



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. CECILIA'S CATHOLIC JUNIOR SCHOOL

LIVERPOOL

Tuesday 2 October 2007

Inspectors Rev. D. Melly Mrs. L Caswell.

URN 104645

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic Junior
Age range of pupils	3 -11
Number on roll	217
Chair of governors	Mrs. B. Pemberton.
School address	Green Lane, Tuebrook, Liverpool, L13 7EA.
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Date of last inspection	15 October 2002
Headteacher	Mr. C. Coyne

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

Description of the school

St. Cecilia's Junior School is an average sized junior school. It is situated in Tuebrook, Liverpool and serves the parish of Saint Cecilia. It is part of the Liverpool Local Authority. The catchment area is one of social disadvantage. There are 217 learners on role all of whom are baptised Catholics. The number of learners eligible for free school meals is above average as is the number with learning difficulties and/or disabilities. There are 12 members of staff all of whom are Catholic.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Overall effectiveness of the school

St. Cecilia's is a good Catholic school with many outstanding features. It is a lively, caring, supportive community. A strong Catholic ethos is evident in the positive climate, which has been created for work and play; learning is fun there. Outstanding relationships have been established by working closely with home, parish and the local and global community. All are obviously valued, respected and cared for. Standards are outstanding overall. Learners achieve well and make outstanding progress. Teaching is good overall. Assessment is in place. The development of this is a priority for the school. The curriculum planning is very good and thorough and results in a very effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher, and senior management team, has a clear understanding of the school's strengths and a vision of how to meet development needs.

Grade: 2

Improvement since the last inspection

Following the last Section 23 Inspection in October 2002 the school has taken effective steps to ensure that all members of staff have had an opportunity to avail of in-service in Collective Worship and the delivery of the *Here I Am* programme. Collective Worship is continually revised and evaluated. New methods of teaching have been introduced. The handbook has been renewed, as has the Mission Statement.

Grade: 1

Capacity to improve

The school's self-evaluation is accurate and comprehensive though modest. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity and eagerness for further improvement.

Grade: 1

What the school should do to improve further

- Revise the Mission Statement with its aims and objectives;
- Develop the assessment already in place;
- Continue to implement the targets set out in the school self-evaluation document and development plan.

Achievement and standards

Learners' attainment on entry to the school is that expected of children of their age. Learners make good progress in the school and by Year 6 meet and some exceed the expectations of the *Here I Am* programme. Standards in Religious Education overall are good. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through assessment. Learners' work is always marked, always with positive comments that affirm and challenge and learners appreciate how they might further improve. Because of this learners are very confident and articulate in discussion. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles. Continued monitoring of planning, teaching and learning, as well as detailed evaluation of assessment, to ensure its effectiveness, will help to further raise standards.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. These achievements are shared with all and even shown on a plasma screen in the entrance hall. Children throughout the school are confident, enthusiastic and enjoy work. They have a good understanding of the life and teaching of Jesus and his Church, particularly in the scriptures. They are able to apply this to their own lives and experiences. Children are encouraged to value and respect each other at all times and particularly by selecting a pupil for the weekly quality award. Learners' behaviour is outstanding. They have a very good sense of right and wrong. The Gospel values of love, respect, honesty, truth, justice and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other.

Grade: 2

Quality of Provision for Religious Education

Teaching and learning

The quality of provision for Religious Education is good. All teaching is good. Teachers are secure in their knowledge and understanding of the programme and this is reflected in their thorough planning and delivery of the topics. This lends confidence to their teaching styles and helps engage the learners to work well independently and collaboratively. There is good structure to all lessons with good pace resulting in good production of work. Good questioning techniques elicited excellent ideas from learners' own experiences. Good use is made of affirmation and praise empowering children to be confident learners. Some teachers are enthusiastic and energetic and show wonderful creativity and imagination in delivering lessons and are happy to share personal experiences. They set exciting, differing tasks and provide attractive resources. Learners worked well together and independently and were cooperative throughout lessons. This challenges the learners and enables them to respond enthusiastically. Some very good use was made of information communication technology. Monitoring of teaching and learning through observation of planning, lessons and learners' workbooks has been put in place. It is hoped that the approach to this monitoring will be even more rigorous in the future. This programme of monitoring will ensure that the outstanding and good practice observed is shared, that there is consistency in application throughout the school, and standards will be raised further. Very effective use is made of learning assistants throughout lessons. The learning objective is shared at the beginning of most of the lessons and sometimes is revisited at the end. This helps maintain the sharp focus of the lesson. Learners' work is regularly assessed and records are kept.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. Newsletters are sent to the homes regularly with an outline of the religious topics to be covered and suggestions for involvement. Parents are also invited to attend school assemblies and Masses. The leadership team is keen not only to reach out to the homes and the parish but also to the wider community in order that they might bring the love of God to all. The school also reports on progress in Religious Education.

Grade: 2

Curriculum

The school is outstanding in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum

time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Extremely strong links are made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development.

Grade: 1

Leadership and Management

Religious Education

The leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school. The headteacher, leadership team and the Religious Education coordinator are making an excellent contribution in leading and supporting staff and have a clear vision for the further development of the school. The Religious Education coordinator shows enthusiasm for her role and is very committed to raising standards. An excellent handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, workbooks is in place. The monitoring of teaching and learning is to be picked up again and developed further. A process of assessment is also in place and is effective in moving children on. The more formal assessment that is expected is being reviewed and will be put in place. Six of the nine staff teaching Religious Education has a suitable qualification. Teachers are always encouraged to follow the course leading to the *Catholic Certificate in Religious Studies*. Teaching assistants are very effectively deployed. The subject leader attends coordinators' meetings and information is disseminated to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. Religious Education is well funded and money has obviously been well spent. The headteacher and Religious Education coordinator keep governors informed on matters relating to Religious Education. Governors discharge their responsibilities. Where possible they are very involved in the life of the school and are very supportive.

Grade: 1

Catholic Life of the School

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. St. Cecilia's is a school in which the Gospel spirit of love and respect permeates every aspect of its life and work. Teachers and learners alike are obviously loved and respected. A good Mission Statement, which expresses the philosophy of education in this Catholic school, is in place. This could profitably be revised and a statement produced that is easy to remember and accessible by being displayed throughout the school. All who form the school community were involved in the development of the Mission Statement, which is at the heart of all that is

done in the school. Objectives, showing how these aims are achieved, need to be put in place.

Grade: 1

Collective Worship

The quality of Collective Worship overall is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class, lower school, upper school or whole school gatherings. This fulfils government and Archdiocesan guidance. A very good policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship are very creative and enthusiastically led; they include quiet music to create an atmosphere, lighted candles, a focal point, prayer, and some time for personal reflection which is very well used. Scripture was well used, as also was PowerPoint. Learners and staff present responded enthusiastically. There was an excellent community spirit created where shared values were almost tangible. Learners took plenty away with them to contemplate and live out in their lives. There are focus tables in some classrooms, which are relevant to the current topic. These enhance delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

Grade: 1

Community Cohesion

The school is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Parents and carers are very involved in decision-making and life of the school. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education Programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism and Islam. They show a concern for the well-being of those less fortunate than themselves in their support of Zoe's Place, British Legion, Nugent Care, Housebound of the parish, Comic Relief and St. Joseph's School, Nablis.

Grade: 1