



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## GREAT CROSBY CATHOLIC PRIMARY SCHOOL

### GREAT CROSBY

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Inspection Date	8 October 2013	
Inspectors	Mrs. Denise Hegarty Mrs. Maria Eves	Miss Julie Lockett Mrs. Angela Paget

Unique Reference Number 104926

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	637
Chair of Governors	Monsignor John Furnival
Headteacher	Mrs Pat Speed
School address	Northern Road, Crosby, Liverpool L23 2RQ
Telephone number	0151 924 8661
E-mail address	head.greatcrosby@school.sefton.gov.uk
Date of last inspection	10 November 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

- Great Crosby school is a significantly larger than average sized Catholic Primary School situated in Crosby, part of the Sefton district of the Archdiocese. It serves the parishes of St. Peter and Paul's and St. Helen's, Crosby.
- There are 637 children on roll, all of whom are baptised Catholic.
- There are 34 teachers at the school including the headteacher of whom 24 are Catholic. Thirty three teachers teach Religious Education and 23 have a suitable qualification in Religious Education.
- The headteacher is new to the post since the last inspection.
- Religious Education is co-ordinated by a team of 3 people.
- The school was designated a National Support School in March 2012 and a National Teaching school in March 2013.

### Key for inspection grades

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

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## Overall effectiveness:

Great Crosby school provides outstanding Catholic Education.

## Inspection Judgements

### 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 are excellent ambassadors for the school and express their own views and opinions confidently and maturely.
- They know and understand the school's Mission Statement, '*That they may have life and have it to the full*' (John 10:10), and understand that it is asking them to make the most of the opportunities that come their way to do and be the best that they can be. They also understand that it applies to others as well as themselves. Representatives were involved in its evaluation and review. Child friendly statements, understood by all members of the community, have been produced.
- Despite the large size of the school, pupils have a strong sense of belonging to this school community. They understand the demands and responsibilities that the living the mission places on them especially in how they treat each other with care and kindness and form their relationships.
- Pupils are encouraged to take on roles of responsibility in the school and wider community and do so proudly e.g. as school councillors, peer mentors and playground buddies. Within these roles, they learn organisational skills and the importance of empathy and caring for each other. As school councillors, pupils are involved in decision making about school improvements and charity work. They are also concerned with raising awareness of how to care for their environment and of the importance of sustainability through the school Eco council.
- They are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including a local food bank, Alder Hey Hospital, their partner school in Sierra Leone and Jospice.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sports and music. Through them, they learn the values of commitment and responsibility.
- Year 5 pupils have recently had the opportunity to participate actively in residential trips to Blist Hill in Telford. The Year 6 Away Day gave them the chance to reflect on their learning experiences at Great Crosby. These experiences impact greatly on the pupils' social, spiritual and moral development.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. The Code of Conduct devised by the whole community is known, understood and followed by the pupils. It provides a clear, consistent agreed moral framework and subsequently behaviour throughout the school is outstanding.
- Education for personal relationships has fostered positive attitudes in pupils and respects the dignity of all. Children are learning to value themselves as children of God and understand how to form good relationships with family, friends and the community. They appreciate that each individual is special.
- The presence of chaplaincy in school helps to nurture the spiritual and faith development of the community within the Catholic tradition.

- Pupils praise and acknowledge the contribution of others. They show respect for the views of others and display a readiness to embrace and celebrate their lived experiences. They take great interest in what others gain rewards for at the whole school assemblies and are quick to congratulate them.
- They are involved in service to the local faith and religious communities. A long-standing partnership with Kankaylay Islamic school has extended the children's understanding of difficulties encountered as countries recover from war.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Islam within the curriculum.

### **Pupils' achievement and enjoyment in their learning in Religious Education**

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- Pupils' attainment in Religious Education is outstanding overall. Analysis of assessments undertaken provides evidence of pupils generally attaining or exceeding appropriate level for their age and stage of development in each key stage.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They 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 and enjoyment of their learning is generally outstanding as shown by their interest, excitement and excellent behaviour in lessons.
- On the day of inspection, all children were remained fully on task throughout their lessons showing sustained concentration and great application to their activities.
- They appreciate the efforts staff members make to make their lessons enjoyable, respond enthusiastically to the challenge and strive to succeed.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work and paired activities. They listen attentively to each other and share their thoughts freely. Across the school, children are very respectful of each others' views and opinions.

### **Pupils' response to and participation in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- They enjoy, respond very well and actively participate in daily Collective Worship. This is evident from observations on the day of inspection.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles.
- They enjoy the visual elements of worship, the use of ICT and music.
- They appreciate and are open to the Word of God in the Scriptures.
- Pupils sing joyfully and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident and skilled in preparing and planning worship from their earliest years for class and phase. They make good use of the Archdiocesan resources. A plethora of planners and photos support this.

- Children are enthusiastic in their leadership of Collective Worship and enjoy sharing these celebrations with peers and their families. They particularly enjoy celebrating the *Rejoice* part of the *Respond* process in *Come and See*.
- Their liturgical skills are very well developed.

### **The quality of teaching and purposeful learning in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Teaching is highly effective in ensuring that pupils are interested, engaged and make outstanding progress. Teachers teach the subject confidently and enthusiastically as they strive to be the best that they can be.
- A purposeful learning environment is consistently created across the school. Displays show the quality of work that goes on. Relationships within classrooms are outstanding. Adults work closely together in a relaxed, easy manner to meet the needs of all.
- Teachers plan exceptionally well and display very good subject knowledge. They work very hard and are excellent role models for the children to emulate.
- A range of teaching styles are deployed to motivate, inspire and excite pupils. These include the use of Information and Communication Technology and note-taking. The needs of all types of learners are duly considered and catered for. Classrooms are vibrant hives of activity as pupils busy themselves with their given tasks.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. In a reception class lesson on the day of inspection, the children were enthralled as they undertook activities to welcome the Queen of Hearts as a visitor to class and squealed with excitement as they worked industriously.
- Teachers take into account pupils' prior learning and try to ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding particularly to challenge the higher achievers.
- Teachers provide opportunities for pupils to work independently and collaboratively. The use of paired/shared work is very effectively used.
- They have very high expectations of the pupils they teach in terms of work, attitude and behaviour.
- Excellent use is made of time and resources especially Information and Communication Technology to maximise learning. On the day of inspection, this included the use of film clips, photos, recordings and PowerPoint presentations.
- Teaching assistants are deployed extremely effectively to extend and support learning. They feedback children's progress and achievement to the teachers they work with.
- Very effective use is made of visiting speakers and the school chaplain to enhance provision.
- 'Assessment for Learning' strategies are generally used very effectively across the school. This helps children understand where they need to go next and how best to get there.
- Pupils' contributions are valued and appreciated. Their ideas and experiences are drawn upon and given worth.
- Effort and achievement are celebrated through marking and verbal encouragement. Displays are used to celebrate and reinforce learning. Children have the opportunity to celebrate their work during the *Rejoice* part of the process in *Come and See* and in celebratory assemblies.
- Outstanding, innovative use is made of plenary sessions to move learning on further.
- The assessment of pupils work in Religious Education is outstanding. Teachers use their assessments very well to inform future planning.
- Marking is very effective and affirming as teachers use lots of positive and some dialogical comments on pupils' work. This extends their thinking and advances their learning and understanding. Teachers thus encourage the children to become independent learners.

- The school has outstanding assessment strategies which provide detailed information on the achievement of all the pupils.
- Teachers track individual progress and enter data onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving, indicate their next steps and tackle any underachievement.
- Teachers evaluate each topic effectively and enable pupils to evaluate their own work.

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

- The extent to which the religious Education Curriculum promotes pupils' learning is outstanding. Religious Education is clearly seen as the core curriculum subject in this school. There are many links with other areas of the curriculum, but the heartfelt focus is on Religious Education.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory. It has taken the programme and made it its own to capture the children's imaginations and inspire them to learn about and from religion.
- 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. The subject is positioned carefully on the timetable to ensure quality time is spent on it.
- Planning ensures full coverage of the Religious Education programme. Imaginative and creative strategies are deployed to enrich pupils' learning as the programme is used innovatively.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. A generous budget is allocated for the subject. Vibrant displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities such as theatre groups and links with a partner school in a different part of the Archdiocese have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem.
- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation. Input from the schools chaplains enhances this provision. The work done on inspirational leaders for the school feast day enabled children to recognise gospel values, moral purpose, diversity and vocation in others.
- Opportunities to raise awareness of and to experience the awe and wonder of God's world are sought.
- Every opportunity is taken to weave the values from the Gospel into the curriculum.
- The 'Ann Frank Project' challenged children's thinking about the importance of tolerance and understanding in today's society.
- Children have explored the beliefs and values of the Jewish faith and Islam. This helps to promote tolerance and respect for those who think differently. Visits and visitors also enhanced provision in this area.

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

- The quality of Collective Worship provided by the school is good.
- It reflects the Catholic character of the school very well, has a very high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.

- Opportunities are provided to enable full, active and conscious participation of the whole school community in most sessions.
- A variety of experiences are provided including phase and class. Sacred spaces are created in classrooms, the school hall and in the outdoor environment.
- Collective Worship is well-planned and adults provide outstanding role models for pupils to emulate.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils and staff members reflect upon their lives and mission.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. There are planned opportunities for children to pray in word, song, movement, mime and dance.
- Senior leaders monitor the quality of provision.
- The Religious Education team ensure that suitable resources are purchased and used effectively. The new resource boxes are a great asset and are used effectively.
- Focal areas are available in each classroom and there are a number of lovely devotional areas around the school including the entrance area and corridors. These enable the children to make links to the theme and create sacred spaces to enhance worship.
- Staff members have received recent training and good practice has been shared.
- The teachers are able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Many 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 and the Church's liturgical year.
- The school has strong links with the parishes of St. Peter and Paul's and St. Helen's and works closely with the clergy to facilitate Eucharistic and other services and celebrations to mark the liturgical seasons.

**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 how they plan and implement improvement to outcomes for pupils
- They are wholly committed to promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement – '*That they may have life and have it to the full*' (John 10:10) and in its aims and objectives. All who form part of the school community including parents, priests, governors and children were involved its development following the appointment of the new head teacher and in its annual review subsequently. They celebrated the new Mission Statement with a service of dedication and an open day.
- 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.
- It is epitomised in a 3D structure kept in the entrance hall, used on all documentation and prominently displayed throughout the school. It is the root from which all policies and procedures stem.
- Displays throughout the school speak of its Catholicity and celebration of life. The school supports the work of 'Imagine' in Mozambique and continues to support a long standing partner school in Sierra Leone.

- The school's code of conduct sits firmly within its mission and encourages children to treat everyone with respect and to try their best in everything they do.
- Relationships across the school are outstanding. This is a very inclusive, happy community where all are made truly welcome and have equal opportunities. Staff and pupils enjoy their life and work here.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement as they do their best to take every opportunity to be the best that they can be.
- Staff members act as positive role models and endeavour to live the mission each day with Jesus' teaching at the centre of all that happens in the school. They enjoy their life and work as part of the community and are very loyal members of it. They appreciate the efforts senior leaders make to provide a positive, supportive environment.
- Leaders, governors and managers use the monitoring data available very well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. It gives an accurate picture of the Catholic Life and work of the school.
- The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It could be more streamlined by being disciplined in identifying outcomes.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it. As a teaching school they are working with the Archdiocese to spread and share the good practice that goes on here.
- All teachers are encouraged to undertake the *Catholic Certificate in Religious Studies*.
- In-service sessions at LACE are regularly attended and Religious Education features regularly on the staff meeting agenda. Time is allowed for whole school Continuing Professional Development e.g. recent Collective Worship training and staff-meeting times are given to *Come & See for Yourself* and to moderation of work following formal assessment.
- The quality of Collective Worship is a priority for the school. It is monitored and evaluated by senior leaders. An excellent up to date policy and guidelines for its implementation are in place.
- Members of the school community have the opportunity to attend Friday Masses during Lent and Advent.
- Good use is made of the *Wednesday Word*, provided by the parish, to raise awareness of the week's Scripture readings for parents and carers.
- A Rosary Club meets during October to pray the rosary together. This is well attended by pupils and members of staff.
- *Home is a Holy Place* workshops support key liturgical events throughout the year and encourages parents and children to work alongside one another.
- Spiritual and Moral Development Policies are in place and reviewed annually by the Governing Body.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as *Home is a Holy Place*, *Come and See for Yourself* etc. Termly services of reflection and reconciliation are well attended. These are good opportunities for reflection. Staff members are well-supported in their individual faith journeys.
- Every individual child is nurtured and cared for as staff members provide opportunities for each one to become a responsible citizen in the modern world able to make a contribution to society. From their earliest years, the children know and understand that God loves each one of them for the unique individual person that they are.
- Vulnerable children and those who have suffered loss are supported very well by *Rainbows*, the Pastoral Support Assistant and through the pastoral care of senior leaders.



- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. 'Go Givers' who look at global issues across the world.
- Through assemblies and themed weeks e.g. Anti racism / Bullying / Global issues children's awareness of Christian values and environmental issues are raised. Outside providers e.g. Theatre groups contribute to this.
- The Year of Faith was celebrated well by the school through displays and celebrations. This included the decoration of classroom doors as 'doors of faith.' These strategies ensured that the year was a memorable time for the children to celebrate their faith.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level within the school and within the parish community.
- The school supports the Archdiocesan sacramental preparation programme, *With You Always* very well and a member of school staff is actively involved as part of the catechetical team. The school invested a lot of time in enabling the older children to complete their induction into the Church by preparing them to receive the sacrament of Confirmation.
- Parents are consulted regularly through e.g. the Parent Forum, by questionnaire and are involved in a variety of ways in the life of the school. They are kept well-informed through newsletters, the school website and text messages. The Mission Statement and Religious Education information and newsletters are prominently placed on the school website
- Governors fulfil their responsibilities very well. They are fully committed and kept well-informed about the Catholic Life of the school. They have effectively helped to shape the direction of the school through their high profile in the school and monitoring of the Self Evaluation Document. They regularly attend the whole school celebrations, Acts of Worship and special liturgies throughout the year. There is a link governor for Religious Education who attends appropriate in-service.
- The RE team attend all Governing Body meetings and can answer questions governors pose concerning Religious Education and the Catholic life of the school.

**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 how they plan and implement improvement to outcomes for pupils. There is a deep level of commitment to provide the best of everything for the community.
- Religious Education is very much at the core of the curriculum in Great Crosby School, and high expectations are set by senior leaders. There is a real 'buzz' of enthusiasm for the subject.
- A generous budget is provided to enhance provision and considerable investment was made in ensuring Information and Communication Technology was suitable to be used effectively with the new programme for Religious Education.
- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching the subject.
- Teaching and learning is monitored through joint observations and appropriate feedback and support given if necessary. Good practice is celebrated and shared.

- Continuing professional development opportunities are regularly provided for all and additional support and induction opportunities are given to new or inexperienced staff members.
- Termly meetings are held for moderating assessments and disseminating any new information for staff. Staff meetings are arranged to plan topics etc.
- The quality of planning is outstanding. Tasks are always clearly differentiated to meet the needs of all and assessments made consistently inform future planning.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff are familiar with and becoming more secure in their levelling of work.
- The Religious Education team is outstanding in guiding Religious Education. They show commitment enthusiasm and diligence. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. They have ensured the smooth implementation of *Come and See*, have exceptionally good subject knowledge and advise, support and lead staff in an outstanding manner.
- Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- A range of visits and visitors enrich topics etc. visits to places of worship and a member of the Jewish faith shared his faith commitment with the children.
- Governors are kept well-informed by the RE team and other senior leaders. They are interested, proactively involved and avail themselves of training. They have received training on the use of data as a means of monitoring progress and can apply this to Religious Education. Senior leaders encourage them to be visibly present in the life of the school.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can help to support their children's Religious Education. They advertise special liturgies and events.
- Parents receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. They are consulted on different issues depending on the topic being covered and encouraged to support their child's learning.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated by all.

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

- Improve the provision for Collective Worship by consistently:
  - providing opportunities for maximum participation of all present;
  - giving participants time to reflect silently on what they have heard from Scripture;
  - including prayer in response to the reading;
  - and by embedding the skills learned in recent training.
- Improve the Self Evaluation Document by:
  - ensuring outcomes and provision are clear and distinct.
- Continue to implement the areas for development that have been identified by the school in the Self Evaluation Document.
- Celebrate all the outstanding work that goes on in the school and share it with others.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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

<b>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</b>
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