

# Inspection of St Brigid's Catholic Primary School

Waterpark Drive, Stockbridge Village, Liverpool, Merseyside L28 7RE

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Inspection dates: 25–26 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## **What is it like to attend this school?**

This is a happy school. Strong Christian values are at the heart of everyone's work. Staff, pupils, parents and carers feel valued and part of the school family.

Pupils enjoy being part of the school community. Staff, including the headteacher, provide a warm welcome to all pupils and their families at the start of each day.

Pupils are inquisitive and eager learners. Teachers have high expectations of all pupils, including those pupils with special educational needs and/or disabilities (SEND). Pupils achieve well across the curriculum.

Staff make sure that pupils are safe. Bullying is rare. When this does occur, pupils say that teachers deal with it well. Parents appreciate the way in which the staff develop their children's confidence. Pupils' personal development is strong. For example, pupils take on roles and responsibilities around the school such as answering the phones at lunchtime or being a reading partner for younger pupils.

## **What does the school do well and what does it need to do better?**

Leaders, governors and teachers have all pulled together to make St Brigid's a good school. Leaders provide staff with helpful support to develop their teaching skills. In turn, pupils' achievement has improved. At the end of key stages 1 and 2 pupils' attainment is above average in reading and mathematics especially. This is especially true for disadvantaged pupils.

In the early years, staff have excellent relationships with children. Staff support and nurture children's interests well. When children start in Nursery, many are not able to speak as well as they should for their age. From the start staff make sure they do all they can to help children to speak and communicate more clearly. In Reception, children build on their earlier learning to achieve well. They are ready for the challenges of Year 1.

From the time children start in the Nursery, staff promote children's love of reading. Adults read quality books in an exciting way to grab children's attention. This carries on as they move throughout the school. Pupils of all ages have the time to read for pleasure. Phonics (letters and the sounds they represent) is taught well. Teachers make sure that pupils' books are well matched to the sounds that they know. This enables the vast majority of pupils to achieve well in the Year 1 phonics screening check. For example, younger pupils with SEND are able to sound out difficult words. If any pupil falls behind, they are helped to catch up quickly. Pupils repeat their learning in different ways while continuing to learn new sounds and words. As a result, pupils are well on their way to becoming fluent readers by the end of key stage 1.

Pupils' writing is not as strong as their learning in reading and mathematics. However, teachers are helping pupils to understand how to become successful

writers. Teachers share examples of good practice. They plan pupils' learning so that it builds on what has been learned before. Although this is improving, gaps remain in pupils' knowledge of how to write well. This is especially true for disadvantaged pupils. Some pupils find it difficult to express their ideas verbally before they can put pen to paper.

In subjects other than English and mathematics, subject leaders have set out clearly what they want pupils to know and understand. Pupils' learning has been organised in a logical way to help pupils remember more. This helps pupils to make easier links between different subjects. Pupils have opportunities to repeat and practise their learning in some subjects, which also helps them to remember. For example, in design technology pupils understand clearly how to design and make different products. However, this is not consistently strong across year groups and between subjects. Pupils sometimes struggle to talk about what they have learned previously. Also, subject leaders do not have enough opportunities to check on the quality of pupils' learning in different subjects.

Teachers manage pupils' behaviour well. This helps pupils to focus on their learning. Pupils are well-mannered and work together well. Pupils develop into well-rounded and confident youngsters. They show respect for each other and for adults. Leaders have ensured that pupils learn to be respectful of others' views and opinions. Pupils are reflective and accepting of the differences between people.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to ensure that pupils are kept safe from harm. Staff are alert to any signs that pupils might be at risk. Leaders work with other professionals to provide the help that parents sometimes need.

Pupils say that they feel safe. This is because staff look after them. The new computing curriculum ensures that pupils know how to stay safe when online. There is also a range of visitors to school, such as the police, to discuss pupils' personal safety.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have taken effective action to develop the curriculum, particularly in reading and mathematics. However, writing continues to be an area for development. This is particularly true for disadvantaged pupils. Senior leaders have identified the need to develop pupils' oracy in order to write more effectively. Leaders should equip pupils with the skills to articulate what they would like to write before translating this into their writing. Leaders should ensure

that the writing curriculum enables pupils to achieve the highest standards in writing, including in the early years.

- Leaders have put in place a coherent curriculum. It is designed to build on pupils' prior knowledge. However, when talking with pupils about their work we found that their recall of essential knowledge was variable. They have not had enough opportunities to consolidate their learning. Pupils should be given more opportunities to recap what they have learned in different topics and subjects to make sure that they remember what has been taught. Curriculum leaders should check more regularly to ensure that pupils remember what they have learned.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	104474
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10087803
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Father David Potter
<b>Headteacher</b>	Mrs Rachael Tyler
<b>Website</b>	<a href="http://stbrigid.knowsley.sch.uk">http://stbrigid.knowsley.sch.uk</a>
<b>Date of previous inspection</b>	14–15 March 2017

## Information about this school

- St Brigid's is a Roman Catholic primary school. It is situated in Knowsley but admits pupils from Liverpool local authority.
- In September 2017 governors established new Nursery provision catering for two- and three-year-old children.
- The governing body runs before- and after-school provision on the school site.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior leadership team and subject leaders throughout the inspection.
- We spoke with representatives from Knowsley local authority and from Liverpool Archdiocese.
- We considered reading, writing, computing and design technology as part of this inspection. For these subjects we spoke with the headteacher, met with curriculum leaders, teachers and pupils, undertook an analysis of pupils' work

and visited lessons. We heard pupils read. We also spoke to Year 3 and Year 6 pupils about their work across the curriculum.

- We met with groups of pupils from across the school both formally and informally to ask them about safeguarding. We also met with the headteacher, governors, teachers and teaching assistants. We reviewed documentation which included the school's safeguarding policy, register of the checks carried out on new employees and safeguarding records.
- We looked at the school's behaviour records, observed pupils at breaktimes and discussed behaviour and bullying with pupils.
- We spoke with parents at the start of the school day and took account of the 16 responses to the Ofsted Parent View survey. We also considered 17 responses to the staff survey.

### **Inspection team**

Steve Bentham, lead inspector

Her Majesty's Inspector

Jean Tarry

Ofsted Inspector

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