



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. LUKE'S CATHOLIC PRIMARY SCHOOL

#### PRESCOT

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Inspection Date                      4 February 2020

Inspectors                              Mrs. Denise Hegarty, Mrs. Maria Eves

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                3 - 11

Number on roll                        198

Chair of Governors                Mr. A. McCaul

Headteacher                         Mr. A. Crist

School address                        Shaw Lane  
Whiston  
Prescot  
L35 5AT

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Date of last inspection             26 November 2014

# 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 Team and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Luke's is an average sized Catholic primary school situated in Prescot in the Knowsley area of the Archdiocese and serves the parish of St Luke the Evangelist.
- There are 198 children on roll of whom 107 are baptised Catholic, 44 come from other Christian denominations and 41 have no religious affiliation. There are 6 pupils from another faith or religious tradition at the school.
- There are 11 teachers at the school, 7 of whom are baptised Catholic. Ten teachers teach Religious Education five of whom 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 Luke's 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.
- They 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. They understand the school's Mission Statement and know that it is a call for them to live and work harmoniously as they learn 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 appreciate the need to forgive, be forgiven and have a good understanding of right and wrong as they follow the footsteps of Jesus.
- Pupils are developing a keen insight into the school's set of learning and behavioural principles - the six 'R's'. On the day of inspection, children were able to talk about each of them and about how important it was to live them out. They cited clear examples of how and why they should do this.
- 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 are aware of the needs of others and seek justice for them within and beyond the school community. They proactively support Knowsley foodbank and willingly raise money for a variety of charities including Nugent, Willowbrook Hospice and Cafod. At interview, a child spoke about the importance of doing 'random acts of kindness' when they could and appreciated the difference that this made to the lives of others.
- Pupils are very happy and proud to undertake roles of responsibility within the school e.g. as school councillors and lunch time monitors. Within these roles, they have an opportunity to improve the school experience for themselves and their peers. Many Year Six pupils act as monitors to ensure that a calm atmosphere prevails across the school by supporting younger children as they return to lessons and by sitting alongside them at assemblies.
- Pupils in Years Five and Six benefit greatly from residential opportunities at Robinwood Activity Centre. This enables pupils to develop self-confidence, esteem and to develop the ability to work in teams for the good of all.
- Pupils embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. During Advent all Key Stage Two pupils have the opportunity to sing carols at a nearby supermarket and some have sung at a local nursing home. Children have helped to pack and deliver food hampers in the local area and provided tea and coffee after Mass for parishioners. They have also invited senior citizens into school for games and refreshments. Many of these experiences are part of the school's planned Aspirations Programme, (11 experiences before they turn 11) which enrich pupils' lives.
- 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. They avail themselves of a variety of extra-curricular

opportunities including seasonal sports and singing with the choir. They can participate in competitions during the year across a range of year groups.

- The St. Luke award is presented each week at the Celebration of Achievement Assembly to a child who has demonstrated that they have lived out the school mission. Achievements gained out of school hours are also celebrated thus enhancing pupils' self-esteem and marking all their successes.
- Pupils, appropriate to their age and capability, are following the *Journey in Love* programme and have a good understanding of loving relationships within the context of a Christian understanding.
- Pupils value the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs. A Year Six pupil commented, "What's special about our school is that we always accept and welcome everyone and its great, in a good way, we are all different."

## **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's Mission Statement, 'We follow in the footsteps of Jesus as we live, love and learn together', clearly expresses the educational mission of the Church. It has recently been reviewed by all members of the community and shared with parents. Together with its aims and objectives, it is known and lived by the whole community and regularly spoken about at assemblies to ensure that all pupils understand it at an age appropriate level.
- 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, such as staff prayer and Continuous Professional Development on Catholic Life.
- This is clearly a happy, supportive community, evident in the genuine, caring relationships that exist across the school at all levels.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. There are many artefacts, displays etc. across the school which celebrate its Catholic Life. Footprints are strategically placed around the school and are used to emphasise appropriate behaviour, the six R's and how to live the school mission.
- Staff promote high standards of behaviour and are excellent role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- Many opportunities are provided for the spiritual and moral development of pupils and staff.
- The school have devised 'St Luke's Aspirations' which provides pupils with '11 experiences before they turn 11'. These include visiting a beach, going to the theatre, worshipping at the cathedral and cooking a meal to name but a few. These are also in addition to 'deeper learning experiences' that are provided for the children through the curriculum including bringing visitors in to share their life experiences. The school held an 'Aspirations Week' when family members and friends were invited to speak about their careers and life experiences. This helped pupils broaden their knowledge of the possibilities of different career paths.
- The school also holds an annual 'Enterprise Week' where children try to create an eco-friendly, sustainable product on a budget to sell and raise money for a chosen charity. It also devotes time to host an annual Anti-Bullying Week. The latest theme chosen was 'Choose Kindness'. The children explored this with resources provided by the school learning mentor.

- The school offers wrap around care for pupils with their breakfast and afterschool club. This helps and supports working parents. A 'Bright Start' initiative is used each morning to meet and greet pupils as they arrive in school. This positive beginning puts pupils in a good frame of mind to face the day.
- Links with the parish are strong. The parish priest is highly effective in supporting and promoting the Catholic Life of the school. He visits regularly. The chair of governors leads the parish *With You Always* sacramental preparation programme, for pupils in Year Four and the school supports it well.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. Staff members support children who find school and their social or personal life a challenge on a one to one basis or in small groups. The school uses the *Desty* Programme as emotional first aid for pupils' well-being. This empowers staff members to support children in developing their self-confidence, social skills and emotional resilience. Exercise classes and mindfulness sessions also contribute to well-being. The refurbished sensory room hosts play therapy sessions to children who, for a variety of reasons, would benefit from that kind of support.
- The school has a regard for the pastoral needs of staff and members' needs are also understood and catered for. Mindfulness workshops were delivered to all staff members.
- Adult literacy classes are available for parents in conjunction with a local college to support their needs. The school has hosted sessions of the Solihull Project which provides strategies for parents who would like more support.
- Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles. The *Journey in Love* programme is being used effectively, and parents are invited in to view the materials being used.

### **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 deep commitment to the mission of the Church. They are energised by the task and 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. The headteacher is pro-active in ensuring that all staff members understand their responsibilities as members of a Catholic community and leads by example.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff members have a deep understanding of the school's mission and are fully involved in shaping and supporting it. Staff are encouraged to complete the *Catholic Certificate in Religious Studies*.
- To the benefit of pupils, the school has strategies for engaging with parents and carers including those who might traditionally find working with the school difficult. Their views are sought at parent's meetings and acted upon. The school website and social media also hold information for parents and carers as do regular newsletters. As a result, they have a very good understanding of the school's mission and are supportive of it.

- As leaders, the governing body is determined to promote the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. They are firmly committed to supporting and ensuring that the Catholic ethos of the school is maintained and developed. Governors make a significant contribution to the Catholic Life of the school. They are dedicated to the mission, are involved in its evaluation and are ready to challenge as well as support when necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. The Relationship and Sex Education policy and guidelines meet Bishop's requirements.

## **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 make good progress in each key stage relative to their starting points and capabilities.
- Groups of pupils, including those with special educational needs and those who have English as an additional language, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are becoming religiously literate and engaged young people who use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Consequently, pupils are aware of the demands of religious commitment in everyday life. A child at interview commented, "Jesus' teaching helps us to understand each other more and how to try and follow his footsteps."
- 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 hard, understand how well they are doing, know what they need to do to improve, and can articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. Pupils enjoy challenging activities and respond well to opportunities which extend their learning when given. Behaviour in lessons is outstanding because pupils enjoy Religious Education and disruptions in lessons are unusual. Pupils work very well together in groups and pairs by co-operating and collaborating willingly with each other. They share their views and opinions enthusiastically.
- Pupils' attainment, as indicated by teacher and formal assessment is good. Pupils achieve at least age expected levels and this is an improving trend.
- The quality of pupils' current work, both in class and in written work, is good. This is evident in workbooks and class portfolios. Pupils were happy and proud to talk about their work and willingly shared it with inspectors.

### **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 and to their prior learning so that pupils progress well. As a result of this, teaching is at least good.
- Teachers are confident in their subject expertise and have an excellent understanding of how pupils learn. Consequently, pupils apply themselves well and make good progress in lessons and over time.
- Teachers employ a wide range of appropriate strategies, including individual and collaborative work. Consequently, pupils are highly motivated, engage enthusiastically, concentrate hard and remain on task in lessons.

- Learning objectives are consistently shared at the start of lessons, reiterated throughout and assessed during plenary sessions. Teachers now use driver words from the draft *Standards of Attainment in Religious Education* outstandingly. These are used to differentiate tasks when planning, delivered in teachers' repertoire and used in marking and feedback.
- Great sensitivity is shown to the needs of all pupils including those new to the school, those with English as an additional language and those of another faith or religion.
- In line with school policy for all subjects, a range of religious vocabulary, including key words from the topics, is introduced, stressed and reiterated. It is, therefore, quickly assimilated into pupils' vocabulary.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their progress and increases their confidence in making further improvements. A pupil said, "All our teachers are really nice and when you need help, they come straight away."
- Teachers manage time exceptionally well to maximise learning in lessons and across sequences of lessons. In all lessons observed, pace was swift and transition between input and pupils' independent work was smooth.
- Teachers use observation and questioning well during lessons in order to adapt tasks and explanations, so improving learning for pupils. Excellent use is made of questioning to assess learning and encourage deeper thought.
- High quality resources, including other adults are used effectively to optimise learning for pupils. The relationships that exist between teachers and additional adults in the classroom are a strength of the school. These adults make a significant contribution to meeting the needs of all learners.
- Teachers communicate high expectations about Religious Education to their pupils, who respond positively and enthusiastically. Regular praise is given for good work, attitude and behaviour.
- Working walls and displays are built on throughout the course of the topic and are used effectively to enhance and celebrate learning.
- High quality feedback leads to the engagement, interest, achievement and progress of pupils. Excellent assessment for learning strategies are deployed that ensure children know how well they are doing and what the next steps are for them to take. Pupils are given the opportunity to respond to marking, which also improves their understanding of what they need to do to improve.
- Assessment is used routinely to inform future planning.
- Alongside other school subjects, Religious Education is now 'showcased' so parents can examine what their children are undertaking in the subject and see how well they are doing.
- Achievement and effort are often celebrated leading to high levels of motivation from pupils. Children enjoy and are inspired to work and make progress by the Celebration of Achievement Assembly held each Friday where certificates are presented for behaviour, manners, attitudes and academic achievement.

## **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 guarantee 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. Consideration should be given to timing of lessons to make sure quality time is devoted to the core subject consistently across the school.

- A generous budget is set to enable excellent resources to be provided for the children and for staff receive appropriate continuing professional development to keep up to date with new initiatives etc.
- Leaders and governors make sure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Monitoring of planning, teaching and pupils' work is undertaken in line with the school's self-evaluation cycle. Appropriate feedback and support is given as required.
- Leaders' and governors' self-evaluation of Religious Education is a comprehensive and true reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. Self-evaluation processes feed into the Religious Education action plan which forms part of the overall School Development Plan. Clear lines of responsibility, timescales for completion and success criteria are identified and monitored for effectiveness by senior leaders and governors. This results in strategic action taken by the school leading to at least good outcomes in Religious Education.
- Pupils' progress is tracked in line with other core subjects and standards are monitored at governors' meetings in line with other key subjects.
- The relatively new curriculum leader for Religious Education has a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used very well to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently good. He is well-supported by the headteacher and link governor. Since the monitoring visit, systems have been put in place and are now embedding into practice and making a positive difference to standards.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.

## **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, reflect in silence and join in community prayer appropriately and with confidence. At interview, a child told the inspector how much they enjoyed Collective Worship as they found it "...peaceful and calm and a time to be with God."
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Children enjoy planning and celebrating Mass and writing their own prayers of intercession
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. They can reflect silently on what they have listened to from scripture for sustained periods of time in an age appropriate manner. This was evident in worship seen in Nursery and Year Six on the day of inspection.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. In Holy Week, for example, children lead a service for the Stations of the Cross.

- The experience of living and working in a faithful, praying community has a profound impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the way many pupils participate in prayer and liturgy with outstanding behaviour, attitude and regard for one another.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is 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 purpose, message and direction. The themes chosen for worship reflect an excellent understanding of the liturgical seasons and the Catholic character of the school. Liturgies held throughout the year reflect this. The parish priest is generous with his time, presiding at class and school Masses and at other services at key times in the year e.g. house feast days, St Luke's feast, leavers' Mass etc.
- 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 positively about these opportunities. A range of suitable, modern resources are available including music and media to make worship a positive experience for all.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have suitable experiences of the Church's liturgical life in an age appropriate way.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a deep understanding of the purpose of Collective Worship, the wide variety of methods and styles of prayer and the liturgical structure used. Planning and class portfolios produced over time are testimony to this. Opportunities are created to enable all present to pray, celebrate, reflect on current issues, give thanks and appreciate God's wonderful world.
- Occasions are planned in a manner that facilitates attendance by other adults associated with the pupils and school and the response to invitations is positive. Parents and governors are regularly invited to Mass and 'Rejoice' celebrations throughout the year. All families receive a copy of the Wednesday Word which enables them to share the Sunday Gospel together at home.

### **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are good 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 current policy needs to be updated to fully reflect the current practice in school.
- They have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of excellent practice for staff and pupils.
- They promote and support pupils' planning and leading Collective Worship following the correct approach and guidance from the co-ordinator.
- Leaders offer professional development of staff incorporating liturgical formation and the planning for Collective Worship.

- Leaders and governors need to regularly monitor, evaluate and review Collective Worship as part of their self-evaluation processes. Excellent practice in the school should be celebrated and shared with others.

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

- Raise the standards further by:
  - continuing to address the areas identified on the Self Evaluation Document which feeds into the Religious Education Action Plan. This will include continuing and embedding the programme of monitoring and evaluation.
- Further develop the quality of Collective Worship by:
  - reviewing the policy for Collective Worship;
  - monitoring the provision for Collective Worship in line with the school's monitoring and evaluation schedule.
- Further develop the work being undertaken in Catholic Life by:
  - continuing to develop a curriculum map for Relationships and Sex Education and embedding the *Journey In Love* programme;
  - revising the policies for the Spiritual and Moral Development of pupils to reflect current practice in the school.

# 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	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	2

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***