



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST EDMUND'S AND ST THOMAS' CATHOLIC PRIMARY SCHOOL

#### WATERLOO

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Inspection Date                      13 November 2018

Inspectors                              Rev D Melly, Mrs M Hillsdon, Mrs A Williams

Unique Reference Number      104928

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                        313

Chair of Governors                Ms C Howard

Headteacher                         Mr K Loftus

School address                      Oxford Road  
Waterloo,  
Liverpool  
L22 8QF

Telephone number                 0151 928 5586

E-mail address                      admin.stedmundsandstthomas@schools.sefton.gov.uk

Date of last inspection             25 September 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 Edmund's and St Thomas' school is a larger than average sized Catholic Primary School situated in Waterloo, Liverpool, and serving the Parishes of St Edmund of Canterbury Waterloo and Our Lady Star of the Sea and St Thomas of Canterbury Seaforth and Waterloo
- There are 313 on roll of whom 284 are baptised Catholic and 18 come from other Christian denominations. Two come from other faith/religious traditions and 9 have no religious affiliation.
- There are fifteen teachers in the school. Fourteen are baptised Catholic. Twelve teach Religious Education. Ten teachers have a suitable qualification in Religious Education. A further four are currently studying for the Catholic Certificate in Religious Studies.
- Since the last inspection a new Religious Education co-ordinator has been appointed. There is also a new chair of governors.

### Key for inspection grades

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

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Further copies of this report are obtainable from the school.

## OVERALL EFFECTIVENESS

St Edmund's and St Thomas's school is outstanding in providing Catholic Education.

## CATHOLIC LIFE

### **The extent to which the pupils contribute to and benefit from the Catholic Life of the school**

- All pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- 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. Each year commences with a week of celebration of the Mission of the school. Children are totally involved. They know the Mission Statement and are proud of it.
- All pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is exemplary at all times. 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. The philosophy underlying 'No outsiders in our school' is at the heart of all that is done.
- All pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community. They are alert to the needs of others and seek justice for all within and beyond the school community. They are keen fundraisers for charities such as the British Heart Foundation, McMillan Cancer Relief, St Joseph's Hospice, The Good Shepherd, CAFOD, the local food bank etc.
- All pupils highly value the school's chaplaincy provision. Both parish priests are very involved in the life of the school and contribute greatly. Pupils take leadership roles especially in Collective Worship and actively participate in opportunities provided by the school to sing in local care homes. They also take full advantage of the residential in CHET where the opportunities for Collective Worship are particularly appreciated.
- All pupils take full advantage of the opportunities the school provides for their personal support and development. Here the work of the school learning mentor and the external counsellor are particularly valued. At the moment they are having an 'Anti bullying' week. As a result, pupils are happy, confident and secure in their own stage of physical, emotional and spiritual growth. One pupil in year two said that the school is special because no one hurts anyone.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian. *Journey in Love* has been introduced and is being developed.
- All pupils enthusiastically embrace a holistic approach to education, have a profound understanding of what it means to have a vocation and they joyfully offer their gifts in the service of others. They take on the role of prefects, ambassadors and school counsellors.
- All pupils deeply value and respect the Catholic tradition of the school and its strong links with the parish communities and the Archdiocese. As a result, they are enthusiastically and regularly involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. All pupils are confident in expressing pride in their own religious and cultural identity and beliefs.

## **The quality of provision for the Catholic Life of the school**

- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church. It is summed up in the motto 'Love, learn and live like Jesus'.
- All staff are fully committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school, such as, retreats, staff prayer, Continued Professional Development on Catholic Life. Here the input of the priests is highly valued.
- There is a very strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. Prayer is at the heart of all that is done. The school is a supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff. The contribution of both priests here is exemplary.
- The chaplaincy provision is outstanding in supporting and promoting the Catholic Life of the school.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education, and Relationship and Sex Education, are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.

## **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- The school's leadership is deeply committed to the Church's mission in education. Leaders 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 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.
- Continued Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. All in-service offered by The Christian Education Department is availed of. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.

- The school has highly successful strategies for engaging with parents/carers to the obvious benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have a thorough understanding of the school's mission and are highly supportive of it.
- As leaders, 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 give freely of their time and expertise.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archdiocesan vision throughout the school. Relationship and Sex Education has recently been introduced in response to the wishes of the Bishops' Conference.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- All pupils, from their varied starting points, make good progress in each key stage, with some achieving outstanding progress.
- All groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- 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.
- All pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- All 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.
- All pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because all pupils obviously enjoy Religious Education and they are never off task even in extended periods without direction from an adult.
- Pupils' attainment, as indicated by teacher assessment is good. There is an obvious progression as pupils make their way up the school. The quality of pupils' current work, both in class and in written work, also improves as pupils progress up the school.

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

- 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, and teaching is never less than consistently good.

- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. As a consequence, all pupils are inspired to learn and make good and sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work. Consequently, all pupils are highly motivated and sustain high levels of concentration.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources, including other adults, Information Communication Technology, music and John Burland songs are used very effectively to optimise learning for each pupil.
- Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm.
- Celebration of achievement and effort, including the living out of the Mission Statement, 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 ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including 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 assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. These are used effectively to improve teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good. She is passionate about the subject.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

## **COLLECTIVE WORSHIP**

### **How well pupils respond to and participate in the school's Collective Worship**

- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected in the

quality of communal singing, in the quality of prayerful silence and the depth of reverent participation in communal prayer.

- Pupils readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Most other pupils are visibly uplifted by the worship opportunities created by their peers.
- All pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. This is enhanced by the celebration of the liturgical year both in church and school. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which uses scripture, religious artefacts and liturgical music.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the manner in which pupils prepare and participate in prayer and liturgy.

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

- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally 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 that pupils have high quality experiences of the Church's liturgical life.
- 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 the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding.

### **How well leaders, governors promote, monitor and evaluate 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.
- They are always able to make these accessible to pupils in a contemporary context.
- Leaders are very visible as leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.

- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship with regular reviews of school performance.

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

- Implement the areas for development identified in the SED especially:
  - the embedding the Relationship and Sex Education programme.
- Developing a more systematic approach to documentation related to planning, monitoring and evolution cycles ensuring that all documentation is dated.
- Develop the positive marking that is in place incorporating next steps.

## 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	2
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***