



DIOCESE OF
SHREWSBURY

DENOMINATIONAL INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	Our Lady of Pity Catholic Primary School
Address:	Rigby Drive Greasby Wirral CH49 1RE
Tel No:	0151 677 6262
URN:	140458
Head of School:	Mrs B Galloway
Executive Head:	Mr S Jevons
Chair of Governors:	Mr P Bentley
Date of Inspection:	13 October 2021
Inspectors:	Mrs R Moores Mrs C Morgan Mrs J Ward Mrs J Walker (shadow)

Joy through Respect

Our Mission Statement is JOY through RESPECT. We challenge each member of our community to:

**Open your heart to the teachings of
Jesus, the needs of
Others, and then
You will have JOY**

**Joy is achieved through the showing of RESPECT, which in turn involves a wholehearted attempt to LOOK AGAIN at the people and situations presented to us and to act with
Charity in all Things.**

It is in this spirit that we nurture each child, academically, physically, emotionally with an ethos of hard work, self-reliance and cooperation.

SCHOOL: Our Lady of Pity Catholic Primary School, Voluntary Academy, Greasby

DATE OF LAST INSPECTION: 10th March 2015

JUDGEMENT FROM PREVIOUS INSPECTION: Outstanding

AREAS FOR DEVELOPMENT FROM PREVIOUS INSPECTION

There were no areas for development identified from the last inspection, which was a Monitoring Visit, however the following 'Next Steps' were suggested:

'As a highly successful school, the school should be more explicit in articulating the distinctiveness of its Catholic identity both within the Diocesan family of schools and in the wider community.'

PROGRESS MADE WITH AREAS FOR DEVELOPMENT FROM THE PREVIOUS INSPECTION

In response to suggested 'Next Steps,' the school has:

- Worked towards and achieved the Religious Education Gold Quality Mark twice
- Achieved the School of Sanctuary Award
- Set up a Year 2/3 CAFOD Club
- Set up a Mini Vinnies group
- Embarked on a Rights Respecting School UNICEF programme
- Ensured that the development of Religious Education is central to the School Improvement Plan
- Raised £12000 through fundraising events which have required significant commitment and sacrifice from all pupils

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

1

This is an outstanding Catholic school.

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

Our Lady of Pity is an outstanding Catholic Primary school truly inspired and driven by its Mission Statement, *Joy Through Respect*:

- The school is a prayerful, inclusive community and the Mission Statement underpins all aspects of the school's daily life
- The school's unique Behaviour Policy, which seeks to 'guide children to their intrinsic sense of respect for self and others' inspires great understanding of social justice and a desire to 'right wrongs' in all its pupils
- High standards of behaviour and the quality of relationships within the school community are real strengths of the school and pupils feel safe to be themselves and thrive in a community where they are encouraged to be confident, curious, autonomous individuals who are ready to take their place and contribute to society
- All members of Staff are excellent role models and there is a strong sense of teamwork and a commitment to the mission of the school, driven by a very passionate and focused senior leadership team
- The rich learning environment, supported by a cohesive, balanced curriculum, with spiritual development and religious literacy at its core, enriches teaching and learning in Religious Education
- Pupils make, at least, good progress in Religious Education lessons and outcomes at the end of Key Stage 2 are outstanding
- Leadership and governance at all levels are very effective; governors are well informed and knowledgeable and work very effectively in partnership with the leadership of the school
- There are strong links between School, Parish, and home and all are focused on maintaining outstanding provision for the pupils.

What the school needs to do to improve further

- Review the school's Marking Policy to ensure opportunities are provided for pupil response
- Consider how Religious Education work completed across all areas within the Narrative Curriculum can be included in pupils' Religious Education workbooks
- Ensure all pupils and staff are further supported in planning and leading Acts of Collective Worship which have a clear purpose, message, and direction
- Explore further ways of celebrating achievements within the school's current very innovative and effective behaviour management strategies.

Information about the Inspection

The Inspection of Our Lady of Pity Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Shrewsbury Diocesan Framework and Schedule for Denominational Inspections approved by the Bishop of Shrewsbury. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by three inspectors over one day, with one Shadow Inspector in attendance, as agreed with the school:

- Five Acts of Collective Worship were observed
- The Inspectors observed teaching and learning in all Year Groups

- Discussions were held with the Head of School, Religious Education Lead, RSHE Lead, Early Years Lead, Curriculum Lead, Religious Education Governors, Parish Deacon and representative groups of staff and pupils
- General conversations were conducted with staff and pupils throughout the day
- A representative sample of pupils' Religious Education books and Collective Worship books were scrutinised
- Catholic Life, Religious Education and Collective Worship files and a full range of Narrative Curriculum folders were also made available and scrutinised
- The school's website was reviewed
- A wide range of documents were made available including the Diocesan School Evaluation Form, School Improvement Plan, timetables, attainment and progress data, parent, staff and pupil questionnaires and correspondence, Governors' information, Minutes, and correspondence relating to meetings
- Displays around the school and classroom displays were noted.

Information about this school

- Our Lady of Pity, Greasby, is a two form Catholic Primary School with independent Pre-School provision
- There are 410 pupils on roll, with approximately 89% Catholic, 4% of other Christian denominations, 1% of other Faith and 7% of no Faith affiliation
- The school operates on two sites, four miles apart
- The school is part of the Holy Family Catholic Multi Academy Trust, comprising of two High Schools and two further Primary Schools
- The school serves three parishes with significant numbers of pupils coming from two further parishes
- The school is the lead school in the Cheshire and Wirral Maths Hub, plays a key role in the Inspire Learning North-West Teaching School Hub, is a Hub for School Direct Initial Teacher Training and works in partnership with a variety of schools and universities
- There are 12 full-time teachers, 9 part-time teachers - total full-time equivalent 17.0; 3 teachers are currently seconded to other schools/organisations
- There are 15 Teaching/Support Assistants
- 14 teachers teach Religious Education
- 11 teachers hold CCRS qualifications with a further 5 undertaking CCRS and many staff hold qualifications such as: NPQH, NPQSL, NPQML and other nationally recognised qualifications
- The school holds the following awards: TES Award, R.E.Q.M. Gold, Healthy Schools Gold, School Games Gold, School of Sanctuary Award and Rights Respecting School Award.

Full report – inspection judgments

CATHOLIC LIFE

The Catholic Life of the school is outstanding

1

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 of the Catholic Life of the school	1

- Our Lady of Pity is an outstanding Catholic Primary School, where the Mission Statement: 'Joy through Respect' is central to the life of the school, underpinning the school's vision and mission.
- Pupils, and all within the school's community, have an excellent understanding of the Mission Statement; they regularly evaluate it and recognise their responsibilities within it.
- The highly focused and ambitious Head of School and the hard-working and dedicated Religious Education Leader, with the strong support of the Senior Leadership team, Parish Priests, Deacon, and governors, work hard to ensure that the Catholic Life of the school is given priority; it is seen as a core leadership responsibility.
- Pupils feel supported and encouraged to be the very best they can be in all aspects of school life; they welcome the opportunities they are offered to live and deepen their personal faith through prayer, good works, and their active stewardship of our common home.
- Pupils are proud of the work they do in the local and wider community: as 'Protectors of Creation' in their recent drive to plant lots of trees on the school site; in raising significant funds to support the local hospice and CAFOD, and in their support of the local foodbank.
- Pupils have a wide range of responsibilities such as membership of School Council, the Mini Vinnies Group and the Play Leaders' Group, showing outstanding commitment to their roles.
- Pupils are encouraged to contribute to parish life and parishioners were very appreciative of the cards the pupils created and distributed during the pandemic; the Parish Deacon commented: 'I regularly see examples of the children displaying the behaviours that arise from this deep inner awareness of Gospel Values'.
- The unique Behaviour Policy of the school, with redemption and reconciliation at its core, promotes pupils' understanding of social justice and instils in all, a desire to 'right wrongs,' and support others in making right decisions – as one pupil said:
'I think this school is good because instead of punishing us, the teachers try to see everyone's point of view which makes you want to respect them because they respect you'.
- Most parents support the Behaviour Policy of the school, recognising that it is firmly rooted in Gospel Values and helps their children to form strong, respectful relationships at all levels and helps to prepare them to take their place in society.
- The behaviour of pupils is exemplary; they take responsibility for their actions, and they understand the high expectations all adults have of them and the importance of making good choices.

- Pupils enjoy the varied opportunities they are given to pray together and do so with appropriate reverence and respect.
- The school has clear policies and structures in place which ensure that pupils receive a high level of pastoral care and parents are particularly appreciative of the excellent guidance and support given at the height of the pandemic.
- A wide range of extra-curricular activities is provided by the school with specific provision made for more vulnerable pupils, and there is a high uptake from pupils.
- Staff are well-supported, and they report that the school is a community where people work collaboratively, with very good relationships between and among staff, pupils, and parents.
- Staff actively and enthusiastically engage in Continuing Professional Development (CPD) to help shape and support the mission of the school in developing its Catholic Life and a significant number of staff have gained their Catholic Certificate in Religious Studies.
- Our Lady of Pity is rigorous in its approach to analysing its work and ensuring its commitment to the church's mission in education.
- Governors are deeply committed to the Catholic Life of the school and ensure that objectives relating to it are prioritised within staff development.
- Governors make a significant contribution to the Catholic Life of the school and are actively involved in all aspects of its strategic processes and procedures.
- Following consultations with parents, and CPD for all staff, Leaders and Governors have implemented the scheme 'Life to the Full' for teaching Relationships and Sex Education.
- Parents are encouraged to be actively involved in the life of the school and a significant number have taken up the invitation to be Parent Advocates.
- Parents and carers have high regard for the school's mission and are extremely supportive of it; many speak of the school's strong 'spiritual and pastoral support,' with one parent saying they '.....could not have chosen a better school...' for their child to attend.
- The school is enthusiastic in its response to diocesan policies and actively promotes the Bishop's vision for the Diocese throughout the school.

RELIGIOUS EDUCATION

Religious Education is outstanding

1

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

- Pupils thoroughly enjoy their Religious Education lessons; they work with great engagement and make very good progress in lessons, as one pupil commented: 'Our teachers interest us and make R.E. amazing, fun and a subject that is loved by all'.
- Pupils are supported in seeing how Religious Education links to and complements other subjects within the curriculum.
- Pupils say they enjoy learning about 'diversity, different cultures and religions' and one commented: 'I like that we can relate our lives to everything we talk about in R.E.'.
- Pupils feel supported by their teachers, recognising the high expectations their teachers have of them but knowing also that they will be supported to be the best they can be.
- School has continued to make outstanding provision for Remote Learning, as one parent commented: 'The Remote Learning provided during school closure was always grounded in the ethos and values of the school, with R.E, prayer and worship always of a high standard'.
- Behaviour for learning is outstanding in most lessons; pupils work with enthusiasm and concentration and are rarely off task.
- Teachers are highly effective; they plan high quality, creative lessons, clearly linked to prior learning which takes account of various learning styles and a wide range of abilities.
- Teachers combine Religious Education studies from the school's Narrative Curriculum very effectively with the diocesan scheme: 'The Way, the Truth and the Life' to enrich pupil provision; further thought should now be given as to how best to present this combination of work.
- Teachers use a good mix of 'teacher talk' and 'child-led learning' to inspire pupils to make the best progress possible.
- Older pupils are encouraged to reflect on their faith and values within lessons and are supported by 'speaking frames' to do so with confidence and great respect.
- Excellent resources and effective classroom displays, support learning and encourage pupils to work with confidence and independence.
- Generally, teachers make good use of other adults in the classroom, however more consistent practice should be developed to ensure such support is fully utilised.
- Pupils' Religious Education work is very well presented in a variety of creative ways and pupils are encouraged to be very individual in their responses.
- Assessment procedures are secure and well embedded across all phases of the school and practice continues to evolve; consideration should now be given to extend the opportunities for pupil feedback.
- Teachers avail of the many opportunities provided to them for continuing professional development and they feel extremely well supported by all leaders and governors, both spiritually and professionally.

- All staff contribute to the school's self-evaluation processes and staff R.E. Advocates ensure practice within Religious Education teaching is always evolving and improving.
- All school improvement processes are rigorous, with clear accountability, timescales, and targets.
- The Religious Education Leader is highly effective and works with great passion and enthusiasm, inspiring all.
- Governors and leaders are rigorous in checking that all requirements relating to curriculum time and resourcing are fully met; Religious Education is given full parity as a core subject.
- Governors and leaders fully embrace all diocesan requirements.
- Governors and leaders, at all levels, work tirelessly to improve provision for all within the school community – they never stand still.

COLLECTIVE WORSHIP

Collective Worship is outstanding

1

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

- Collective Worship is integral to all aspects of the Catholic Life of Our Lady of Pity and the school works hard to ensure opportunities for meaningful and reflective prayer and worship are available daily.
- Pupils are very experienced in planning and leading acts of Collective Worship and regularly take the initiative in leading prayer.
- Pupils are generally confident in incorporating a variety of scripture, religious artefacts, and music within acts of Collective Worship but would benefit from further guidance in their use.
- Pupils engage in and respond enthusiastically to all aspects of Collective Worship and enjoy their times of praying together and are always respectful and reverent during these very special times.
- Pupils know a wide range of traditional prayers, including the Rosary and the Angelus and are encouraged to compose and share their own prayers with others, with some prayers being shared on the school's website.
- Pupils regularly avail of opportunities for voluntary prayer such as the Lunchtime Prayer Group.
- The school uses its many excellent resources on site, such as the Secret Garden, Prayer Trails and other 'Sacred Spaces' to enrich times of prayer.
- Pupils are very knowledgeable about the Church's Liturgical Seasons and are supported in this by beautiful classroom displays and attractive and well cared for Prayer Focus areas.
- During school closure, priority was given to promoting opportunities for sharing Collective Worship, with one parent commenting that her child had been: 'Supported both spiritually and pastorally during the two lockdown periods' and that 'The weekly Zoom assemblies led by the R.E. Lead were a fantastic opportunity for her to maintain her faith journey'.
- School and parish work together very effectively to enrich provision for pupils and their families, and the parish is very appreciative of their support – as the Parish Deacon said: '...the Parish couldn't do without the school; it plays a critical role in developing relationships with the parish'.
- Guidelines are provided for all teachers when planning Acts of Collective Worship and they are supported in providing appropriate skills to pupils to enhance the delivery of Collective Worship; the school should prioritise such training to ensure provision is further enhanced.
- Staff have an excellent knowledge of the Church's liturgical year, seasons and feasts and are focused on improving provision for all their pupils.
- All leaders and governors have very high expectations for the provision for Collective Worship within the school and regularly review the school's performance.

- The committed Link Governors for Religious Education visit school regularly and participate in meetings to discuss the Collective Worship planned for the school.
- Leaders and Link Governors report regularly to the Governing Body on the quality and provision for Collective Worship either through verbal feedback or more formal reports.
- Governors and parents are proud of the school's provision for Collective Worship and recognise its centrality to the Catholic Life and mission of the school.