



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. LUKE'S CATHOLIC PRIMARY SCHOOL

WHISTON

Inspection Date 26 November 2014
Inspectors Mrs. Pat Peel Mr. Dave Williams
Unique Reference Number 104460
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary
Age range of pupils 3 - 11
Number on roll 203
Chair of Governors Mr. Tony Green
Headteacher Mr. Albie Crist
School address Shaw Lane
Prescot
Merseyside
L35 5AT
Telephone number 0151-477-8580
E-mail address stluke@knowsley.gov.uk
Date of last inspection June 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

- St. Luke's is a smaller than average sized Catholic Primary School situated in Whiston. It serves the parish of St. Luke the Evangelist.
- There are 203 children on roll of whom 163 are baptised Catholic, 33 come from other Christian denominations. Seven pupils are from another faith or religious tradition.
- The school community is made up of lots of children from families which work at the local hospital. Lots of children join the school or leave during the course of the primary years.
- There are eleven teachers of whom nine teach Religious Education. Six have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection a new headteacher has been appointed.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Luke's is outstanding 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 St. Luke's.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement *"Following in the footsteps of Jesus as we live, love and learn together."*
- Pupils have an outstanding sense of belonging to the school and are really proud of it. Its values and ethos are visibly reflected in the attitudes and relationships between all members of this inclusive school community.
- St. Luke's is an oasis in the community whereby everyone feels safe, loved and valued.
- Pupils are actively shaping the Catholic character of the school by showing an outstanding commitment to living out their Mission on a daily basis.
- Pupils are encouraged to take on roles of responsibility by becoming councillors, buddies and monitors.
- In the wider community pupils act as ambassadors of the school during off site visits for example singing in the community at Tesco and Haven Lea Nursing home, competing at sports events at the High School, and undertaking residential trips.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example CAFOD, Nugent Care, Operation Christmas Child 'Shoebbox Appeal' and the British Heart Foundation to name but a few. In the local community pupils have raised funds for Willowbrook Hospice and collected food for the Knowsley Foodbank. Some children visited the Kirkby Distribution Centre to see what happens to the food.
- Pupils benefit from participation in annual residential outdoor activities. Year 5 and 6 pupils visit Robinwood Activity Centre at Alston Cumbria.
- Pupils have an excellent sense of belonging in this inclusive school community and value and respect others. They know that every day is a new start.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils benefit from an extremely caring and supportive environment. A year 6 child commented *"School is a fair place to be. All the staff are kind and take care of us!"* The learning mentor's room doubles as a nurture room and is a calm and welcoming quiet space.
- A quiet zone classroom is also open at lunchtimes for vulnerable children who need some reassurance and space by themselves. Children are very appreciative of this.
- The school uses the RAINBOWS materials to support pupils suffering from loss and bereavement.
- Pupils are rewarded with House Points. They take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements. Certificates are awarded at their weekly 'achievement' assemblies. These are attended by parents and governors.
- Pupils are rewarded for other aspects of school life. A bouncy assault course is being provided for children that show regular attendance.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' attainment in Religious Education is outstanding. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding. This is due to the excellent support given by the learning mentor and teaching assistants which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a broadly average level for their age and stage of development with some children exceeding expectations.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing in line with their age and capacity.
- Pupils 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 their learning is outstanding as shown by their interest, enthusiasm and outstanding behaviour in lessons. This is a real strength of the school.
- Pupils work 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' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- Pupils' liturgical formation is developing well across the school.
- They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in scripture.
- The school has begun to support pupils planning, leading and preparing Collective Worship but this needs to be further developed.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make good progress.
- Teachers are using the Archdiocesan template for planning. There is inconsistent use of the Driver Words when planning activities for identified groups of pupils. This is something which can be easily addressed to support differentiation by task. There was lots of evidence of Driver Words being used in the plenary sessions to reinforce learning outcomes. This needs to be extended further to support next steps marking.
- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes pupils are challenged and inspired which enriches their enjoyment of Religious Education.
- There was lots of evidence of a range of teaching activities. Very good use is made of time and resources e.g. interactive white board, God's and Church's Story, audio and visual media. Pupils were using i-pads independently in some lessons to reinforce their learning.

- The school is very effective in deploying learning support assistants to enhance lessons for those children who require additional support.
- Pupils are very positively affirmed throughout their lessons. There was some evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in next steps. Effort and achievement are celebrated.
- Samples of individual pupils work have been kept by the school over time.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. Assessment data whilst generated is not always used effectively to impact on further pupil progress. Driver Words need to be used routinely across the whole school when planning activities and throughout lessons to raise standards even further.
- There was evidence of assessment for learning taking place in some classes. In Year 6 pupils were using the Driver Words to self assess their own learning. This good practice needs sharing.
- The school has built up portfolios of moderated pieces of assessed work.

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

- The Religious Education curriculum is outstanding in promoting pupils' learning.
- 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.
- Termly Religious Education newsletters are provided for parents and carers.
- Parents and carers are invited to the Rejoice celebrations at the end of each topic.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as seasonal sports, dance, gym, French, music etc have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed.
- Children have explored the beliefs and values of another faith, Judaism and other religions i.e. Hinduism, Islam and Sikhism. Pupils have been visited by a practising Jew to support their leaning. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship plays a part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- The whole school ethos ensures respect is given to pupils of other religions during worship.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- The subject leader has recently introduced 'Stepping Stones' for Collective Worship. This will support teachers in actively facilitating Collective Worship alongside pupils to enable

them to plan, prepare and lead worship from the earliest years. This needs time to fully embed. Pupils must always be exposed to the Word of God in Scripture.

- 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 including the end of topic Rejoice celebrations.
- The parish priest is a regular visitor to St. Luke's and is fulsome in his praise of the work of the school. He presides at Mass in school and in the parish throughout the liturgical year. The children celebrate a number of Saint's Feast days linked to their respective Houses as well as key celebrations i.e. Easter, Christmas etc. Pupils from the school are altar servers in the local church.
- The school supports the With You Always family catechesis sessions alongside the parish catechists.

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 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.
- They show an excellent understanding of and are deeply committed to the Mission of the Church.
- Very Good 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 is a comprehensive document providing evidence of the schools monitoring, analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including 'Come and See for Yourself' celebrations, daily Collective Worship and Archdiocesan led subject leader briefing and spirituality days.
- All pupils from their earliest years are now actively involved in planning, preparing and leading Collective Worship. This is in its infancy and further development is necessary to embed it across the whole school. Children must always be exposed to the Word of God in Scripture.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Parents are consulted regularly and they support the school in many different ways.

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 outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the schools current Mission Statement, *At St. Luke's Catholic Primary School we follow in the footsteps of Jesus as we live, love and learn together.* Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- The new headteacher and governors have recognised that this needs to be reviewed and it is anticipated that this will take place at the start of the new academic year.

- Formal assessment tasks are being undertaken in line with Archdiocesan guidance.
- Internal moderation of assessments is provided for all staff. This enables judgements made to become more accurate. Joining a cluster of local schools will further aid this process.
- Assessment information is being collated by the subject leader and whole school pupil tracking is in place over time but there is insufficient evidence to show that it is being fed back into teachers weekly planning to impact on future pupil progress.
- A link governor for Religious Education is in place. Governors need to become more rigorous in monitoring outcomes for pupils in Religious Education. The link governor working together with the subject leader will support this and enable reporting back to the full governing body. It is a recommendation that Religious Education becomes a Standard Item on the Agenda for curriculum meetings.
- The Headteacher has identified that a review needs to be undertaken of the school's annual report to parents. Religious Education needs to be the first subject on the report and currently this is not the case.
- The subject leader is very committed in guiding Religious Education. He is keen and enthusiastic and has successfully led the implementation of the Come and See programme and subsequent reviews of all policies related to it. All the key documentation is in place for the delivery of the subject.
- Since the last inspection the school has continued to work on the areas identified in the Self Evaluation Document and subsequent Religious Education Action Plans drawn from it.

What the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - embedding the language of the level descriptors and Driver Words into the plan, teach, assess and review cycle across the school;
 - using Driver Words when marking to identify pupils next steps.
- Further develop the work already being done in assessment, monitoring and tracking of pupils progress by:
 - using information gleaned through analysis of assessment data to inform planning and track pupil progress.

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	1
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	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
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	1

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