



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN'S CATHOLIC PRIMARY SCHOOL

BURSCOUGH

Inspection Date	6 February 2018
Inspectors	Rev D Melly Mrs M Hillsdon
Unique Reference Number	119681

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	98
Chair of Governors	Mr P Dutton
Headteacher	Mrs E Devey
School address	Chapel Lane Lathom Ormskirk L40 7RA
Telephone number	01704 893523
E-mail address	bursar@burscough.lancs.sch.uk
Date of last inspection	26 February 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

- St John's school is a smaller than average sized Catholic Primary School situated in Burscough serving the parish of St John the Evangelist.
- There are 98 children on roll of whom 74 are baptised Catholic, 6 come from other Christian denominations and there are no children from other faith or religious traditions. Eighteen children have no religious affiliation.
- There are 5 teachers 4 of which teach Religious Education. Three are baptised Catholic and 2 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 John's school is outstanding 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.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. In one lesson the pupils were looking at the Mission Statement and discussing how it could be developed and improved. They know the Mission Statement, can talk about it with confidence and understanding in terms of their Catholic Vision. They said that it leads them as a school and binds them together.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils is outstanding. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
- 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 have been actively involved in renewing the reward system which is linked to the values of the Mission Statement and to the Star of the Week and 'Team Ticket' rewards. They participate in class Masses and celebrations of the liturgical year serving, choosing readings and singing. They are playground leaders and Year 6 are part of the buddy system for Reception children. Recently a head boy and girl and a deputy head boy and girl have been appointed. They also have a very active and committed school council. They were fully involved in the Faiths4Change workshop to plan, develop and contribute to creating the Spirituality Garden. They were also involved in a themed week on the Rosary. They are aware of the needs of others and seek justice for others within and beyond the school community. They have supported CAFOD, Marie Curie, Poppy Appeal, NSPCC, Jospice and the Burscough food bank Appeal
- Pupils value the visits of the parish priest and their visits to church especially for the class Mass on a Friday. This is also appreciated by the parishioners who attend daily Mass.
- Pupils respond well to the opportunities the school provides for their personal support and development. Good spiritual, moral, social and cultural development has been fostered through assemblies, Collective Worship, Religious Education and Personal, Social and Health Education lessons and the school have recently started to engage in the *Journey in Love* programme. As a result, the pupils 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 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 respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result of all this they respect and are involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. They attend the Archdiocesan Advent service annually. 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 clearly expresses the educational mission of the Church.
- 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. Staff have had a Spirituality Inset and have fully participated in reflecting on their own beliefs and values. This, under the leadership of the parish priest, is to become a regular feature of the life of the school. Continuous Professional Development on Catholic Life provided by Christian Education is regularly availed of.
- There is a strong sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. The Mission Statement is displayed in the foyer, hall and each class room. Religious Education and the Catholic Life of the school are tastefully displayed on walls and on focuses. The Forest School is a central part of school life promoting a sense of awe and wonder in God's natural world and calls out for care for our common home.
- 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. All are encouraged to take care for our common home and to respect the dignity of every human person. This is reflected in their fundraising for the various charities they support.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. The head attends the spirituality conferences and the curriculum leader attends all relevant in-service training.
- The involvement of the Parish Priest, particularly his celebrations of the liturgical year, are highly valued. This is effective in supporting and promoting the Catholic Life of the school.
- Policies and structures are in place, which provide excellent 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 Social and Health Education, and Relationships and Sex Education are well 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.
- 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. The head operates an open-door policy and endeavours to make all feel welcome and valued. As a result, parents/carers have an outstanding understanding of the school's mission and are very 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 totally dedicated to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. Governors have a strong commitment to the school and a drive for improvement. They make a valuable contribution to leadership offering a range of relevant skills and experiences which allow them to discharge their responsibilities effectively.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan 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.
- Most pupils, from their varied starting points, make outstanding progress.
- 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, most 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.
- Pupils concentrate 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 very well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils really enjoy Religious Education and there are no disruptions in lessons.
- Pupils' attainment, as indicated by teacher assessment is outstanding overall.
- The quality 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 very 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, open-ended and probing questioning, talking partners and role play. Consequently, most pupils are motivated and concentrate in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to the 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.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- Outstanding quality resources, including other adults, Information and Communication and T, displays and music are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- Excellent quality feedback, including affirmation, 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 engagement and motivation from most 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. Relationships and Sex Education has recently been introduced in response to the directive of the bishops.
- 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 outstanding outcomes in Religious Education.
- It is obvious that the curriculum leader for Religious Education has a passion for the subject. She has a clear vision for teaching and learning and an outstanding level of expertise in securing this vision. These are used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be consistently outstanding.
- Leaders and governors ensure that Religious Education is outstandingly planned.

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, sometimes with actions, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils regularly prepare and lead worship with confidence and enthusiasm and are becoming more independent in this. They are thoughtful in their planning of liturgy. Other pupils are very 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. Here the input of the parish priest is greatly appreciated.
- 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. One act of Collective Worship focussed on the coming season of Lent. All of this is enhanced by the celebrations of the liturgical year which are led by the parish priest who is very involved in the life of the school.
- 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. When interviewed the pupils spoke positively about their own faith but also said how much they enjoyed learning about other faiths and religions. They particularly enjoyed their study of Judaism.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is obviously a central 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. Pupils spoke of the prayer times dotted throughout the school day and how much they enjoy them.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a real understanding of the liturgical seasons and 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 totally engaging and all members of the community speak positively about these opportunities. Children spoke about their enjoyment of the time given to reflect. They also appreciate the 'Go Forth' element. In reception each child was given a plant pot, a bulb and some soil to take home and share the wonder of the world God created for us and the need to take care of it.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have excellent experiences of the Church's liturgical life.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an outstanding understanding of the purpose of Collective Worship and, with the input from the parish priest, are familiar with the wide variety of methods and styles of prayer in our church.
- Opportunities 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. The Collective Worship policy in place is excellent and most helpful.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context with the help of very tasteful artefacts. Since the last inspection they have created a sacred worship space outside which is enjoyed and valued by all, children and adults.
- 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. Even in reception pupils were encouraged to set up the worship focus.
- 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.

What the school needs to do to improve further

- To continue to implement the areas for development identified in the schools own Self Evaluation Document.
- To further embed the Relationship and Sex Education curriculum work commenced throughout all key stages.

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

<i>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</i>
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