



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## ST. CECILIA'S CATHOLIC INFANT AND NURSERY SCHOOL

### LIVERPOOL

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Inspection Date 17 September 2019

Inspectors Mrs. Pat Peel Mrs. Angela Paget

Unique Reference Number 104677

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Infant & Nursery

Age range of pupils 4 - 7

Number on roll 211

Chair of Governors Mrs. Maria Lawrence

Headteacher Mrs. Elizabeth van de Waal

School address  
Snaefell Avenue  
Tuebrook  
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Date of last inspection September 2014

## 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 Team and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St. Cecilia's Infant & Nursery is a smaller than average sized Catholic Infant School situated in Tuebrook, Liverpool serving the parish of St. Cecilia.
- There are 211 children on roll of whom 147 are baptised Catholic, 29 come from other Christian denominations, 11 from another faith or religious tradition and 24 have no religious affiliation.
- There are 11 teachers in the school of whom 11 teach Religious Education. Eight teachers are baptised Catholic. Ten teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant changes in the school.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Cecilia's Infant and Nursery is a good 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.
- Pupils appreciate, value and actively participate in the Catholic Life at St. Cecilia's. They know their Mission Statement, *'Living together, Loving together, Learning together'* and subsequent motto derived from it *'Love one another as I have loved you'*.
- Pupils show respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. They are kind and considerate to each other.
- 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 and have a good understanding of right and wrong.
- Pupils embrace the demands that members of the school community entail such as becoming Year 2 councillors and buddies to the younger infant children.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, NSPCC, Barnardo's 'Big Toddle', British Legion 'Poppy Appeal' to name but a few. Within the locality they have supported the St. Andrew's North Liverpool Foodbank as part of their harvest celebrations and provided food hampers for vulnerable families in support of *Nugent*. They are alert to the needs of others and are given opportunities to seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of during and after school clubs e.g. singing and signing choir, Children's University, cooking, outside allotments, sports etc.
- Pupils take full advantage of the many opportunities the school provides for their personal support and development and they have a good sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have begun Relationships and Sexual Education lessons within the context of a Christian understanding. Beautifully presented portfolios of evidence show that pupils enjoy a wealth of opportunities to engage with this aspect of the curriculum in an age and stage appropriate way.
- Circle time is used effectively from Nursery onwards to support Personal and Social Health Education (PSHE). Nursery and Reception floor books demonstrate, celebrate and give worth to a range of activities across the school year in all aspects of this area of the curriculum. Visualisation techniques and relaxation sessions are used with the pupils to great effect.
- Pupils in an age and stage appropriate way recognise the importance of using their gifts in the service of others.
- Pupils are rewarded with badges and have their names read out of the 'golden book' at their weekly assemblies. They commented that they really enjoy their weekly assemblies and badge holders leading the lines back to class.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They respect and are involved on occasion with parish celebrations i.e. Advent, Lent, Easter and Harvest irrespective of their own faith commitments.
- Pupils have attended St. Vincent's School for the Blind as part of a collective choir as part of the Synod 2020 process.
- Pupils benefit from lots of peaceful spaces around school including a Nursery Foundation garden and an outside sensory zone.

## **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 Mission Statement, *'Living together, Loving together, Learning together'* and subsequent motto derived from it *'Love one another as I have loved you'* is known and lived out by everyone at this extremely inclusive 'refuge of calm' in the community. Its aims and objectives permeate everything that they do at St. Cecilia's and its warm, welcoming, friendly family atmosphere is tangible.
- Staff are fully committed to its implementation across the curriculum. They participate in school activities which reflect the Catholic Life and mission of the school.
- There is a real sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its Mission and identity through concrete and effective signs of the school's Catholic character. The displays and classroom focal areas support St. Cecilia's catholicity and ethos. One reflective focal area shows the motto 'love one another' depicted above a boat and all classes have written scrolls as part of their commitment to living it out and placed them inside another boat underneath. A well-loved wall hanging is another focal point in the school.
- Staff promote high standards of behaviour and are very good role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. Pupils in Year 2 wrote letters to and received replies from Members of Parliament regarding making a commitment to being 'guardians' of the wonderful world in which they live. Pupils grow their own fruit and vegetables in their own allotment.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan in-service days accessing current training for the subject leader.
- Clear policies and structures are in place which provide outstanding levels of pastoral care for pupils and their families and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The Learning Mentor is an asset to the whole school community. His presence in school is felt and appreciated by everyone for the many aspects of support he gives to pupils. He has led on the 'Liverpool Attendance Quality Mark' and along with all staff, has been part of numerous initiatives which has resulted in the schools many awards and accolades for working with vulnerable pupils and their families including 'School of Sanctuary' and 'Rights Respecting School Award'.
- The school collaborates with Yew Tree Children's Centre in providing pre-nursery sessions for mums and tots under 2 including 'Musical Moments and Babbling Babies'. These are well attended and received.

- The parish priest is a regular visitor to the school and presides at the celebration of Mass in school and in church across the liturgical year. He is fulsome in his praise of the work of the school community particularly the Easter mime event which was described as spine tingling. The school is ably supported by the parish Deacon who is also a Foundation governor.
- 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.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education alongside Personal, Social and Health Education. Since the monitoring visit this is an area the school has worked on considerably. It now needs to be further developed to embed it fully into the curriculum and begin the mapping process to show when, how and where it takes place.
- The school provides both a breakfast and after school club throughout the year. This is popular and well attended.
- The school has a small but active Parents Association at St. Cecilia's Infant and Nursery School (PASCINS) who support fundraising efforts in the school.
- The school maintains very well-established links with St. Cecilia's Junior School, and they work collaboratively on lots of initiatives including transition which is a vital element in supporting pupils and their families at the end of Key Stage 1.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating 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 school is using the new Self Evaluation Document and it is an accurate reflection of where the school is now. It is highly recommended that the school holds a full Mission Statement review with members from across the school community including teaching and non-teaching staff, governors, pupils, parents and members of the wider community. This will enable an up-to-date revision of the aims and objectives that reflects where the school is now and the future vision moving forward.
- Relationships at every level are outstanding across the school.
- Continuous Professional Development focusing on the Catholic Life of the school takes place in house. As a result, staff understanding of the school's current mission is outstanding.
- The school has developed successful strategies for engaging with parents and carers to the benefit of pupils. The school meets and greets parents on the gate daily, offers an open-door policy, sends out regular newsletters and has an up-to-date website with Twitter feed. As a result, parents and carers have a very good understanding of the school's mission and are very supportive of it. They have made a commitment to support those hard to reach families.
- The parish priest is currently the Link Governor with responsibility for Catholic Life and Religious Education. It was recommended that this might be reviewed given his many parish and wider responsibilities.
- The school responds well to Archdiocesan policies and initiatives and promotes the vision of the Archdiocese throughout the school.

- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education. It is recommended that the school now begins mapping out Relationships and Sex Education to show when, where and how this is being delivered across the whole school curriculum.

## **RELIGIOUS EDUCATION**

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

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in Nursery, Foundation and Key Stage 1.
- Groups of pupils, including those with special educational needs, are making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- During lessons and interviews pupils were articulate about their learning in Religious Education. They said that they enjoyed their lessons and that teachers made them interesting and fun.
- Recent transition pupils to Key Stage 2 came back to talk about their experiences of Year 2, being councillors and general aspects of the Infant School life. They were very insightful and shared lots of examples of how they had thoroughly enjoyed everything that they were offered. They talked animatedly about Other Faith and Religions and having a special visitor to talk to them about Islam.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing. This can be improved further by teachers and other adults using the language of the standards i.e. driver words routinely during lessons, mini plenaries and when questioning to challenge pupils thinking.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to tasks which extend their learning when given the opportunity.
- Pupils have studied Judaism and Islam as part of their Other Faith and Religions topics. They have been visited by a practising Muslim who shared some of his beliefs with the children. This helps to promote tolerance and respect for those who think differently to themselves.
- The quality of pupils' current work, orally in class and written, is very good. Presentation in portfolios is very good. The learning journals are a celebration of all the work that the pupils have covered across lessons.
- Pupils attainment, as indicated by teachers is good. Most pupils achieve at least the expected standard using Archdiocesan statistical data analysis.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

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

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some outstanding practice observed with nothing less than good. Some teachers and other supporting adults need to use the language of the standards i.e. driver words more as part of their repertoire to engage and challenge pupils further in their thinking and learning.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. The pace in some lessons could be improved to ensure quality time is spent on completing activities.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are interested, motivated and concentrate well in lessons. However, they need to provide much more opportunities for greater depth and challenge by using the driver words throughout lessons to target groups of children further at the top of Key Stage 1.
- In books there is evidence of continuity in lessons and across sequences of lessons. In some classes there is an over reliance on worksheets and this needs to be addressed to ensure pupils are given opportunities to write sentences rather than just words and pictures.
- In the best lessons observed teachers used questioning techniques very well. However, there was limited open ended and adapted explanations using the language of the standards i.e. driver words catering for the needs of all pupils. This needs further development to become routine practice in all classes.
- High quality resources e.g. *Come and See* website, *God's and Church's Story*, audio and visual media are employed to engage pupils in their learning.
- Other adults including the Learning Mentor are used very effectively to optimise learning for pupils who need their intensive support.
- Evidence in books shows that marking is always positive. Pupils commented that they had been involved in the marking policy process. They preferred immediate 'over the shoulder' verbal marking than 'long sentences'.
- Achievement and effort are celebrated immediately leading to very good levels of motivation from pupils. Praise and affirmation are commonplace across the school.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are ensuring that the Religious Education curriculum meets the requirements of the Bishops' Conference.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation is embedded.
- Leaders and governors' self-evaluation of Religious Education is good. It is an accurate reflection of assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education.
- The subject leader regularly attends Archdiocesan in-service training to support planning, monitoring, evaluation and assessment of the subject. This has been effectively cascaded to staff to bring about improvements in teaching and learning and raise standards in Religious Education. She has made effective use of assessment and moderation by clustering with other schools in the locality to support on-going teaching and learning.

- Whole school tracking directly linked to the changes to the interim Standards in Religious Education has been adopted. The data analysis needs to be shared at Governor meetings and more importantly the impact of them discussed and acted upon regularly to raise standards further.
- A commitment has been made by leaders and governors to ensure that there is a Link Governor for Religious Education.

## **COLLECTIVE WORSHIP**

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

- Pupils' response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence. John Burland music is used extensively to support this.
- At this time of the year pupils are becoming involved in preparing worship with confidence and enthusiasm.
- Pupils are not yet routinely evaluating Collective Worship. This needs to be further developed across the school in an age and stage appropriate manner.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and worship. The oldest pupils say that they really enjoy prayer times.
- Pupils are being helped to understand the Church's liturgical year, its seasons and feasts. They regularly celebrate together in school as part of the wider parish community.
- The experience of being a part of a praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

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

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Prayer experiences and worship is given a high priority in the school and is timetabled accordingly.
- Collective Worship is not being evaluated by pupils and staff either as a leader or participant and this needs to become routinely practised in the school.
- Staff are becoming more skilled in delivering Collective Worship and facilitating pupils when preparing and delivering worship.
- Relevant staff have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Parents and parishioners are welcomed to worship within the school community during special celebrations. Opportunities are routinely planned in a manner that facilitates attendance by other adults throughout the liturgical year e.g. Harvest Assembly, Easter, Advent, Nativity etc. Some classes have begun to use 'Stay and Pray' to engage with parents.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. A policy for Collective Worship is in place.
- Leaders and governors have a very good understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils. This was particularly evident in the Collective Worship observed on the day of Inspection. The youngest pupils were enabled to prepare the focus the Collective Worship alongside the adults, pass around items to take home, respond calmly and sing beautifully resulting in a meaningful, quality prayer experience for all.
- Continuous Professional Development of staff incorporating liturgical formation and the planning for Collective Worship is an area that the school has recognised needs to be further developed as part of its self-evaluation process.
- The subject leader has indicated that she would like to re-establish the 'Wednesday Worship group' once the children have settled into their new classes later in the academic year.
- Leaders and governors have made a commitment to ensure that there is a Link Governor for Collective Worship.

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

- Further develop the work being undertaken in Catholic Life by:
  - reviewing the Mission Statement with all members of the school community;
  - continuing to embed 'Journey In Love' lessons throughout the academic year to support Relationships and Sex Education;
  - beginning to develop a curriculum map for Relationships and Sex Education to show where it happens throughout the academic year and identify cross-curricular links;
  - continuing to develop the areas identified on the Self-Evaluation Document.

# INSPECTION JUDGEMENTS

## OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

## COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is outstanding, Grade 2 is good, Grade 3 Requires Improvement and Grade 4 Inadequate***