

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 Elizabeth's school is a larger than average sized Catholic Primary School situated in Litherland mainly serving the parish of St Elizabeth of Hungary.
- There are 395 on roll of whom 217 are baptised Catholic, 73 come from other Christian denominations and 10 from other faith or religious traditions. There are 95 children who have no religious affiliation.
- There are 19 of whom seventeen are baptised Catholic. Sixteen teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher and a pastoral manager have been appointed.

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 Elizabeth's is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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.
- All pupils appreciate, value and actively participate in the Catholic Life and mission of the school. The whole school participated in the review of the Mission Statement at the beginning of the academic year where the theme of the review was "God's love is...." The result of this is powerfully displayed in the entrance. This provides on going inspiration for all who see it. The pupils who were interviewed, both Year 2 and Year 6, were very familiar with the Mission Statement and what they need to do to live it out.
- 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. This is particularly so of the school council.
- 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. They handle themselves very well and show great respect for each other. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. This was evident in all classes, in the acts of Collective Worship observed and in the discussion with pupils.
- 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 members of the school council, the eco council, sports teams, music groups, prayer group and gardening club. They have a strong sense of justice and are aware of the needs of others. Use of the buddy Bench and Bully Busters assists in this. They lead Collective Worship from the earliest years. This is greatly developed as they move up the school. All reverently participate in Collective Worship. They write prayers for Collective Worship, assemblies and the prayer board. The choir sings in local care homes and St Elizabeth's. They regularly fundraise for those less fortunate including CAFOD, the sisters in Seel Street, Nugent and Barnardo's. They are very involved in the local community particularly in support of the local food bank.
- All pupils take full advantage of the opportunities the school provides for their personal support and development. They attend Rainbows, social groups, anger management groups and counselling. As a result, the children are happy, confident and secure in their own stage of physical, emotional and spiritual growth. This work has been greatly enhanced by the appointment of the Pastoral manager who supports the whole school community.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships within the context of a Christian understanding of the purpose of love. A new national relationships and sex education programme has been introduced.
- All pupils deeply value and respect the Catholic tradition of the school and its links with the parish and the diocese. They are fully committed to their parish and participate in the *With you always* programme. All pupils are confident in expressing pride in their own religious and cultural identity and beliefs. This was really evident in the discussions with the pupils.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church. The Mission Statement is well displayed throughout the school and is fully understood and lived out by all.
- 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. Prayer is at the heart of all that is done. Residential visits also always have a reflective element at the end of each day.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and very joyful community. There is a strong team ethos rooted in trust and fairness. This has an extremely positive impact on the whole school community. All are obviously very happy.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The Religious Education focus areas, display boards and the spiritual garden give witness to this as do the tasteful religious artefacts. The many sayings displayed throughout the school are truly inspirational and encouraging.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils. People constantly comment on the excellent behaviour of the children both in school and while out.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and the dignity of every human person. This is well supported by the Eco Warriors. Laudato Si is well known and the Universal Church topics much appreciated.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff. Opportunities offered by the Christian Education Department are availed of and information is disseminated.
- 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 all members' needs are understood and catered for particularly by the head, senior leadership team and the pastoral manager.

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

- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are obviously 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. Governors along with staff, pupils, parents and parishioners were fully involved with the review of the school Mission Statement at the beginning of the academic year. Governors and leaders share an inclusive vision for the school. This is reflected in the school's culture of high expectation.
- 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 rigorous 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 Religious Education, and spirituality are availed of particularly by the headteacher and the Religious Education co-ordinators. 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 all parents/carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. This has been greatly enhanced by the appointment of the Pastoral Manager. There is an open-door policy in school and all are kept well informed about what is taught and celebrated. 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 have a wide range of experiences which they willingly share.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the vision for the Archdiocese throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- Achievement and enjoyment of Religious Education is outstanding.
- All pupils, from their varied starting points, make outstanding progress in each key stage.
- All groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. They are very well supported throughout the school particularly by the Teaching Assistants.
- 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. When interviewed the pupils were very knowledgeable and articulate and could easily relate their Religious Education to their lived experience. 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. Excellent examples of this were observed throughout the day.
- All pupils approach lessons with great interest, passion and enthusiasm. Pupils obviously 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, are motivated and challenged and so they are never off task even in extended periods without direction from an adult. When interviewed the pupils spoke of their enjoyment of Religious Education lessons and the impact on their social and emotional development.
- Pupils' attainment, as indicated by teacher assessment, is outstanding.
- The quality of pupils' current work, both in class and in written work, is outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- 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 vast 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. *Come and See* is taught with passion and creativity. As a consequence, all pupils are inspired to learn and make rapid and sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including searching open questioning, individual and collaborative work, talking partners, think-pair-share and role play. Excellent use is made of visits to the church. 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 and Information and Communication Technology are used very effectively to optimise learning for each pupil. The creation of pod casts by the pupils was particularly impressive.
- Teachers communicate high expectations about Religious Education to their pupils who respond with enthusiasm.
- Celebration of achievement and effort is central to the teacher's assessment strategy, securing high levels of motivation from pupils. All pupils have opportunities to achieve and all success, not just academic, is celebrated.
- There was evidence of high quality feedback leading to high levels of engagement, interest, achievement and progress.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating 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. This is exceeded in Early years and Key Stage 1.
- 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 rigorous 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 lead to outstanding outcomes in Religious Education.

- The curriculum leaders for Religious Education have a passion for Religious Education. They are totally committed, have an inspiring vision of outstanding teaching and learning and obviously have a high level of expertise in securing this vision. The result of this is teaching that is likely to be outstanding and at least consistently good.
- 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

- Pupils' response to Acts of Collective Worship is outstanding.
- Acts of Collective Worship engage pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected 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. The PowerPoint accompanying the John Burland hymn was particularly impressive. All 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. Each focus table has the correct colour cloth for the current season of ordinary time. The feast of the day, that of St Francis de Sales, was also highlighted. There is also a liturgical calendar on each class focus. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding. They chose appropriate hymns, readings and prayers.
- Pupils display confidence in their use of a wide variety of traditional and contemporary prayer.
- 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 no faith and this is reflected in the manner in which pupils prepare and participate in prayer and liturgy. They are very sensitive about asking pupils to join hands or make the sign of the cross.

The quality of Collective Worship provided by the school

- The quality of the Collective Worship provided by the school is outstanding.
- Collective Worship is obviously central to the life of the school for all, whatever their own particular faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all. A thought from Sunday's gospel was on display in the staff room.
- 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 of which every aspect is celebrated. The feast of the day was highlighted on each focus table. The relevant artefacts are appropriate and well chosen. Of particular note are the South American crosses displayed throughout the school.
- Staff are obviously highly skilled in helping pupils to plan and deliver quality worship when appropriate as evidenced by the Collective Worship observed. Pupils have learned very well and are now very proficient especially as they move up the school. Staff have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer available and are keen to further develop this.
- 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. Parents are engaged and involved by the children taking home items for prayer from school or by receiving items for home worship, e.g. on the day of inspection nursery children took home a scroll depicting the story of the presentation. Y1 children took home from Collective Worship a heart they had made on which was indented their thumb print to share and spread God's love. This is evangelisation at its best.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding promoting, monitoring and evaluating 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. The Collective Worship policy that is in place is outstanding.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and are obviously passing this on to the pupils.
- 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 and are very successful in their efforts as witnesses in the worship observed.
- 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 and have encouraged staff to avail of Continued Professional Development, especially that provided by the Christian Education Department.
- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship with regular reviews of school performance.
- All this will be further enhanced by the proposed appointment of a link governor for Collective Worship.

What the school needs to do to improve further

- To continue to implement the areas for development outlined in the Self Evaluation Document especially the development of additional sacred spaces.

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	1
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

