



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. CUTHBERT'S CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date	Tuesday 27 <sup>th</sup> November 2018
Inspectors	Mrs Julie Rourke Mrs Anne McNally
Unique Reference Number	104649

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	2-11
Number on roll	249
Chair of Governors	Mr Pat Maloney
Headteacher	Mr Dennis Hardiman MBE
School address	Aviemore Road Liverpool L13 3BB
Telephone number	0151 228 4137
E-mail address	cuthberts-ht@st-cuthberts.liverpool.sch.uk
Date of last inspection	23 <sup>rd</sup> April 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. Cuthbert's school is an average sized Catholic Primary School situated in Liverpool and mainly serving the parish of St. Oswald's. The school is part of a federation with St. Sebastian's Catholic Primary School. The schools share the same Executive Headteacher and governing body. Each school in the federation, has a Head of School in post.
- There are 249 number of children on roll of whom 134 are baptised Catholic, 55 come from other Christian denominations and 33 are from other faith or religious traditions. Twenty-seven children have no religious affiliation.
- There are 11 teachers at the school, including the headteacher, of whom 10 are baptised Catholic. Seven teachers have a suitable qualification in Religious Education.
- Since the last inspection, there has been a change in personnel. A new Chair of Governors has been appointed and a new subject leader in post.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Cuthbert's Catholic Primary School 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 are ambassadors of their mission, *'In love with Christ. Be the best I can. Be kind to one another.'* They appreciate, value and actively participate in the Catholic Life and mission of the school. On the day of inspection, children spoke proudly of their understanding of the history of their school. They know they are part of a trusting, loving family.
- They contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it. The children take part in an annual Mission Day. This year, for example, children experienced a day dedicated to the Eucharist under the theme *'Jesus is the Bread of Life.'*
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others.
- Children are praised regularly through a variety of awards, such as, attendance, behaviour, effort and achievement.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They have been involved in the Nugent's, Light up a Life service of remembrance at the Metropolitan Cathedral of Christ the King, Liverpool. Pupils are enthusiastic in their involvement with regular parish celebrations. They are confident in expressing pride in their own religious and cultural identity and beliefs.
- They celebrate their understanding of the Sacraments, they are proud of being a member of St. Oswald's parish and have displayed artwork in church. Pupils are encouraged to be a part of the after school, church craft club together with members of the community, staff and governors.
- Pupils regularly attend morning masses and the parish priest ensures they are part of several liturgical celebrations throughout the year. Pupils and their families are welcomed in the parish for Sacramental preparation classes.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They accept their responsibilities and as a result they take a leading role to become, for example, part of the School Council, buddies, Eco Club and Eco Warriors and prefects.
- Pupils enthusiastically 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. They are alert to the needs of others and seek justice for all within and beyond the school community. They support numerous causes such as, MacMillan, Nugent, Rota Kids, Zoe's Place and CAFOD. They perform their own school pantomimes and raise funds for the vulnerable in the local community.
- Pupils are proactive in contributing to, Positive about Ability Week, Anti-Bullying Week, International Week and Health and Wellbeing Week.

- Pupils fully live their Catholic mission through a variety of opportunities such as the variety of after school clubs that the majority of children take part in. This is acknowledged through the *Children's University* awards. The school choir are active in the community, taking part in many worship opportunities for those in residential care and for the Catholic Schools Choir Festival. Older pupils are part of a speech choir and enter a Speaking Class Festival.
- Children enjoy residential which promotes their team building, well-being, spiritual, social development and nurtures relationships.
- Pupils enjoy learning about other faiths and religions. They are encouraged to promote acceptance and tolerance within their inclusive, diverse school community.
- They take full advantage of the opportunities the school provides for their personal support and development, benefitting from, 60 Mindful Minutes and Cognitive Behaviour Therapy. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has been fully implemented. As a result of this, pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

### **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 is a clear and inspiring expression of the educational mission of the Church.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a welcoming, home from home. Displays around school reflect a variety of focuses which inspire the whole school community. Poignant quotes on classroom doors, celebrate the Catholic faith. Trophies awarded to the school alert visitors to the richness of opportunities provided for the children. There are reflective areas and a quiet room for prayer and reflection.
- St. Cuthbert's has a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer. The school is a supportive and joyful community. A staff member expressed, *'It is a pleasure to be part of this valuable team that truly respects the significance of our faith to guide our children.'*
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. The school has been awarded a *'Workplace Health and Wellbeing Charter.'* Supportive in-service training is provided, and staff belong to well-being committees. Governors grant a well-being day and social events are planned and attended by the staff. The schools' regular worship opportunities for staff are an outstanding example of their commitment as an inclusive community and a reminder that prayer, self-reflection and contemplation is at the heart of St. Cuthbert's.
- All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life. They enthusiastically participate in school activities, such as, staff prayer and Curriculum Professional Development on Catholic Life.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. There is a commitment to Catholic Social Teaching, caring for their common home and the dignity of every human person.
- The school provides many opportunities for children to be *Global Citizens*, taking part in the United Nations International Children's Emergency Fund Largest Lessons, Personal Social and Health Education and Relationships and Sex Education.
- Pastoral programmes are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.

- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. A Lead Practitioner liaises with families to support children's needs. Funding is used to finance resources, such as, school provisions or educational trips. Several interventions are used to support children and their families; Emotional Literacy, Rainbows, Think Yourself Great and extensive extracurricular time. Barnardo's, the National Society for the Prevention of Cruelty to Children, St. Vincent De Paul Society and Life Skills are also used to support children.
- The school has been awarded as a *School of Sanctuary*. They are an inclusive multi-cultural school who embrace the diverse gifts and support the needs of their school community.
- The parish priest is exemplary in supporting and promoting the Catholic Life of the school. He is regularly invited and welcomed into school. He works closely with the Head of School and has recently supported the school in children's Adoration. He fully supports the Religious Education programme. For the inspection, the parish priest praised the school staff for their enthusiasm and outstanding compassionate care.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website expresses the variety of opportunities provided for the children and its successes and celebrations.

### **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 Executive headteacher and Head of School are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community. 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 the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school. One example among many, is the school's planned focus for the *United Nations International Children's Emergency Fund, 'Rights Respecting Child' Award*.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. As a result, the staff have an outstanding understanding of the school's mission. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand the school's mission. They are invited to school masses, services, Sacramental preparation, and a variety of fundraising and school events. Regular parent questionnaires enable the school to celebrate its successes and make any future plans.
- The parish priest has regular meetings with the Head of School and cluster of schools within the parish to plan for the school and liturgical events.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority.

- Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- They ensure that there are home, school and parish links. They are involved in the after-school church craft club and Sacramental programmes. On the day of inspection, a governor explained the importance of their involvement, *'If we touch their hearts, we might encourage them to come to church.'*
- The governors celebrate regularly with the school through, for example, worship, fundraising events and assemblies.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives. Each initiative is planned thoroughly and is highly effective, ensuring the children and the whole school community are part of the Church's mission.
- The school is now ready to map the provision for Relationships and Sex Education identifying links with Religious Education, Science and Personal, Social and Health Education across the school year.

## 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.
- Pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Almost all pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- 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 exceptionally well, have a clear understanding of how well they are doing, and of what they need to do to improve, and can fully articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. They enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning.
- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult. On the day of inspection, children spoke about their how they enjoy the fun lessons that the teachers provide for them.
- The quality of pupils' current work, both in class and in written work, is outstanding. Their work is presented to a very high standard, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is outstanding evidence of developmental marking with the use of driver words. This enables pupils to benefit from challenges, know how well they are progressing and know how to keep improving.
- The children's Religious Education journals and portfolios reflect and celebrate the rich experiences and opportunities they are given. They are presented to a high standard. The

school's outstanding Foundation Stage evidence incorporates Religious Education within all aspects of the early years profile.

- Portfolios have inspiring titles. For example, the school's two-year-old provision is titled, '*This is the beginning of anything you want.*' and the year six, '*Learning is a treasure that will follow its owner everywhere.*'
- Pupils' attainment, as indicated by teacher assessment is outstanding.
- The collation of data for individual children and in specific groupings shows how the school is ensuring that every child is planned for. This supports their sustained progress.
- There is outstanding evidence of data collated from across the school, showing how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls.
- The school is highly successful in using the new *Standards in Religious Education*. This beacon of outstanding practice can now be shared through the cluster network of schools and with the Archdiocesan Education team.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make outstanding and sustained progress.
- Outstanding practices within school are monitored and shared to enable consistency in Religious Education lessons.
- Teachers are highly effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, the majority of teaching is outstanding.
- Teachers plan for and use driver words correctly and effectively to differentiate and challenge pupils. This enables them to communicate high expectations. Currently, the school has begun using new standards for Religious Education. They are adapting their planning to ensure that data is used to inform their learning objectives to suit the varying learning needs of the children.
- In an outstanding lesson on the day of inspection, a teacher differentiated groups of children using the driver words. Further differentiated activities ensured that gifted and talented children, as well as those with specific learning needs were catered for. This was exemplary, focused planning. Detailed tracking and data enables teachers to know and plan for the learning needs of every child.
- Teaching assistants provide outstanding understanding and consideration of the specific needs of pupils in their care and encourage progress. They are enabled to optimise learning for pupils.
- Teachers plan a wealth of creative activities to engage the pupils. In several lessons observed, 'hooks' were used. Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, maximising learning for every pupil.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Quality feedback on the day of inspection was frequent, leading to high levels of engagement, interest, achievement and progress.

- On the day of inspection, plenaries celebrated and gave further challenges to children's understanding. They are consistently involved in evaluating how well they are achieving. This contributes to their outstanding progress and provides them with a high level of confidence in making further improvements.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from 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.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage. Religious Education has full parity with 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 embraced and fully implemented.
- Leaders and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- Governors are fully informed of standards in Religious Education and the subject leader regularly reports to governors. They are fully aware of their responsibilities and ratify all policies linked to Religious Education. They know the standards of children's work and regularly support monitoring by including governor acknowledgment stickers in their workbooks.
- The Parish priest is fully supportive to staff in their preparation for lessons. He welcomes the invitation to be a teaching resource for children and teachers to deepen their understanding and be closer to the parish and church.
- Religious Education is led by an organised, effective, creative subject leader. She is a role model of outstanding practice. She seeks out ways to continually improve, keep outstanding progress and works with a highly effective cluster group of local Catholic schools.
- The curriculum leader for Religious Education has an inspiring vision for outstanding teaching and learning and a high level of expertise in securing this vision. This impacts effectively on teaching and learning in Religious Education, resulting in outstanding teaching.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children and there is a wealth of information on the schools' website.
- Parents questionnaires overwhelmingly agree that they are fully informed about their child's Religious Education.
- The school can now map the impact that Religious Education has on other areas of the curriculum, to show how effectively it weaves through the school and is at the core of children's experiences and learning.



# **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 value and regularly participate voluntarily in liturgy and prayer. They display confidence using a variety of traditional and contemporary approaches to prayer, scripture, religious artefacts and liturgical music.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.
- The pupils' Collective Worship Committee are given responsibility for prayer tables, they create their own prayers, research resources and prepare visual aids.
- Pupils take the initiative in leading worship with enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are engaged by the worship opportunities planned by their peers.
- There is a genuine enthusiasm for Collective Worship, reflected in the quality of singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. On the day of inspection, children used their open hands as a sign to reverently respond with their thoughts about Scripture. Children were given time with God, prayed together, sang beautifully and were provided with purposeful go forth messages.
- The experience of living and working in an inclusive, faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background.
- Pupils have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy. Pupils of other faiths are invited to pray with the school community and they also have use of a sacred space dedicated for their own prayers and reflection.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff, whatever their own faith background.
- On the day of inspection, staff gathered, as they do regularly, to a liturgy which gave them and the inspectors time with God and to contemplate the day ahead.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.
- The Gospel Values themes reflect the rhythms of the liturgical year and ensure that staff are fully supported in their planning of worship which leads to outstanding acts of worship provided for the children and the whole school community.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality, cherished by every member of the community.

- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring pupils have high quality experiences of the Church's liturgical year.
- The parish priest is fully active in the prayer life of the school. He has experienced the extent to which the staff at St. Cuthbert's share with the children, outstanding examples of love and support through prayer.
- The parish priest celebrates a variety of liturgical events for the school community for example, Advent and Lent services, St. Cuthbert's Feast day and Holy Days of Obligation.
- Staff are highly skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- St. Cuthbert's takes every opportunity to attract and facilitate attendance by parents/carers associated with the pupils and response to this invitation is outstanding. They plan to encourage and welcome more parents/carers to celebrate class masses with their children.

### **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 have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and they are able make these accessible to the pupils in a contemporary context.
- There are visible leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular and robust reviews of school performance.
- Governors are fully immersed in the prayer life of the school and regularly attend liturgies throughout the school year. They regularly attend training. One governor described their commitment, *'As a governor and Eucharistic Minister, I am blessed to see the children and families at Mass and at school events. I have tried to lead by example. I have encouraged and supported a number of pupils to go on to volunteer as altar servers at mass each week. The Parish and school have been our Christian family for over forty years.'*

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

- Continue to follow targets outlined in the Self Evaluation Document and any recommendations within this report.

## 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

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

