



# Ursuline Catholic Primary School

URN: 104937

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

09–10 May 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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

## What the school does well

- The mission statement is lived out by all in the school community. Staff bear witness to the Catholic life and mission of the school.
- The sense of community and pastoral care offered to all members of the Ursuline family is exemplary.
- Pupils are polite, happy and confident. They know they are loved and well cared for, and in turn, care for each other.
- The range of creative activities planned and delivered in religious education, is excellent.

## What the school needs to improve

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- In religious education ensure that all pupils clearly understand how well they are doing and what they need to do to make progress.
- Develop a variety of different strategies to ensure pupils are knowing more and remembering more in religious education.
- Provide more opportunities for all pupils to prepare, plan and deliver class prayer and liturgy.

## 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

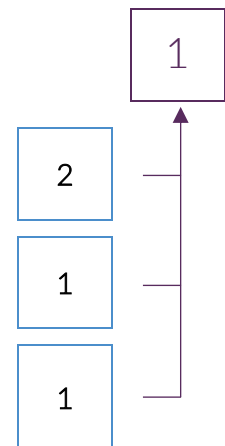
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



The mission statement, 'Following in Jesus' footsteps, we love, learn and grow together' is displayed around the school. It is known and understood by pupils as they express how they are called to do the work of Jesus. Pupils are happy and confident, knowing they are loved and cared for; as one pupil stated, "We are loved by our families but also by Jesus." Behaviour around the school and in lessons is good. Pupils have opportunities to take on a variety of leadership roles and responsibilities and contribute to the life of the school. The members of the junior St Vincent de Paul Society and the reading ambassadors can talk about their charity work, which includes raising funds for the Cafod Harvest Fast Day, The Big Lent Walk and organising collections for the local food bank. Most pupils understand their responsibility to care for our common home and can respond to local and national issues. A group of pupils, supported by members of the school community, sold wildflower seeds to other pupils to attract pollinating insects to the school grounds. Further work is needed to develop the role of the pupil chaplains. They are very eager to plan and lead prayer and liturgy across the school and so impact on the spiritual life of all pupils.

The mission statement, which has recently been updated, is known, lived and witnessed throughout the school community. All members contributed to its development and this child-friendly statement is depicted in a large mural in the main hall and around the school. The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space. There is a tangible sense of community, which is evident in the strong relationships which exist between staff, families and the parish. Members of staff see Christ at the heart of their work and so provide high levels of pastoral care for all pupils, including the

most vulnerable. The full-time family pastoral leader is instrumental in ensuring families access many services and there are strong links with outreach services. Parents and carers are overwhelmingly complimentary about the pastoral care and nurture the school provides which was evidenced through the questionnaires that were returned during inspection. The school has strengthened its relationships with the feeder high school and appreciates the collaborative work on the Faith in Action award. The relationships, sex and health education curriculum, is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors are ambitious for the school and are deeply committed to developing the Catholic faith life of the pupils. Governors are regular visitors to the school; they are actively involved in the evaluation of the school's work and offer both challenge and support. The head teacher puts Catholic life and mission at the forefront which results in high levels of care, commitment and support from every member of the school community. All staff are involved in educating the pupils in caring for our common home through involvement in the Live Simply Award. The pupils come from a variety of parishes and staff work hard to ensure a good relationship with all clergy and parishioners. Staff feel valued and appreciated by leaders and governors and believe their well-being and monitoring of workload has a high priority. Partnerships with parents are excellent. They are invited in regularly for a variety of activities and appreciate the opportunity to engage with school. Leaders and governors engage with the Archdiocese and participate in the support it offers.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

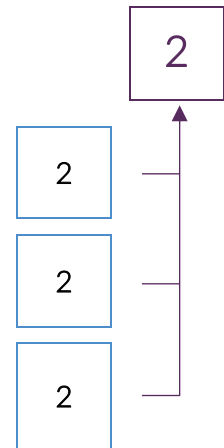
How well pupils achieve and enjoy their learning in religious education

**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 are developing good knowledge and understanding which reflect the requirements of the *Religious Education Directory*. The *Come and See* programme is followed by all classes. Pupils enjoy their lessons, listen with interest and respond well to questions asked of them. They are able, and encouraged, to use subject-specific vocabulary. However, pupils would benefit from opportunities to develop their own questions to enhance their learning further. Scripture is displayed around the school and in the lessons observed pupils were competent in using scripture. Behaviour in lessons is good. The work in religious education books and the learning journeys is well presented and pupils are very proud of their work. They are eager to share and discuss the lessons and activities they have enjoyed. This is because much of the pupils learning is recorded through art, drama and other creative activities, which they enjoy. Staff have acted upon requests made by pupils in their questionnaires for more creative activities in religious education. Pupils achieve attainment in line with other core subjects. Though pupils know and understand the school's marking policy they need further support to know how well they are doing in religious education, what they need to do to improve, and so make greater progress.

Teachers are confident in their subject knowledge and provide a positive climate for learning. Pupils are encouraged to support and help each other. Pupils' efforts are rewarded through praise comments, stickers and verbal feedback. The key driver words to extend learning taken from the *Come and See* programme are evident in all books. They were being used in lessons during inspection across both key stages. In the best lessons observed, challenging questions were asked of pupils and space and time was given for pupils to reflect. In an upper key stage two lesson, pupils took part in drama, using freeze frames to demonstrate their understanding and consolidate knowledge of the previous unit taught. In the lesson the teacher made cross-curricular links to previous work in science and sustainability. Knowledge and understanding of key vocabulary was reinforced and the fast pace of the lesson kept pupils' engagement and

interest. Across the school adult support is used well. However, further work is needed to support teachers in providing a variety of different strategies to ensure pupils are knowing more and remembering more in religious education and therefore making even greater progress.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Governors, including the religious education governor, are regular visitors to the school, monitoring standards and evaluating current practice. They are conscientious in their work, producing detailed documents that demonstrate both support and challenge to the leadership of the school. The religious education team has a clear vision for teaching and learning. They monitor regularly, giving both individual and whole school feedback. Teachers plan in year groups and assessments take place after each unit studied. The newly formed religious education team lead on moderation across the school to ensure standards are consistent and data is accurate. There is a high commitment from all leaders and governors in securing regular quality professional development for all staff. The team has prioritised training in the summer term for the new religious education curriculum. Leadership have correctly identified the areas for development and the self-evaluation of religious education is accurate. The team needs to continue to regularly monitor provision in religious education so that areas identified for development are acted upon. This will impact on teaching and learning and lead to outstanding practice across the school.

## 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

2

2

All pupils are given the opportunity to share and be part of class prayer and liturgical services. They respond well to these experiences and show reverence and respect. This was demonstrated when, during inspection, the whole school, attended Mass at the parish church for the Feast of the Ascension. The Year 2 pupils were prepared well to deliver the readings and bidding prayers. Most pupils were able contribute to the Mass responses and hymns were sung with enthusiasm. Pupils are involved in school Masses that take place throughout the year. Some of the class liturgies observed gave pupils the opportunity to read their own bidding prayers. For example in the Key Stage 1 service, which took place in the outside prayer garden, Year 2 pupils proudly read their own prayers. Pupils understand there are a variety of ways of praying and can talk about the use of scripture, silence, meditation and hymn singing for speaking to, and praising God. All pupils are now ready to take on leadership roles in class and whole school prayer and liturgy gatherings. They need opportunities to plan, lead, reflect and evaluate these services.

There is a daily pattern of prayer and daily acts of worship take place following the four-part structure. Traditional prayers are used in all class liturgies across the school. In addition, a weekly lunchtime rosary group is organised by two parishioners. Parish priests, governors and families are actively included and welcomed to all class and whole school services, including the Rejoice celebrations at the end of the Come and See units. These services provide opportunities for all to support and develop the prayer life of the pupils. They are well attended, as witnessed at the Year 1 celebration during inspection. All staff are good role models to pupils as they actively participate and lead prayer and liturgy sessions. Some members of staff support at weekends to provide sacramental programmes and children's liturgy in the parishes that many pupils attend.

Classroom prayer is calm, reflective and engaging and prayer spaces have been developed. However, ways of using these prayer spaces more effectively could be explored. A dedicated prayer garden is established and used for outside services. Scripture holds a central place in prayer and liturgy sessions, and its reading is delivered effectively, even by the youngest of pupils. Prayer and liturgy sessions could be further enhanced with the school drawing upon the musical and artistic talents of its staff and pupils.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the community. The school calendar is planned to include key stage assemblies, class prayer and liturgical services, and whole school Masses which celebrate key feasts. The school has a policy for prayer and worship. The policy would benefit from including a strategy for developing the skills of participation, as pupils progress through the school. Leaders have ensured there are regular professional development opportunities for all staff, who value the training and support they have received in this area. This has included teachers assisting and observing each other in their delivery of class prayer and liturgy. The school should continue to offer staff training on the delivery of class prayer and liturgy to ensure they are skilled in supporting pupils in their steps toward planning and leading services. Governors have ensured that whole school prayer and liturgy is appropriately resourced. As part of the monitoring cycle both governors and leaders review the quality and impact of prayer and liturgy. Further development should include the reflective views of pupils as part of their own evaluation of the services they prepare.



## Information about the school

Full name of school	Ursuline Catholic Primary School
School unique reference number (URN)	104937
School DfE Number (LAESTAB)	3433368
Full postal address of the school	Ursuline Catholic Primary School, Nicholas Road, Liverpool, L23 6TT
School phone number	01519241704
Headteacher	Mrs Nichola Robinson
Chair of Governors	Mr Paul Vine
School Website	<a href="http://www.ursulineprimary.co.uk/">www.ursulineprimary.co.uk/</a>
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	4-11
Gender of pupils	Mixed
Date of last denominational inspection	5 December 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Fiona Robinson  
Rachael Tyler

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