



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### MUCH WOOLTON CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date 17 June 2014

Inspectors Rev D Melly, Mr A Cocker, Miss J Lockett

Unique Reference Number 104636

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 4-11

Number on roll 403

Chair of Governors Ms C Chapman

Headteacher Mr M White

School address  
Watergate Lane  
Woolton  
Liverpool  
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Date of last inspection 27 January 2009

## 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

- Much Woolton school is a larger than average sized Catholic Primary School situated in Woolton and mainly serving the parish of St Mary's Woolton.
- There are 403 children on roll of whom 384 are baptised Catholic, 7 come from other Christian denominations, 4 from other faith or religious traditions and 8 have no religious affiliation.
- There are 17 teachers of whom 15 teach Religious Education and 11 have a suitable qualification in Religious Education. Eleven teachers are baptised Catholic.
- Since the last inspection a new head teacher has been appointed together with a new deputy, a new assistant and a new Religious Education Coordinator. The teaching and support staff have been restructured. There is also a new parish priest who is very involved in the life of the school. The governing body has conducted a skills audit the governors and invited them to be more involved in the life of the school. Half a million pounds have been spent building a new class room and refurbishing all the other class rooms.

### Key for inspection grades

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

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## **Overall effectiveness:**

Much Woolton 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 outstanding.
- Pupils have some knowledge and understanding of the school's Mission Statement and the part they play within it. There now needs to be plans put in place to evaluate and revise the current Mission Statement with pupil involvement.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community as members of the school council, prefects, buddies and young leaders
- Pupils are actively involved in developing the Catholic character of the school by their living out of the Mission Statement and especially by their care for one another, by their participation in Masses and acts of Collective Worship, by their involvement in PSHE and by their support for people less fortunate than themselves.
- Pupils benefit from participation in residential visits in Colomendy, Barmouth, France and York.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community by their singing and their support for local and global charities. They show respect and understanding of other faiths and religions.

### **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 good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school many children have a knowledge and understanding of the Catholic faith that would be expected of children of their age.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage. Moderation of assessments now needs to be put in place to provide teachers with an accurate picture of higher levels of attainment.

- 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 very good as shown by their interest, enthusiasm and behaviour.
- 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 good.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They reflect in silence and join in community prayers appropriately and with confidence.
- They are beginning to prepare and lead worship. This work needs to be developed further and recent training received from the department for Christian Education to be embedded

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

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning. Some differentiated tasks are provided in planning and teaching so that the work consolidates, builds on and extends their knowledge and understanding. The planning and teaching needs use of key words and driver words.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including Information and Communication Technology including PowerPoint and film clips and God's Story and Church's Story to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. There were positive and constructive comments in the work books. Developmental marking now needs to be introduced. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is needs further development.
- The school has some assessment strategies which provide information on the achievement of the pupils. Class and whole school tracking now needs to be introduced so that teachers are aware of the various groupings of pupils throughout the school.
- A consistent approach to enable pupils to evaluate their own work needs to be developed.

### **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. Consistent monitoring of timetables needs to ensure that quality time is given to curriculum Religious Education.
- Planning ensures full coverage of the Religious Education programme.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as after school clubs for music and sport; residential and other educational visits together with the many visitors to the school have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual and moral development and vocation.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Visitors have been invited into school to share their faith with the children. Plans are in place to take pupils on visits to other places of worship.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- 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.
- The teachers are now 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. This needs to be to be given time to be embedded.
- Provision would be enhanced if the programme to monitor and evaluate Collective Worship was developed and good practice shared.
- 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 good 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.
- The Mission Statement needs to be reviewed and revised. All who form part of the school community including all staff, parents, clergy, governors and children need to be involved in this development so that there is greater ownership by all. Aims and practical

objectives that direct and guide every aspect of school life also need to be put in place. These will be a useful tool by which the school can evaluate its effectiveness.

- Some opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- The Self Evaluation Document provides accurate evidence of the schools' analysis of its Catholic life. This can now be developed in the light of this report.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- The school provides some induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Use is made of the Come and See for Yourself section of the programme. The head has also explored the Catholic vision for the school for the staff.
- The quality of Collective Worship is a priority for the school. It now needs to be effectively monitored and evaluated by leaders, governors and managers. An up to date detailed policy is in place.
- 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 religious diversity within the school.
- There are positive relationships within the school.
- Parents are now being consulted and involved in a variety of ways in the life of the school through the new open-door policy now in place.
- Governors are good in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the use of their own gifts and skills. The development of this is a priority for the school.

**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 evaluating the provision for the Religious Education of the school and are planning and beginning to implement improvements to outcomes for pupils.
- Monitoring data now needs to be used effectively to evaluate the schools performance and plan for future improvements.
- Teaching and learning is beginning to be monitored. This now needs to be embedded with appropriate feedback and support given as necessary. Good practice needs to be shared and celebrated.
- Continuing professional development opportunities are provided for all through the Archdiocese and in-house training.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- Assessments are completed and information is beginning to be collated and tracked by the subject leader. This now needs consistency and findings from assessments shared with the leadership team, governors and parents.
- The subject leader is good in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. She is enthusiastic to progress in her role and guide Religious Education forward. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document identifies targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

## **What the school needs to do to improve further?**

- Continue to improve the provision and outcomes for the Catholic Life and Religious Education by:
  - Continuing to access the in-service provided by the Christian Education Department following the advice outlined in this report.
- Improve the provision of Religious Education by:
  - Monitoring and sharing good practice to develop consistency across the school.
- Develop the work begun on assessment by:
  - Introducing tracking so that all staff can see the progress of pupils across the school.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
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	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

***Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate***