



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST ROBERT BELLARMINE CATHOLIC PRIMARY SCHOOL

BOOTLE

Inspection Date Tuesday 23rd May 2017

Inspectors Mrs Julie Rourke Mr Andy Cocker

Unique Reference Number 3433316

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 208

Chair of Governors Mrs A M Pennington

Headteacher Mrs M O'Neill Dowell

School address Harris Drive,
Bootle,
Merseyside
L20 6ED

Telephone number 0151 922 1216

E-mail address Head.strobertbellarmine@schools.sefton.gov.uk

Date of last inspection 1st May 2012

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. Robert Bellarmine School is an average sized Catholic Primary School situated in Bootle, serving the parish of St. Robert Bellarmine and many of the surrounding parishes.
- There are 208 children on roll of whom 196 are baptised Catholic, 8 come from other Christian denominations, 4 have no religious affiliation.
- There are 8.5 teachers of whom 7.5 teach Religious Education and 8 have a suitable qualification in Religious Education. 7.5 teachers are baptised Catholic.
- Since the last inspection there is a new Religious Education subject leader.

Key for inspection grades

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

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Overall effectiveness:

St. Robert Bellarmine Catholic Primary School is an outstanding school in providing 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.
- Pupils know and understand the school's Mission Statement; *We are God's work of art*. They understand the part they play within it and are fully involved in its evaluation. Each year the pupils take part in a Mission Day to reaffirm and show how they will live their mission throughout the school year.
- The Mission Statement is celebrated each year, for example, through display, collective worship and a Mission Statement book containing children's photography.
- Pupil's behaviour is exemplary; they know right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions. They are quick to congratulate, respect and above all show love to one another.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
 - They are encouraged to take on roles of responsibility in the school, e.g. through the school council, as prefects, house captains, digital leaders and buddies.
- Pupils and their families show responsibility and care to their local community. For example, by donating toys for the *Nugent Care* collection in Advent and donating food for the *South Sefton Food Bank*. Each year pupils take part in a *Smile Challenge* and spend time with those less fortunate in the local community.
- The Year of Mercy was an example of how pupils and their families care for their local community by providing food and caring for the homeless in Liverpool.
- Pupils are fully supported by their parish priest. Pupils take active roles in a wide range of Masses and celebrations including attending a weekly parish mass.
- Regular fundraising at school serves the wider and global communities, such as, *CAFOD*, *Macmillan*, the *Royal British Legion* and *Children In Need*.
- Pupils enjoy and benefit from participation in many educational day trips and residential school activity trips at *Crosby Hall* and *Colomendy* in Wales.
- Older pupils attend a retreat day at *Savio Salesian College* where pupils are invited to take part in a variety of activities.
- Education for pastoral care and personal relationships fosters positive attitudes in pupils. Pupils and their families are offered care and support where there is need by the school and are supported by outside agencies.
- The school praises and acknowledges the contribution of others, evident in their award assemblies. Pupils enjoy certificates for their improving class work and are awarded a leaf placed on the schools' *Success Tree*, displaying how they have actively lived out their mission statement.
- Pupils show a readiness to embrace, celebrate and share their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils' work is moderated and standards and expectations are continually raised.
- 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 outstanding as shown by their interest, enthusiasm and behaviour. On the day of inspection, pupils concentrated well and were on task.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the Scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years. Pupils are encouraged to become prayer leaders in a worship group.
- On the day of inspection, teachers led worship with appropriate support from pupils. Worships observed were outstanding, positive and enriching experiences for everyone present.
- All elements of worships observed were thoughtfully prepared. The Word was treated with the utmost reverence and responses were reflective, creative and heart felt.
- Children are able to participate in a variety of gatherings, for example, the schools' prayer garden offers pupils opportunities for worship and their own personal reflections.
- Outstanding worship opportunities are created for pupils and evidence is collected through planning portfolios and is evident on the schools' website.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge which deepens pupils understanding. They deploy a range of teaching styles.

- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. There are excellent pupil and adult relationships. There are established routines and teachers provide a positive, safe and secure learning environment.
- On the day of inspection, pupils were given plenty of opportunities to express themselves through quality questioning and were challenged to develop their thinking.
- Lessons included a wide variety of activities, including, paired discussions, prior learning, creative use of key questions, independent and collaborative work and positive, affirming feedback to pupils.
- In one lesson observed, older pupils explored how the Ten Commandments influence their own lives. Driver words were used effectively to differentiate pupils' work. They were consistently challenged throughout the lesson and pupils quickly progressed in their understanding.
- In another lesson observed, children recognised right and wrong decisions. The teacher made excellent use of the key questions and key topic words to further understanding. No learning time was wasted. Groups were engaged and challenged in their given tasks.
- On the day of inspection, plenary sessions were used well, enabling pupils to reflect and respond about their progress. Pupils were often challenged in their thinking and discussion.
- In the Foundation Stage work is presented to a high standard and Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide outstanding care and support to pupils and teachers. They are deployed effectively and use quality questioning when working with groups and ensure all pupils in their care reach their full potential.
- On the day of inspection opportunities for Information Technology were used well through the use of interactive whiteboards and I-Pads.
- Planning is produced on recommended Archdiocesan planning formats and shows learning objectives, driver words, differentiation, a range of activities, home and school links, supported groups and evaluations.
- Pupils' workbooks are an outstanding reflection of pupil's hard work and achievements at all stages of learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is positive, reflective and thoughtful. It supports and encourages pupils' next steps in learning and the driver words are included when appropriate. Teachers enable pupils to respond to the next steps in their learning.
- The school has assessment strategies in place, providing information on the achievement of all the pupils. The school tracks the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. 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.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well-planned strategies are deployed to enrich pupils' learning.

- The curriculum is customised to meet the needs of groups and individuals.
- The Religious Education curriculum and planned events provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- Older pupils have the opportunity to take part in *Philosophy for Children*. Children also have the opportunity to choose a Scripture quote to live by at the beginning of each school year.
- There is outstanding evidence of pupils' spiritual and moral development, for example in beautifully presented in class portfolios.
- There are a variety of after school activities which have a positive impact on the curriculum. Pupils are able to 'graduate' from Edge Hill University because of their contributions to extended clubs.
- The Archdiocese of Liverpool supports Catholic schools in educating all pupils to learn to live alongside others who are different and hold alternative views, including religious views. Just as Jesus showed us, by respecting those within and outside his own faith, pupils at St. Robert Bellarmine enjoy learning about Judaism, Hinduism and Islam. Pupils have visited other places of worship and invited visitors into school from other faiths and religions.
- There are many opportunities for children to explore the beliefs and values of other cultures, faiths and religions. Spanish is taught throughout the school. Multicultural events are held each year that link with the *Come and See* programme and the Geography curriculum.
- The school environment is welcoming with creative and quality displays throughout. These areas reflect the hard work and dedication of staff and pupils.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and is inclusive to all.
- Collective Worship has a 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary 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 and the Church's liturgical year, such as, Advent and Easter.
- The school is planning to develop further opportunities to celebrate the *Come and See* programme with parents and carers.
- Opportunities are provided to enable full, active and conscious participation of the whole school community, such as, *Poppy Day*, *Mission Day*, and *Remembering the '96*.

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 the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the

development and review of the Mission Statement. Its aims direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.

- Leaders, governors and managers are deeply committed to the Church's mission in education.
- Staff and pupils know, own and live out their Mission Statement. Many opportunities are provided for the school community to play an active part in their mission. The staff lead by example and fundraise each year for a charity of their choice. The pupils are encouraged to suggest their own ways to support and serve others.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- The Self-Evaluation Document provides evidence of the schools' monitoring, searching analysis and self-challenge. It provides a basis to celebrate strengths and outlines areas for development.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. There are positive relationships at every level within the school.
- Governors have full knowledge and understanding of the Catholic Life of the school. They fulfil their responsibilities and help shape the direction of the school.
- Governors are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the headteacher regarding the Catholic Life of the school.
- Governors ensure the Catholic character of the school has a high profile and ensure close links with parish and home.
- The Parish priest ensures that the school community gathers regularly for liturgical events and children attend a weekly mass which is celebrated with the local parishioners.
- The Parish priest aids teachers in Religious Education learning opportunities and the school supports the *With You Always* family catechesis programme.
- The school provides induction and regular in-service training enabling staff to further understand the Church's Mission in Education and play their unique part in it. Regular prayer opportunities are provided for the staff.
- Most staff members teaching Religious Education have their Catholic Certificate in Religious Studies.
- The quality of Collective Worship is a priority in the school. An up to date, detailed policy is in place suiting the needs of the school and worship themes are planned to link to the liturgical year. It is effectively monitored and evaluated by leaders, governors and managers.
- Parents are consulted regularly and are involved in a variety of ways in the life of the school, e.g. through regular newsletters, the school website and a variety of liturgies, celebration and fundraising events.

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 the way they plan and implement improvement to outcomes for pupils.
- The subject leader is outstanding in her role. She shows care, commitment, leads by example and with enthusiasm. She effectively plans and disseminates new initiatives when appropriate.
- The subject leader is part of a local cluster of schools which is effectively supporting the Religious Education standards in school.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.

- Governors are informed of standards in Religious Education. The Religious Education governor is fully informed and information is regularly shared.
- There is a robust programme for the monitoring and evaluation cycle. Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- Detailed and comprehensive documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents, including detailed observations and tracking from the Foundation Stage team.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education leader, staff members and local cluster schools. Continuing to moderate with a small cluster of schools will provide consistency and progress standards further.
- Assessment information is collated, tracked and analysed by the subject leader and shared with the leadership team and governors.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

What the school needs to do to improve further?

- Continue to implement the Self Evaluation Document using the guidance outlined in this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

How good outcomes are for individuals and groups of pupils	
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	1

PROVISION

How effective the provision is for Catholic Education	
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	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate