



St Elizabeth's Catholic Primary School

URN: 104932

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

25–26 September 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the Archdiocese of Liverpool.
- The school is fully compliant with regard to its previously identified areas for improvement, having addressed the targets set from the previous inspection.

What the school does well

- The Mission Statement 'Live, Love, Learn' is known and lived out by the whole school community.
- This school is safe, welcoming and inclusive, providing a place of sanctuary for all its pupils.
- Relationships between all members of the school community are exemplary and allow all to reach their full potential.
- All staff have a high level of subject knowledge and are passionate about the teaching of religious education, having enthusiastically embraced the new curriculum. As a result the pupils have high levels of religious literacy.

What the school needs to improve

- Fully embed a process for forensic online monitoring according to the expectations of the Religious Education Directory and the Prayer and Liturgy Directory.
- Increase pupils use, knowledge and understanding of traditional Catholic prayers.
- Provide further opportunities for families and the wider school community to participate in the prayer life of school.

Catholic life and mission

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

Catholic life and mission key judgement grade

Pupil outcomes

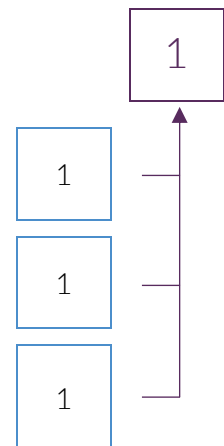
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils at St Elizabeth's fully understand and embrace the distinct Catholic identity and mission of their school. It is clearly evident the school is at the heart of the home, school and parish community and a place of sanctuary for its pupils. Relationships are built on mutual love and care. Everybody is included and pupils demonstrate respect for all. The behaviour of pupils is excellent. The words of John 13: 34 are taken to heart and everyone lives out the message 'treat each other like you'd like to be treated yourself.' Pupils and staff are outward looking and fully embrace the challenge of Catholic social teaching through their work with local, national and international charities. The pupils are eager to take on roles and responsibilities and contribute to the life of the school, taking leadership roles as school, prayer and eco councillors. Having already achieved the 'Live Simply' award the whole school community continues to respond to Pope Francis' call to 'live wisely, think deeply and love generously.' Pupils fully understand how their school can make a difference to others around the world.

Pastoral care is exceptional and as a result, pupils know who to go to if they need help or support. All pupils are known as individuals and valued. Staff are driven to live out the Gospel values for the benefit of others and provide excellent role models for the pupils. The development of the spiritual garden, forest school, outdoor prayer spaces and Lizzie's Lodge are greatly valued by all as places to reflect, pray and be nurtured. Relationships are exemplary and there is a strong culture of welcome and care for all. The school environment effectively bears witness to the Catholic mission and is a welcoming and attractive space contributing positively to the formation of all. The life of St Elizabeth inspires the community and their mission of reaching out to others. One child commented, 'We try to live like her as she helped others even though her family were against it.' There is the opportunity to think about Pope Francis' letter 'Laudatio si' both in lessons

and by putting it in to action through the Eco Council, who are clear that their role is to look after the world God created. Relationships, sex and health education is very well planned and woven through all aspects of school life. It supports the holistic development of all children.

Leaders and governors are committed to Catholic social teaching. All staff are clear about their vocation that Christ is at the Centre of school life and pupils are at the heart. The head teacher is confident that his school gives a day to day witness to the Catholic faith. They ensure that pupils develop a moral responsibility to care for those who are most vulnerable, on a local and global scale. Leaders and governors have high expectations and aspirations for the school. They embrace and engage with continued professional development opportunities offered by the archdiocese. The governors are strong guardians of the faith, knowing the school incredibly well and fully aware of the challenges it faces. Regular reports on the Catholic Life and mission of the school and religious education are made to the curriculum committee. Support and challenge by the governors are offered to the senior leaders, so ensuring that the Catholic life and mission continues to develop and thrive. The mission, 'Live, Love, Learn' permeates all decisions. One member of staff commented, 'Staff and pupils live their lives following gospel values and respect for all. The pupils are given every opportunity to live life to the full. I would not want to work anywhere else. This school is a school of love and faith.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

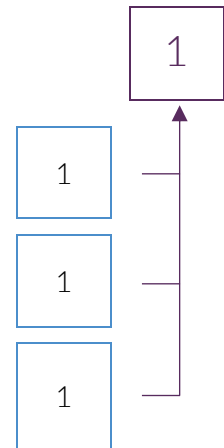
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils benefit from consistently strong teaching in religious education. They are developing excellent knowledge, understanding and skills which reflect the requirements of the *Religious Education Directory (RED)*. Early Years to Year Three have embraced the new Religious Education Directory and Years Four to Six continue with *Come and See*. Pupils are articulate in how they can apply the messages from scripture and they make links to their own lives. Pupils take great pride in their work, and they demonstrate excellent engagement in lessons. They enjoy recording their work in creative ways, for example, through role play, artwork and different writing genres. Highly effective use is made of prior learning and pupils recall information quickly. The Golden Box has been used to great effect in the early years to help secure knowledge of the scriptures. In one lesson pupils were role playing the Baptism service and they were able to speedily recall the signs, symbols and words used to demonstrate their understanding of the sacrament. Pupils work well independently and in groups and they concentrate well. Behaviour for learning in lessons is outstanding. Because of excellent teaching and planning pupils' achievement is in-line with other core subjects. Spiritual and moral development is given high priority because staff know the impact religious education has on the lives of pupils.

Teachers have a high level of confidence based on authentic subject knowledge. As a result, pupils demonstrate that they know more and remember more. There is an embedded culture of staff working together to support each other. Classroom assistants are used effectively to optimise learning for all pupils, especially those with additional needs. All teachers refer to prior learning and build on what the pupils already know. Scripture is discussed and explained in detail, enabling the pupils to fully understand its meaning and significance in their lives and how it links to their mission. All staff are dedicated to the spiritual and moral development of pupils

through carefully planned lessons and learning activities that enable pupils to reflect on how they can put their faith into action. Care and attention are given to the high quality resources chosen by teachers to meet the needs of all learners. All teachers follow the school's marking and feedback policy, so recognising and valuing pupils' efforts. Classroom displays reflect current learning and provide further support and prompts in lessons. The school has excellent links with the parish priest who is highly supportive of the school and he supports teachers to further enrich the curriculum, for example in Year 6 lessons focusing on vocation.

Leaders and governors are ambitious for all pupils, they have an inspiring vision for the subject. They ensure that the curriculum is a faithful expression of the *Religious Education Directory*. In this school religious education is the heart of the curriculum and is a true and faithful expression of how to 'Live, Love and Learn.' Leaders recognise the need to expand the world view of pupils. Leaders of religious education are deeply committed to enriching the lives of all pupils regardless of their individual needs. Governors visit school frequently, talking to pupils and staff and are actively involved in the self-evaluation of the school. Teachers have a high level of confidence and are well supported by the dedicated and committed subject leader and religious education team, whom the teachers and teaching assistants hold in high regard. Good use is made of continuing professional development opportunities both in house and with the archdiocese. Leaders endorse the work of the curriculum lead in ensuring that religious education contributes to and is supported by the local cluster group of schools.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1



Pupils respond well to prayer and liturgy. They reflect in silence, reverence and respect. They sing a range of hymns with great joy. They have an excellent repertoire of traditional and more modern hymns. Pupils are able to recognise the ways in which prayer and liturgy influences their call to actively live the Catholic life. They appreciate the opportunities for silence and being able to pray for their own intentions, which could be enhanced through an exposure to a wider variety of ways of praying and traditional prayers. Pupils recognise the value of prayer times in supporting their mental health and spirituality, commenting that it offers them a time to be calm, tranquil and relaxed. They enjoy the ways that their prayer is enriched through the use of objects and artefacts, for example praying with pebbles, candles and using rosary beads. Pupils and teachers join in preparing and presenting prayer and liturgy. This could be further developed through the use of more creativity by pupils during times of prayer. They are always enthusiastic about taking part in these activities.

St Elizabeth's offers a range of liturgical celebrations throughout the year and these experiences reflect the prayer life of the Church. Prayer is used meaningfully in times of joy and celebration and as a way to bring the school community together when spiritual comfort is needed. The daily pattern and rhythm of prayer is clearly embedded in the school. In its development there has been a focus on choosing a different grace to say before and after lunch. School has very good links with the parish and its clergy and this is used to develop its prayer life. Teachers are well supported with a wide range of resources to draw on to craft and develop times of prayer. Careful attention has been given to the use of sacred spaces, both in and outside of school. Each class has a place for prayer as well as a prayer table that can be used and moved around the room to suit the needs of the class. Prayer spaces are inviting, well maintained and accessible to all pupils. Pupils know how to use these spaces to pray and reflect. There is a dedicated

sacred space for individual prayer. Ribbons signifying private intentions can be added to the display or prayers can be written in the book provided. All members of the community commented upon how this space is valued and used. Each week different classes join the parish for Mass in church. These visits are developing further links with the parish as well as increasing pupils' understanding of Mass.

Leaders, including governors have a clear vision for building pupils skills and participation as they progress through the school. There is a clear policy for prayer and liturgy, helping pupils develop an appreciation of prayer in their lives. The gradual introduction and use of traditional prayers throughout the school is continuing to build on this rich Catholic tradition. The religious education team ensure that key times of the year, such as the liturgical seasons and their holy days of obligation, are marked by well-planned whole school liturgies. Parental involvement is encouraged and the school recognises the need to continue to provide more opportunities for families to take part in the prayer life of the school. Governors are kept fully aware of all the developments within prayer and liturgy and value being invited to join the school community for prayer. Times of prayer are evaluated as part of the overall school's cycle of self-evaluation and are resourced generously, so resulting in high quality prayer focuses and displays. The governors know that times of prayer are ways of sharing God's love through their work in reinforcing the school's overall strength as a Catholic community.

Information about the school

Full name of school	St Elizabeth's Catholic Primary School
School unique reference number (URN)	104932
School DfE Number (LAESTAB)	3433362
Full postal address of the school	St Elizabeth's Catholic Primary School, Webster Street, Litherland, Liverpool, L21 8JH
School phone number	0151 922 5752
Headteacher	Liam Daniels
Chair of Governors	Cathie MacDonald-Hollis
School Website	www.st-elizabethsprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	24 th January 2018
Previous denominational inspection grade	Outstanding

The inspection team

David Delaney	Lead
Julie Littler-Shire	Team
Louise Vose	Team

Key to grade judgements

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