



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY'S BISHOP ETON CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 13th November 2018

Inspectors Mrs. Denise Hegarty, Mrs. Angela Paget, Mrs. Julia Ashton

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 413

Chair of Governors Mr. Phil Doyle

Headteacher Mrs. Deborah Bostock

School address Green Lane
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Date of last inspection 2nd 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

- Our Lady's School is a larger than average sized Catholic primary school situated in the Liverpool area of the Archdiocese, serving the parish of Our Lady of the Annunciation, Bishop Eton.
- There are 413 children on roll of whom 409 are baptised Catholic, no children come from other Christian denominations and 1 child has no religious affiliation. There are 3 pupils from another faith or religious tradition at the school.
- There are 18 teachers at the school, of whom 15 are baptised Catholic. Sixteen teachers teach Religious Education. Fourteen teachers have a suitable qualification in Religious Education and 2 are currently undertaking the Catholic Certificate in Religious Studies.

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 school, Bishop Eton 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 are wonderful ambassadors for Our Lady's, Bishop Eton school and spoke very articulately at interview about why they thoroughly enjoyed their school life.
- Pupils, especially those in the upper key stages know, own and live out their Mission Statement, *'Living Loving Learning in Jesus'* wholeheartedly in a variety of ways.
- Each new school year, pupils spend time reviewing their Mission Statement and reflect on its significance and relevance for them. A child-friendly version has been developed to support them in doing this.
- Pupils show a great respect for themselves and others as made in the image and likeness of God. The general behaviour of pupils around the school is very good. They treat each other well and demonstrate the need to forgive and be forgiven in proportion to their age. They have a good understanding of right and wrong. They appreciate the positive reinforcement they are given.
- Pupils enthusiastically embrace the responsibilities that living within a Catholic school community entails. 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 aware of the needs of others and seek justice for others within and beyond the school community. Throughout the year, children generously fundraise for a number of charities including CAFOD, with which the school has a great affinity and strong links. Both staff and pupils walked a total of nearly four hundred miles in solidarity with refugees, who have been forced to leave their homes, as part of the 'Share the Journey' initiative. They also undertook a simulation exercise and were able to appreciate the difficulties refugees encountered.
- Pupils willingly take on roles and responsibilities around the school and wider community e.g. as school councillors, eco-councillors etc. They undertake these roles enthusiastically and gain skills that will serve them well in the future. Pupils also collect tins for the local foodbank and understand the impact their actions have on those they support.
- Pupils' spiritual and moral development is evident in their attitudes to their peers and to the environment in which they live. They are keen to look after their world and understand they have a responsibility to do so. A Justice and Peace Group has been formed for older children.
- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. The vast majority of pupils, for example, take full advantage of the many wonderful extra-curricular experiences and grow in confidence and independence as they do so.
- Pupils have the opportunity to participate actively in residential visits to Boreatton Park P.G.L. Activity Centre and retreats at Lowe House. These experiences impact greatly on the pupils' spiritual, social and moral development as they can reflect on their lives, develop self-esteem and understand the value and importance of teamwork and communication skills.

- They are proud to receive awards and quick to congratulate each other enthusiastically and joyfully.
- Pupils, appropriate to their age and capability, have a very 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. The Friday Awards assemblies have a Good Samaritan Award which plays a key part in recognising this.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they are enthusiastically and regularly involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. Groups of pupils regularly visit the Metropolitan Cathedral for Advent, Good Shepherd and Epiphany services.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- Our Lady's is a vibrant place of learning where the values from the Gospel permeate the life of the school and individuals are encouraged to let their talents and strengths shine out.
- The school Mission Statement clearly expresses the educational mission of the Church and shapes all that is happening in Our Lady's. It is central to the life of the school and drives all aspects of the school's provision including its faith, prayer and sacramental life.
- Staff members 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 staff prayer and Continuous Professional Development on Catholic Life.
- At all levels, this is an inclusive community evident in the quality of relationships. The care and support afforded to children and their families are outstanding.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. It is stimulating and celebrates learning and achievement.
- Staff members promote high standards of behaviour and are outstanding role models for pupils. They strive to foster an attitude of self-discipline and encourage children to think of others, to be courteous and to take pride in their appearance.
- The broader curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. All subjects are taught discretely and promote Christian values, equality and diversity under the umbrella of the school's carefully crafted Values Curriculum which underpins everything that is taught. It supports the community to understand and develop their faith and prayer life and helps them to understand their role as global citizens.
- The school provides many opportunities to enhance the spiritual, moral and cultural development of pupils. Many wonderful experiences are offered, e.g. Shine Week, visiting the Metropolitan Cathedral for schools' services and retreats to Lowe Housel organised by the Animate Team. There are also residential visits available to Boreatton Hall P.G.L. Centre. A CAFOD ambassador is a regular visitor and the school hosts CAFOD assemblies and workshops. The children were introduced to the concept of providing spiritual bouquets for the housebound and enthusiastically participated in this initiative.
- A plethora of afterschool clubs are provided to suit the varying interests of children including numerous musical, sporting and creative activities such as athletics, choir, musical theatre and cookery.

- The school has a regard for the pastoral needs of all. Members' needs are understood and catered for. It is clear that children are valued for their uniqueness and individuality. There are many strategies and the school has an open door policy to provide pastoral support. This includes participation in the Seedlings Project. The Seedlings team works on a 1:1 basis with those children who are experiencing difficulties and helps them to explore, make sense and process feelings that are troubling them.
- Each spring term, a team of trained facilitators run the Rainbows programme for children who have experienced loss through bereavement or separation.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. Staff have embraced the *Journey in Love* programme and work undertaken is celebrated through beautiful portfolios. The Ten Ten Theatre Group has also performed at the school and supported this work.
- The school is striving to put faith into action and is working towards gaining the CAFOD, *Live Simply* Award.
- This is a thriving community which is well supported by parents and works very closely with the parish. The parish priest is proud of these links and pleased with the way the school supports the *With You Always* sacramental preparation programme. A children's Holy Hour and procession to celebrate the Archdiocesan *Adoremus* event, was held recently in church and was well attended.
- A Mini-Vinnies group is being planned and organised alongside the parish's St Vincent de Paul Group.
- The school has great links with the Islamic community in the local area and send Eid cards and messages of support.

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 school leadership team demonstrate a public commitment to the mission of the Church and to the development of the Catholic Life of the school. They are regarded as models of Catholic leadership by both staff and pupils.
- 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 focused on the school's Catholic Life and mission. This leads to planned improvements to further enhance and improve the Catholic Life of the school.
- The behaviour policy, *Good to be Green*, reflects Gospel Values and is premised on endeavouring to live them out and to be forgiven if they don't.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is very effective. As a result, staff understanding of the school's mission is outstanding. Staff members are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. They are regularly informed about the Catholic Life of the school through newsletters, the school website and mobile app, meetings etc. Their views and opinions are sought and valued. As a result, parents/carers have an excellent understanding of the school's mission and are highly supportive of it.
- The parish priest is highly effective in supporting and promoting the Catholic Life of the school. Very good links have been forged between the home, school and the parish. The school supports family catechesis and the '*With You Always*' parish sacramental preparation programme.

- 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, involved in its evaluation and ready to challenge as well as support where necessary. They are kept well-informed and invited to all significant and relevant events.
- 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 good.
- Pupils, from their starting points, make very good 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, 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 work well collaboratively and independently and are keen to share their personal views and opinions especially in partnered work.
- Pupils enjoy their Religious Education lessons especially when teachers provide them with exciting, creative opportunities.
- Most concentrate well, have good understanding of how well they are doing and of what they need to do to improve. They can clearly articulate how they have made progress.
- Pupils approach their lessons with interest and enthusiasm. They enjoy their activities, and respond well to opportunities which extend their learning. Behaviour in lessons is mainly very good and is excellent in lessons that engage and challenge pupils. Disruptions in lessons are unusual.
- Pupils, especially in the older age groups, are very familiar with the 'Driver Words' from the current *Levels of Attainment in Religious Education* and use them effectively as an aid to learning.
- Pupils' attainment, as indicated by formal and teacher assessment, is very good.
- The quality of pupils' current work, both in class and in written work is very good however, they should be encouraged to take a real pride in their work and present it more carefully.

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 lessons linked to pupils' current assessment so that pupils learn well. Planning is detailed and consistently differentiated to meet the needs and abilities of each child.
- In the vast majority of classes, excellent teaching and learning strategies are deployed to ensure children are engaged and inspired to learn. As a result of this, teaching is mainly very good or outstanding and never less than good.
- Pupils are encouraged to apply themselves diligently, and to produce a very good standard of work.

- Outstanding use is made of the 'Driver Words' from the current *Levels of Attainment in Religious Education* in planning, questioning and tasks.
- Teachers are confident in their subject expertise and have a deep understanding of how pupils learn. As a consequence, pupils apply themselves well and make very good progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, most pupils are motivated and concentrate hard in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their very good progress and increases their confidence in making further improvements.
- The majority of teachers manage time very effectively to secure learning in lessons and across sequences of lessons.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including the use of additional adults, are used highly effectively to optimise learning for pupils. Teaching assistants though few in number, are well planned for and make significant contributions to pupils' learning.
- Most teachers communicate high expectations to their pupils concerning work, attitude and behaviour in Religious Education and they respond with enthusiasm.
- Feedback is celebratory and leads to the engagement, interest and very good progress of pupils. It often enables them to understand the next steps to take in their learning.
- Working walls in classrooms display children's work and reinforce learning.
- Achievement and effort are often celebrated leading to high levels of motivation from most pupils.
- Teachers share children's progress and achievement annually with parents through excellent reports which also include comments from the parish priest.
- Visits to the Mosque, Synagogue and Church enhance the programme.

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

- Leaders and governors are good at 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. They need to ensure that quality time is consistently devoted to the subject.
- Leaders and governors have placed Religious Education within their Values Curriculum. This ensures that, alongside Gospel Values, British Values and Personal, Social and Health Education, it underpins what happens in the life of the school.
- Religious Education is a standing item on the agenda of senior leadership, staff and governor meetings.
- Regular moderation of work, both within the school and their local cluster group, ensures that teachers' levelling is consistent across the school.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented and new initiatives are undertaken with enthusiasm.
- Leaders' and governors' self-evaluation of Religious Education is a reflection of their assessment, tracking, analysis and self-challenge. This results in strategic action taken by the school which leads to at least very good outcomes in Religious Education. It is recommended that a more robust cycle of monitoring and evaluation be put in place for the subject to ensure pupils are consistently challenged to achieve the higher levels.

- Religious Education in-service is part of the annual staff continuing professional development programme.
- The enthusiastic curriculum leader for Religious Education has an inspiring vision for teaching and learning and a high level of expertise in securing this vision. She attends all Archdiocesan briefings and cascades the information given to all staff members. She willingly gives of her time and energy to support her colleagues and they fully appreciate her efforts. Her skills are used very effectively to improve teaching and learning in Religious Education, resulting in very good to outstanding teaching and high quality experiences for the children.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases. Governors undertake learning walks and have an open invitation to visit classes.

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.
- They act with reverence and are genuinely enthusiastic to participate in Collective Worship as reflected in the prayerful silence during times of reflection and the quality of communal singing.
- Pupils are proud to contribute to the planning and delivery of Collective Worship. They do so confidently and enthusiastically as they read, pray, listen to scripture, sing and celebrate.
- They are keen to participate in church services and services at the Metropolitan Cathedral. They particularly enjoy times when the whole school comes together for worship.
- Pupils choose and use a variety of age appropriate artefacts, liturgical music and approaches to traditional and contemporary prayer.
- The school Collective Worship Committee meets regularly to support whole school worship and help the younger pupils plan and deliver Collective Worship. All involved enjoy and benefit from these experiences. The committee send out letters to parents to indicate how their children have participated in the leadership of worship.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. They clearly understand the liturgical structure used in worship and the ways they can live out the message from the scripture used.
- 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 background. Pupils display great reverence and respect especially during times of personal reflection.
- They have a great sense of respect for those of another faith or religion. This is reflected in the manner in which many pupils participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is an essential 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 clear purpose, message and direction. The long term map for provision of Collective Worship has been recently reviewed and refreshed. Themes chosen for worship now follow the *Come and See* programme for Religious Education and so reflect an excellent understanding of the liturgical seasons as well as the Catholic character of the school.

- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging and all members of the community speak very positively about these opportunities.
- The co-ordinator maintains a useful portfolio of planning used throughout the year which contains evidence of outstanding practice. CAFOD resources are also effectively used by staff and pupils to enhance Collective Worship.
- Relevant staff members have a deep understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have excellent experiences of the Church's liturgical life.
- Teachers are confident in leading worship and are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an excellent understanding of the nature and purpose of Collective Worship.
- Staff members should ensure communal prayer (or hymn singing) consistently takes place during the 'Respond' part of the process.
- Adults associated with the pupils have opportunities to attend assemblies, Masses and services. Their response to the invitation is excellent.
- The *Wednesday Word* is provided for pupils to take home and share the Gospel message with their families.
- Worship is sensitive to, and fully inclusive of, all present.

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 provide policies and guidelines, ratified by the governors, to enable staff members to plan and deliver quality Collective Worship.
- Leaders provide opportunities for induction of new teachers and continuing professional development of others. Such training, supported by regular updates, ensures that all worship leaders are knowledgeable and skilled in planning, leading and evaluating Collective Worship.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context. They promote pupils' planning and leading Collective Worship.
- The Collective Worship co-ordinator is a model of outstanding practice for staff and pupils. She leads by example and maintains a useful and beautiful portfolio of celebrations. Other staff members in their roles as distributed leaders, often volunteer to contribute to whole school worship.
- Leaders ensure opportunities are provided for parents, carers and governors to attend Collective Worship particularly at significant times during the year.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes. Planners are monitored by the co-ordinator and drop-ins used to evaluate effectiveness. Feedback is provided, good practice celebrated and any areas for development identified.

What the school needs to do to improve further

- Improve self evaluation of the Catholic Life of the school, Religious Education and Collective Worship by:
 - focussing on outcomes to evaluate the impact of provision and plan further development;
 - continuing to address the areas identified on the Self Evaluation Document.
- Give Religious Education, the core subject in Catholic schools, a higher profile by:
 - including it more predominantly on the school website and prospectus;
 - monitoring the subject more rigorously to ensure all pupils are challenged.

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	2
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	2

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