



St Cecilia's Catholic Primary School

URN: 150535

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

23 September 2026 – 24 September 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with diocesan directives

The school has responded to the areas for improvement from the last inspection

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Yes

Yes

N/A

What the school does well

- Christ is at the heart of St Cecilia's, where the deep commitment to Catholic social teaching empowers everyone to live in service to others.
- The school fosters excellent and thriving relationships with parents, parish and the wider community for the benefit of all pupils.
- The inspirational headteacher and dedicated leader for religious education have a clear vision for high quality Catholic education.
- All adults ensure pupils with additional needs receive effectively planned adaptations and sensitive pastoral support, which enables successful learning in religious education.
- The school makes systematic improvement due to the high quality, searching and accurate self-evaluation by leaders and governors.

What the school needs to improve

- Provide strategies, within religious education lessons, to support pupils' self-evaluation.
- Fully implement the Prayer and Liturgy Directory, with an emphasis on creative forms of prayer and a variety of prayer styles.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

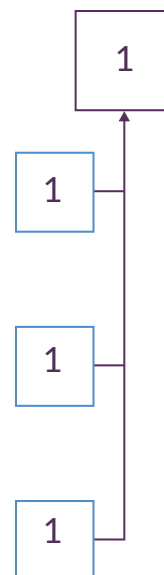
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupil Outcomes

Pupils readily embrace the Catholic ethos of St Cecilia's. They strive to live out the mission statement, *With Jesus as our guide and walking by our side, we learn to love and love to learn*. Pupils have a secure understanding of the teachings of Jesus and can apply these to their everyday life experience. Catholic social teaching is at the heart of St Cecilia's. Pupils have an acute awareness of the different principles and know how to serve others. They explain that they deliver donations to the food bank to support people who are in need. One pupil stated, "We do this because that's what Jesus would do". They are active in their contributions to both the local and Universal Church. They care for their common home through collecting litter. They plant vegetables at the allotment, harvesting and cooking them. They raise money through the Big Lent Walk for *Cafod*. Pupils demonstrate respect for themselves and others, and behaviour is exemplary. Mental health champions explain that Jesus provides the example for how they should treat and support others, with care and kindness. They put these values into practice and can articulate how they have made a positive difference to the well-being of others.

Provision

The recently renewed mission of St Cecilia's is deeply rooted in the word of God and is lived out by all. A staff member explained, "The involvement of the whole school community in the formation of the school's mission statement and core values brought about a real sense of community and belonging to our newly formed primary school". Staff are committed to their contribution to the Catholic life of this school. They work tirelessly in the service of others, all are welcome and valued at St Cecilia's. It is a caring, inclusive community where pupils, staff and families feel a genuine sense of belonging. Another staff member said, "Our school is an oasis of calm in the neighbourhood, this was not lost by amalgamation, but strengthened". The school benefits from the many cultures and beliefs that are present and each contribution is celebrated. Staff are exemplary role models for pupils through their relationships with each other and the love and care they show. The inclusion and well-being manager, in conjunction with the senior leadership team provides the highest level of pastoral care for staff and pupils. The school environment is an effective witness to the distinct Catholic character, reflecting the beauty of God's creation. The curriculum for relationships, sex and health education has been carefully planned to meet the needs of the pupils in the local area.

Leadership

Leaders and governors are totally committed and highly ambitious in their roles as guardians of the Catholic life and mission of St Cecilia's. The inspirational headteacher has been instrumental in forming this close-knit community where Christ is at its heart. Governors are intrinsic members of the school family. They see the aspirations of leaders reflected in the ambitions of pupils, as they fulfil roles as school councillors and climate ambassadors. The drive in promoting Catholic social teaching is unwavering, demonstrating an exemplary commitment to helping the most vulnerable and caring for our common home. The curriculum has been devised through a Catholic lens with religious education at its core. Self-evaluation is a thorough and accurate reflection of the school's improvement journey. Archdiocesan initiatives are actively supported and training is highly valued and effective. The induction of new staff is of excellent quality, equipping them to fulfil their roles effectively. The rights and dignity of employees are highlighted through regular staff supervision, which is greatly valued. As a result, staff have a profound understanding of the school's distinctive Catholic mission. Empowering relationships between home, school and parish enable parents to understand and contribute to the Catholic mission. One parent said, "St Cecilia's is like a big, special family – they have brought my child on, in leaps and bounds".

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

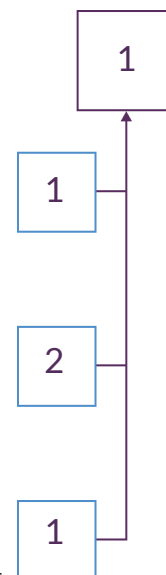
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupil Outcomes

Pupils are developing excellent knowledge and understanding from the content of the *Religious Education Directory*. Their acquired skills enable good progress by knowing more and remembering more from the planned curriculum for each year. As a result, pupils, including those who are disadvantaged and with additional needs, achieve the best possible outcomes. Pupils are religiously literate and can recall scriptures with confidence. They learn about Noah and the promise made by God. One pupil said, "The dove took the olive branch in its beak to show that this is a symbol of peace and hope". Pupils make strong links in their learning. One pupil explained how St Teresa and Abraham were similar stating, "They both had a strong belief in God and didn't give up". They make meaningful connections between scripture, their own lives and Catholic social teaching. Pupils are curious learners who ask probing questions during discussions. They speak articulately as they recall what they have learned. Work is consistently high in quality, with excellent presentation and creativity. Pupils proudly share their work in displays and working walls. Pupils enjoy working independently and cooperatively in groups, they are highly engaged and contribute well. Behaviour in lessons is outstanding. Pupils achieve well and in line with other core subjects.

Provision

Teachers have an increasing level of confidence in their teaching and delivery of religious education. There is a growing and open culture of learning and sharing of best practice amongst staff. Teachers are committed to the value of religious education and communicate this importance to their pupils. Religious education planning is detailed, evaluated and ensures that pupils learn well. Teachers use questioning effectively during lessons to deepen and extend pupil responses. Retrieval practice in all lessons enables time for revisiting and strengthening previous knowledge. Pupils' efforts and achievements in religious education are celebrated. In the most successful lessons, live feedback about pupils' learning ensures they make good progress. Teachers recognise the impact religious education has on the moral and spiritual development of pupils and space and time is given for *think, pair and share* discussions. Teachers plan lessons that enable pupils to present their learning in a variety of creative forms. The use of golden boxes has developed a sense of awe, wonder and excitement amongst the pupils and in their exploration of scripture. Adults within the classroom are successfully deployed to enhance the learning experiences and optimise pupil progress, particularly for those with additional needs.

Leadership

Leaders ensure that the religious education curriculum is a faithful expression of the Directory_.. Religious education has full parity with other core subjects and the curriculum has been sequentially designed and adapted to maximise progress. High priority has been given to securing regular professional development of religious education. The dedicated subject leader has a high level of expertise and knowledge, with a clear vision for her subject. She is a role model for other staff, who value her time and commitment. One teacher stated, "She leads with compassion, knowledge and experience, but most of all with care and kindness". New staff have attended training, which has supported their understanding of the curriculum and provided access to useful resources. Staff have also had opportunities to observe other teachers, helping them to develop a clear understanding of expectations for planning, teaching and learning. The school makes excellent use of the local parish to enrich the religious education curriculum. Leaders and governors provide robust monitoring of teaching and learning, which accurately identifies strengths and areas for development. These are swiftly acted upon and have had a significant improvement on standards. The link governor is knowledgeable about the development of religious education. She refers to her observations of the youngest pupils showing awe and wonder when using the golden box.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

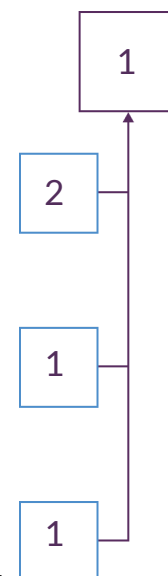
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupil Outcomes

Most pupils respond well to the experiences of prayer and liturgy provided at St Cecilia's. They enjoy using actions and singing joyfully as they welcome the gospel. There is a consistent appreciation of scripture, use of symbolic gestures and shared sacred silence across age groups. Liturgical ministries are willingly undertaken by pupil faith leaders. They reverently ensure the setting of prayerful focus tables, with a candle, bible and cross. These are accompanied by communal, established responses, which make links to Jesus as; *the Light of the World, the Word of God and the Saviour of the World*. This is embedded across the school. Pupils value time for celebration of the word in the prayer and well-being gardens. When reflecting on nature, they enjoy the spiritual experience of the presence of the Holy Spirit, expressed through the wind. They readily recall their experiences, and how these impact on their lives and inspire them to live out the gospels. Pupils are able to describe the parts of the Church's liturgical year very well and the special celebrations they attend. Although pupils can clearly articulate their prayer and liturgy routines, they would now benefit from widening their experience of different ways of praying.

Provision

Prayer and liturgy is central to the life of St Cecilia's. There is a natural, daily, embedded pattern of prayer that matches the seasons of the Church. Scripture is sensitively brought alive through links to everyday experiences and Catholic social teaching. It is thoughtfully chosen and explained to ensure that all present can participate, for example, by using silver coins, grapes and small figures to explain a parable. All are invited to the weekly Key Stage celebrations of the word. These are led by senior leaders who are exemplary models of prayer. They inspire and enable those present to go forth and live out the Kingdom of God. Pupil faith leaders receive formation in conducting their roles from knowledgeable members of staff. Spiritual music and well-chosen hymns set a prayerful atmosphere which enriches the pupils' experiences. Beautiful displays and focus tables are well cared for and conducive to prayer. One example is the prayer garden, planted with flowers and shrubs, with a lovely statue of Our Lady. Families are welcomed and included in the prayer life of the school. There is a flourishing partnership between the school and local parish. One parent commented, "Links with our parish have never been stronger, the parish church to the children is an extension of school – somewhere to celebrate and learn".

Leadership

Leaders and governors have a developed understanding of pupil's levels and skills in prayer and liturgy. They have provided a policy that is well formed and with clear progression of skills across year groups. The annual plan of provision is detailed and clear. It has been formed with input from the parish priest. The content includes many opportunities for spiritual growth through Masses, sacraments and celebrations. Leaders utilise a range of resources in planning celebrations, for example by reference to the lectionary and missal. Leaders' deep knowledge and understanding of the Church's liturgical year, ensures that prayer and liturgy fully meets the needs of their school and parish community. Training and induction of new staff is a particular strength. This is due to the priority placed upon training by governors and the expertise and knowledge of key staff. The link governor visits the school and has witnessed the high quality and importance placed upon prayer. Leaders are skilled in empowering others to take ownership of celebrations of the word. They inspire an increased confidence and skillset. They provide access to high quality resources. This ensures that prayer and liturgy is accessible and deeply meaningful.

Information about the school

Full name of school	St Cecilia's Catholic Primary School
School unique reference number (URN)	150535
School DfE Number (LAESTAB)	3412072
Full postal address of the school	Green Lane, Liverpool, L13 7EA
School phone number	0151 228 1760
Headteacher or Head of School	Mrs Suzanne Hurst
Chair of Governors	Mr James Kilburn, Mr Liam Fogarty
School Website	www.stceciliascatholicprimaryschool.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	3 - 11
Gender of pupils	Mixed

The Inspection Team

Christine Mason

Lead

Joshua Marshall

Clare Louise Dwerryhouse

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement