



St Edmund's Catholic Primary School

URN: 119592

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

03 July 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

Collective worship (p.7)

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

2

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

2

What the school does well

- The head teacher, supported by her deputy and governors, demonstrates a passion for those in her school and the wider community. She has been a driving force for continued improvement.
- Catholic social teaching is a strength of the school. Pupils are fully active in supporting those who are more vulnerable at local, national and global levels.
- Parents and carers recognise the work of the head teacher and her staff in strengthening teaching and learning in religious education, commenting on the improvements that have been made in recent years.
- Staff share a strong commitment to the school's Catholic identity, and this has impacted on pupil engagement in prayer and liturgy which is good and improving.

What the school needs to improve

- Maintain the rate of development of strong links between school and parish.
- In religious education ensure that all staff planning is informed by assessment outcomes.
- Staff should extend the range of assessment activities currently in place in religious education.

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

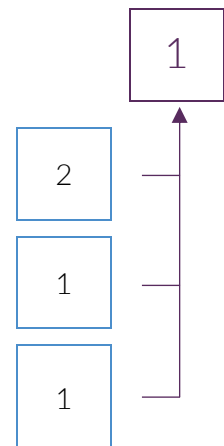
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 benefit from the commitment shown by all staff in their mission to provide an authentically Catholic experience at St Edmund's. Pupils understand that they are unique and made in the image and likeness of God, commenting that staff celebrate each person because of their different qualities. Pupils of other faiths feel accepted and recognised for who they are as members of the St Edmund's family. Catholic social teaching permeates all aspects of school life with staff and many pupils responding through personal action. School is working to ensure that the minority of pupils who cannot make that link are encouraged to understand why they are living their faith so well. Pupils have benefitted from recent workshops delivered by Cafod volunteers, who have provided a new focus for Catholic social teaching that is aligned with the aims of the school. Pupils speak readily about the work they have done to support those in need, including fundraising throughout the year for Alder Hey Hospital, Macmillan Cancer Support and various Cafod events. Work in the forest school has given pupils an understanding of their responsibilities in caring for their common home. They speak with enthusiasm about this, with one pupil commenting, "When the world is broken, we help fix it."

The school has recognised the need to revitalise and strengthen its mission statement, working with staff, pupils and the wider community to create a vision that is true to Gospel values and understood by all. This will be launched next year. Chaplaincy is strong and pupils are keen to participate in its various activities. This is complemented by the school's inclusive approach towards pupil mental health and wellbeing, through the delivery of the Thrive programme, overseen by a dedicated member of staff. Staff are outstanding in modelling the behaviour expected from pupils which has resulted in improvement throughout the school; a factor favourably noted by pupils themselves. There are quality displays throughout the school that

are linked to the liturgical year. Pupils and their families have contributed to these displays and refer to them with enthusiasm. The provision for relationships, health and sex education is tailored to suit the needs of pupils and meets both statutory and Archdiocesan requirements.

Leaders and governors have an excellent understanding of their school and its community. They are ambitious and have a clear vision for Catholic life within the whole school context. They strive to ensure that the Catholic curriculum permeates every aspect of learning. Archdiocesan links are strong, with the school accessing training and taking advice where relevant. Links with the parish is a continued work that is making significant progress. The improved relationships with parents and carers have strengthened greatly in recent years because so many are involved in school life. Consequently, there is a community approach towards school improvement. Induction for new staff is excellent and consequently support its mission without hesitation or exception. Interviews with members of staff highlighted how much they value the fact that their wellbeing is a priority for leaders and governors. There is regular and thought-provoking monitoring and self-evaluation of Catholic life and mission. Pupils are pleased to be included in this process because it gives them a sense of belonging and security in their knowledge that the curriculum is shaped to encourage their faith through action.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

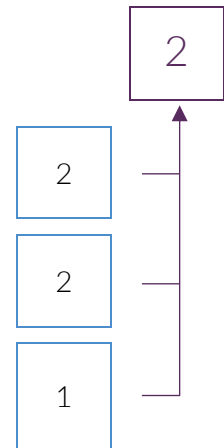
How well pupils achieve and enjoy their learning in religious education

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



Most pupils enjoy their religious education lessons, and are developing good knowledge and understanding. Consequently, the majority make progress in line with other core subjects. They respond well to the variety of creative activities on offer within lessons and are keen to demonstrate their knowledge and understanding. Effective questioning in a lesson on sharing taught to early years pupils enabled them to articulate their learning. They made links between the image of the world displayed in the classroom and their lives at home. These pupils spoke about how they describe this image to their families and encourage them to share in making the world a better place. There are opportunities for independent work and pupils respond well to this. Books are well presented and pupils are proud of their work. However, their written work does not always reflect the knowledge they acquire in lessons, demonstrated through their discussions in class. Older pupils are able to recall previous learning, speaking confidently about their scripture work and how it links to their own lives and actions. They use religious terminology in the correct context and are fluent with their age-appropriate religious vocabulary. Behaviour in lessons is good.

Staff clearly demonstrate a love for teaching and learning, particularly in religious education. Teaching is good with some outstanding aspects being evident during observations. Recent training has enabled the staff to grow in confidence. Their teaching skills include age-appropriate content that provides fitting challenge and effective support. They show a commitment to their subject and have high expectations of pupils. Questioning is good in lessons and on occasion it is outstanding. This enables staff to assess pupils' rates of progress. When this is coupled with timely targeted assessment, pupils maximise their learning. Good levels of adaptive teaching ensure pupils understand better, so consolidating their learning. In the best lessons pupils are given the time to reflect and extend their thinking which allows them to consider the moral and

spiritual dimensions of their learning. Assessment in books is generally good but there are some inconsistencies. Consequently, not all pupils know what they have to do to make progress. When done well, accurate targeted assessment informs planning that is appropriate for the needs of pupils. This planning also caters for a wide variety of teaching approaches that allow all types of learner to achieve. The use of praise to motivate pupils is a strength. Staff are keen to celebrate pupils' achievements and behaviour.

Over recent years leaders have identified numerous areas for development within the curriculum and have prioritised these accordingly. They have been strategic in supporting improvement. This has enabled religious education to be cemented into the core of the school curriculum. It has full parity with other core subjects in terms of time and resourcing. There is a strong process in place for monitoring and evaluation. Leaders have ensured that appropriately targeted subject training for staff meets the needs of the school and is tailored to suit the requirements of individual teachers. Staff are appreciative of this, understanding that it has enabled recent rapid progress to be made in the standards of teaching and learning. The subject leader for religious education has a clear vision for teaching and learning. Leaders have supported her in ensuring that the curriculum offer meets the needs of all pupils.

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

2

Leadership

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

1

2

Pupils enjoy prayer and liturgy at St Edmund's. A range of opportunities are offered that are adapted to suit all ages and abilities. These include traditional Catholic prayers, reflection, silence, scripture and lectio divina. These approaches provide a context for pupils with which they can identify and show a willingness to participate. Scripture is read daily with the Gospel underpinning the themes for prayer and liturgy. Some pupils are involved in preparation and planning for key events in the liturgical calendar, however they would like to help more frequently. When asked, older pupils talked about how prayer and liturgy is linked to the wider life of the school and their own lives. They know about the liturgical year and understand how this influences the school's life of prayer. In the classroom and during whole-school prayer and liturgy pupils are given time to reflect. The majority understand how prayer and reflection encourage them to consider how to best respond personally and be of help to others, particularly the most vulnerable in society. Consequently, they treat each other with respect and their behaviour has become much improved over time.

Prayer and liturgy are central to the work of the school. Staff offer a variety of ways to pray that are authentically Catholic. Pupils comment that staff pray with them, so modelling good practice. A staff survey highlighted that the majority deliver prayer and liturgy with confidence and they model this for their colleagues and the pupils. Some staff are less confident and leaders are aware of this, with plans in place to strengthen provision. The school also ensures that pupils of other faiths or none are included in the prayer and liturgy life of the school, a factor which is highly valued by the pupils themselves. The use of the school's numerous prayer spaces including the external forest area is a strength. The parish priest celebrates Mass in school, and all recognise this needs to happen more frequently together with the continued efforts to involve more parents and carers.

Leaders and governors have been steadfast in embedding and raising the profile of prayer and liturgy and clearly promote the school's vision. They know what needs to be done to make continued progress and are addressing all areas for development. The staff feel they are well led, trained and supported. This ensures that most are confident in providing meaningful experiences for pupils and colleagues. This encourages all staff to plan and lead prayer and liturgy in a way that is relevant and accessible to pupils of all ages, resulting in greater levels of participation. Leaders and governors have ensured that resourcing is sufficient both in terms of time and funding. The monitoring and evaluation of prayer and liturgy is thorough. The pupil voice forum readily takes part in this process. Outcomes are supported by the provision of time to reflect on impact and continued development.

Information about the school

Full name of school	St Edmund's Catholic Primary School
School unique reference number (URN)	119592
School DfE Number (LAESTAB)	8883618
Full postal address of the school	St Edmund's Catholic Primary School, Windrows, New Church Farm, Skelmersdale, WN8 8NP
School phone number	01695724798
Headteacher	Annette Birmingham
Chair of Governors	E Heywood
School Website	http://www.stedmundswestlancs.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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	7 th December 2017
Previous denominational inspection grade	Outstanding

The inspection team

Mark Taylor
Anne Marie Webb

Lead
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