



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY'S BISHOP ETON CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Wednesday 2nd October 2013

Inspectors Mrs. Pat Peel
Mrs. Sue Banister Mr. Andy Cocker

Unique Reference Number 104642

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

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 410

Chair of Governors Mrs. Norma Polson

Headteacher Mrs. Deborah Bostock

School address Green Lane
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Date of last inspection 22 June 2010

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

- Our Lady's Bishop Eton is a larger than average sized Catholic Primary School situated in Mossley Hill mainly serving the parish of Our Lady of the Annunciation and St. Mary's.
- There are 410 children on roll of whom 408 are baptised Catholic, one comes from another Christian denomination and one from another faith tradition.
- There are 19 teachers of whom 17 teach Religious Education and 14 of those have a suitable qualification in Religious Education. Sixteen teachers are baptised Catholic.
- Since the last inspection the school has appointed a new Deputy.

Key for inspection grades

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

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Overall effectiveness:

Our Lady's Bishop Eton is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at Our Lady's Bishop Eton.
- There is a shared vision for Catholic Education which is embraced by the whole school community. The Mission Statement '*Living Loving Learning in Jesus*' is known and lived by all. 'What this means to me'... a child friendly version of objectives derived from the Mission Statement is displayed around the school.
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming school councillors, eco group members, buddies and prefects. In the wider community pupils act as ambassadors of the school during off site visits i.e. the Liverpool Philharmonic Hall, Anglican Cathedral etc.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Nugent Care, Operation Christmas Child, Jospice, Alder Hay Children's Hospital to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils visit PGL Boreatton Park Adventure Centre in Shropshire.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships.
- Education for personal relationships has fostered positive attitudes in pupils and SEAL materials and *All that I am* are used effectively to aid this. Pupils benefit from an extremely caring and supportive environment. Ten Ten Theatre Company have supported the school in this area.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements in their weekly assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school, the parish and at the Metropolitan Cathedral for Nugent Care.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring and extremely alert to the needs of others.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences. The school uses Information Technology and in particular 'graphic design' to showcase and celebrate pupils achievements in a variety of different and exciting ways.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking part in parish liturgies and supporting parish projects and outreach in the wider community through fundraising. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement in Religious Education is good.
- The school has embraced the *Come and See* programme and the needs of all the pupils are being met. The range of activities provided for the pupils are good in engaging pupils from their earliest years. However, this could be further enhanced by planning a range of 'open-ended' activities to challenge the most able pupils.
- Pupils' attainment in Religious Education is good. They make good progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils attaining a good level for their age and stage of development with some pupils exceeding expectations. However, there is an element of over estimating the levels at which pupils are working particularly in Key Stage 2 and this needs addressing.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing appropriate to their age or capacity. Think, pair, share is a common feature in most classes.
- 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 good as shown by their interest, enthusiasm and exemplary behaviour. This is a real strength of the school.
- Pupils work exceptionally well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings. Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are regularly involved in planning, preparing and leading worship. On the day of inspection this was particularly evident when pupils ably led a year group Collective Worship on Solidarity in support of CAFOD and its values.

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

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested and engaged and make good progress.
- Teacher's plan collaboratively across year groups and whilst this is a good strategy to ensure consistency of content and coverage, there are not enough differentiated activities to stretch and challenge the most able pupils in individual classes. Evidence in books show that differentiation is mostly by outcome. There needs to be a range of differentiated tasks set which consolidate, build on and extend pupils knowledge, skills and understanding.
- In the best lessons teachers display very good subject knowledge and deploy a range of teaching strategies.
- Teachers take into account pupils' prior learning when planning Religious Education lessons.

- Good use is made of time and resources including other adults, interactive white board, God's Story, audio and visual media etc. to maximise learning.
- Pupils are positively affirmed throughout their lessons. Marking informs pupils of their progress and sometimes identifies how they can improve further. This needs to be adopted consistently throughout the school. Teachers need to ensure a response from pupils if marking includes key questions. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. To aid the accuracy of assessments further moderation opportunities need to take place and a portfolio of exemplified work kept.
- The tracking of pupils' work in Religious Education has been maintained over a sustained period of time. Evidence suggests that some work is being levelled too highly across Key Stage 2 but especially in upper juniors. It is anticipated that this will improve when teachers become more proficient in levelling pupils work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The Religious Education curriculum is good in meeting pupils' needs. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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.
- Planning ensures full coverage of the Religious Education programme. However, teachers need to plan a range of activities to enable the most able pupils to work independently on increasingly challenging tasks.
- Greater use needs to be made of the 'driver words' in teacher's planning and during lessons to focus teaching more clearly on the expected outcomes.
- Termly newsletters are provided for parents and carers. The school also provides information on Religious Education on the school website.
- The school provides the 'Wednesday Word' for families and the parish newsletter is made available.
- The school implements new curriculum developments as appropriate.
- Enrichment after school activities such as cross country, judo, fencing, Samba dancing and amateur dramatics etc have a positive impact on the curriculum.
- The school operates a breakfast club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of other faiths and religions including Judaism and Islam. Eric Cohen, a practising Jew, has visited the school along with members from the 6th Form Islamic Society at the Blue Coat School. This helps to promote tolerance and respect for those who think differently.
- The school holds the British Council International Bronze school award and pupils use the Kidego Website to liaise with other children around the world.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- 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.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of Rejoice celebrations of the '*Come and See*' programme. The parish priest is a regular visitor to the school and presides at celebrations of Mass throughout 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 outstanding in promoting and developing the Catholic life of the school. They are deeply committed to the church's mission in education.
- This is reflected in the Mission Statement outlining Our Lady's Bishop Eton as "... *a living Christian Community reflecting the love of Jesus in all that we do.*" All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is a comprehensive document which guides the school well. Since the last inspection the school has made some progress in continuing to develop the areas it identified as key priorities. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- The school provides good in-service training to enable staff to further understand the church's mission in education and play their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff, governors and pupils including Collective Worship, Archdiocesan led Headteacher and deputy Spirituality conferences and opportunities to join in '*Come and See for Yourself*' celebrations at the beginning of each new topic.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils.
- Governors are very well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school.
- The Headteacher actively supports the parish '*With You Always*' family catechesis sessions.

- Parents are consulted regularly and there is a very proactive Home School Association (HSA) who both socialise and fundraise for the school i.e. revamping the outdoor provision, supplying I.T. equipment etc.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Peer observations and mentoring will enable best practise to be shared across the school this will endeavour to raise standards further.
- Continuing professional development opportunities are provided for all staff including for example attendance at Archdiocesan topic days and subject leader briefings.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Providing more regular moderation opportunities will ensure teachers become more proficient at accurately levelling pupils work. Keeping a portfolio of moderated work will aid this process.
- The school regularly tracks pupil progress in Religious Education to ensure that key areas for development are tackled. This information is shared with all staff, leaders and governors through the relevant committees.
- The subject leadership team are good in guiding Religious Education. They have both taken on the role since the last inspection. They show commitment and enthusiasm for the demands of Religious Education and compliment each other well. Good documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. Together they have led the implementation of Come and See and have updated all the subsequent documentation and policies in light of the changes.

What the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - developing a marking policy for Religious Education which incorporates the language of the level descriptors to inform pupils of their 'next steps';
 - using the 'driver words' to plan a range of differentiated tasks which consolidate, build on and extend pupils knowledge, skills and understanding;
 - incorporating a range of 'open-ended' independent activities to challenge the most able pupils;
 - build up a portfolio of moderated work to aid accurate levelling.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	1

PROVISION

How effective the provision is for Catholic Education	
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	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	1
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