosby and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff regularly use 'Come and See for Yourself' Collective Worship materials prior to beginning a new Religious Education topic.
- Collective Worship and resourcing is given a high priority in the school. Portfolios of evidence are collated for monitoring purposes.
- Staff have become more skilled in helping pupils to plan and deliver quality worship and are providing opportunities for pupils to develop a firm foundation for liturgy. However, they always need to be a part of and facilitate the Collective Worship.
- Collective Worship has a purpose, message and direction. Evidence suggests these experiences for both pupils and staff are reflective, prayerful experiences.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- Opportunities for Collective Worship are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is excellent.

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. There is a policy in place for Collective Worship.
- New resources have been purchased to enhance Collective Worship experiences.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts. Since the monitoring visit they are beginning to make these accessible to the pupils in a more contemporary context.
- Leaders of Collective Worship within the school and visitors i.e. Sr Eileen and Sr. Moira are appropriate models of good practice for staff and pupils.
- Staff promote pupils' planning and leading Collective Worship. However, they need to ensure they always facilitate it to ensure meaningful, quality experiences are delivered.

What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed '*Journey in Love*' into lessons to support Relationships and Sex Education;
 - look at other resources i.e. '*No Outsiders*' to support and enrich Relationships and Sex Education.

- Raise the standards of attainment in Religious Education further by:
 - undertake training to support teachers using the Standards in the plan, teach, review cycle;
 - further develop a new tracking system for Religious Education considering the new changes to assessment;
 - continuing to address the areas identified on the Self Evaluation Document ensuring that it reflects the school in all its fullness.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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|---|---|
| How effective the school is in providing Catholic Education | 1 |
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CATHOLIC LIFE

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| 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

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| 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

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|---|---|
| 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