



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## ST HUGH'S CATHOLIC PRIMARY SCHOOL

### LIVERPOOL

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Inspection Date                      6 November 2018

Inspectors                              Rev D Melly      Mr D Williams

Unique Reference Number      104652

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

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Type of School                      Catholic Primary

Age range of pupils                4 - 11

Number on roll                        203

Chair of Governors                Ms A Glanville

Headteacher                          Miss. A Connearn

School address                       Earle Road  
Liverpool,  
Merseyside  
L7 6HE

Telephone number                 0151 733 2899

E-mail address                      a.connearn@sthughsprimary.co.uk

Date of last inspection             8 October 2013

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

## Information about this school

- St Hugh's school is an average sized Catholic Primary School situated in Liverpool, and mainly serving the parish of St Hugh's.
- There are 203 on roll of whom 39 are baptised Catholic and 116 come from other Christian denominations. Thirty-five come from other faith or religious traditions and 13 have no religious affiliation.
- There are 13 teachers in the school. Six are baptised Catholic. Six teach Religious Education. four teachers have a suitable qualification in Religious Education. A further 4 are currently studying for the Catholic Certificate in Religious Studies.
- Since the last inspection a new deputy who is also the RE Coordinator has been appointed. Five class teachers have also been appointed since the last inspection.

### Key for inspection grades

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

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St Hugh's School is outstanding 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 truly appreciate, value and actively participate in the Catholic Life at St Hugh's. They know, own and wholeheartedly live out their Mission Statement Motto '*Every Day...Growing in God's Love*'. They know it is a calling to live out the Gospel values in their daily lives as friends and followers of Jesus. The values in the Mission Statement are also expressed in an acrostic poem with each line starting with the letters of RAINBOW. This also reflects celebration of the rich cultural and racial mix within the school.
- The school is recognised as a School of Sanctuary within the Cities of Sanctuary Programme across the UK. This recognises its commitment to be a safe and welcoming place for all for refugees and asylum seekers.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. 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. They have an outstanding understanding of right and wrong.
- Pupils enthusiastically embrace the demands that being members of the school community entails such as becoming school councillors who help to formulate strategies and present a pupil voice and help to bring about changes in school. They attend Liverpool Schools Parliament in the town hall. They are also eco councillors. Year 6 are dinner helpers and are part of the buddy system helping to befriend children new to the school. They have received a School of Sanctuary award.

Pupils take a leading role in those activities which promote the schools Catholic Life and Mission both within school and in the wider community. The school won the Archdiocesan award for contribution to the community in 2017. The school is very involved in fundraising for numerous charities e.g. CAFOD, The Good Shepherd and the "Slow Down for Bobby" campaign. They have raised money for the treatment of a terminally ill child and collect food for the local food bank. A Gospel Choir is offered to all children Year 2 to Year 6 in St Hugh's and another local Catholic primary school. This is a joint venture with CARJ (Catholic Association for Racial Justice). The choir performs regularly at events around the city and in the local community. They are alert to the needs of others and seek justice for all.

- Pupils value and fully participate in opportunities provided by the school including a range of after school clubs. The school supports outdoor educational visits; pupils in Year 6 visit Colomendy. This is funded entirely by the school. They also take part in an annual retreat day off site.
- Pupils take full advantage of the opportunities the school provides for their personal support and development and they have an outstanding sense of belonging. The work of the Learning Mentor and Community Welfare officer is particularly valued here. 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 recently begun Relationships and Sex Education within the context of a Christian understanding. They are now using *Journey in Love*.  
Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. The work of the parish priest is greatly appreciated. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

### 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 school Mission Statement and Motto, '*Every day...Growing in God's Love*', and its aims are a clear and inspiring expression of the educational mission of the Church. It underpins and is regarded by all as the spine which runs through every aspect of school life at St. Hugh's. It was suggested that it would be good to formulate objectives which show how the aims are to be achieved.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and very joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays and classroom focus' create a calm ambience, which exudes St. Hugh's Catholicity and ethos. A very inspiring and exciting learning environment has been created there.

- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils, inside and outside of the classroom.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through continuous professional development opportunities such as attendance at Archdiocesan in-service days. Four members are currently studying for the CCRS.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- 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.

#### **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.
- There is a strong sense of community at all levels evident in the high quality of relationships. It is a supportive and joyful community.
- The school's leadership team 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 provision for the Catholic Life of the school is given the highest possible priority by leaders, which is reflected in the school's self-evaluation.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective.
- The school has highly successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, regular newsletters and a good website. Views of parents are sought via questionnaires and drop-ins. The Community Welfare officer works very hard to develop close relationships with the families. This involves a wide range of tasks including promotion of attendance and punctuality, providing clothing and uniforms and sign posting to other agencies including language and housing support. As a result, parents and carers have a thorough understanding of the school's mission and are highly supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life. Governors make a significant contribution to the Catholic Life of the school. The governors are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the Archdiocesan vision throughout the school. They have made a commitment to ensure that Relationships and Sex Education is further developed in the school.

### **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 outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils. Lessons are planned accordingly, and teaching assistants are used to great effect to enable this to happen.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. They are fully aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills and further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and what they need to do to improve.
- Pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities, and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils obviously enjoy Religious Education and they are never off task even in extended periods without direction from an adult.

- Pupils' attainment, as indicated by teacher assessment, is good. Pupils have an individual assessment book which moves with them throughout the school.
- The quality of pupils' current work, both in class and in written work, is good and all demonstrate pride in their work.

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

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are effective in planning lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result, most teaching is outstanding, and teaching is never less than good. Excellent use is made of the driver words.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including open-questioning, talking partners and individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration. Where differentiation is used very effectively, all children make outstanding progress.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their progress and provides them with confidence in making further improvements.
- All teachers use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- High quality resources such as other adults and interaction with the visual and audio media are used very effectively.
- Teachers communicate high expectations and passion about Religious Education to their pupils who respond with enthusiasm. Come and See is used very creatively.
- During lessons high quality verbal feedback is frequent, leading to high levels of engagement, interest, achievement and progress.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils. This is a real strength of the school. Relationships at every level are outstanding.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education. Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends all Archdiocesan in-service training and meets together with a cluster of other schools to support monitoring and evaluation of the subject.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a reflection of assessment, tracking and monitoring. There is a new link governor for Religious Education who is taking the role very seriously and has much to offer.
- A new curriculum leader for Religious Education has been appointed since the last inspection. Her enthusiasm and commitment to this new role are obvious and will drive forward the subject and continue to improve teaching and learning in Religious Education.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

## **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 outstanding.
- Acts of Collective Worship engage pupils' interest and inspire in them a heartfelt response. There is obviously a genuine enthusiasm for Collective Worship, and great effort has obviously been put into it since the last inspection. This is reflected in the quality of prayerful silence and the depth of reverent participation.
- The celebrations in school and in church are helping the children to develop an understanding of the Church's liturgical year, seasons and feasts. This is greatly enhanced by attendance of parents/carers at celebrations of the Church's liturgical year both in church and in school.
- Appropriate to their age and ability, pupils are participating in acts of Collective Worship. In Early Year Foundation Stage pupils begin to set up the focus. This involvement is developed as they move up the school.
- The experience of living and working in a faithful, praying community has a good and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the way pupils prepare and participate in prayer and liturgy. Pupils are given a choice to participate in the communal prayer or not.

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

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school for all pupils, whatever their own faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a purpose, message and direction.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are cherished by every member of the community.
- Staff have an understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life. This is greatly helped by the support of the priest.
- Staff are developing skills in helping pupils to plan and deliver quality worship when appropriate. They have an understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good.
- The parish priest is a regular visitor to the school and presides at Masses and celebrations throughout the school and liturgical year.

### **How well leaders, 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 have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship. The Collective Worship policy is outstanding.
- All have a very good understanding of the Church's liturgical year, seasons and feasts.
- Leaders are very visible as leaders of Collective Worship within the school and in the locality. They are models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.

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

- Implement the areas for development identified in the SED especially:
  - the review of the Mission Statement;
  - the development the tracking system and the embedding of the Relationship and Sex Education.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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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	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

### COLLECTIVE WORSHIP

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

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