

# Great Crosby Catholic Primary School

URN: 104926

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

21–22 May 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### 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

#### Religious education (p.5)

The quality of curriculum religious education

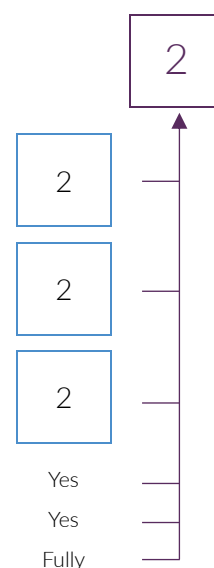
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## Compliance Statement

- The school is entirely compliant with the Bishops' Conference curriculum requirements.
- The school meets the requirements of the Archbishop of Liverpool.
- Areas identified for improvement in the last inspection have all been addressed.

## What the school does well

- The school fosters a warm, inclusive, and prayerful environment, where strong relationships between staff, families, the parish, and the wider community create a clear sense of belonging and welcome for all.
- The headteacher and governing body place Christ at the centre of their work, fostering a deeply caring school community and a strong, valued partnership with the actively involved parish.
- Staff provide exceptional pastoral care, going above and beyond to support vulnerable families and stay connected with unwell pupils, with parents praising their compassion and personal attention.
- Pupils enjoy lessons, showing enthusiasm, pride in their work, and excellent collaboration through idea sharing and meaningful debate.
- Pupils and staff alike show reverence and joy during prayer and liturgy, with music effectively setting a reflective tone and hymns sung confidently throughout school services.

## What the school needs to improve

- Conduct an inclusive review of the school mission, aims and objectives.
- Introduce more strategies in religious education for pupils to respond to feedback and demonstrate deeper learning through enhanced questioning.
- Provide increased opportunities for pupils to collaborate in planning and leading prayer and liturgy as they progress through the school.

## 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

2

#### Provision

The quality of provision for the Catholic life and mission of the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

2

Pupils at Great Crosby Catholic Primary School value their Catholic identity and are rightly proud of their school. They are actively engaged in a range of charitable activities, such as fundraising for Cafod, the Whitechapel Centre, and local hospices. Pupils are given the opportunity to participate in a wide array of groups, including Mini-Vinnies and Faith in Action. These groups contribute to the enrichment of their Catholic life. Pupils show a level of understanding of their role as stewards of our world and the responsibilities entailed. School should continue to help them increase this understanding so they can clearly articulate the school community's principles of Catholic social teaching. Pupils' behaviour in lessons and around the school is good. They show care and respect for one another and for the world, including people of other faiths, cultures, and religions. Further development is needed with Faith in Action so that its impact is felt across the spiritual life of all pupils. One pupil commented how this project has, "Helped us to get closer to God and learn more about our religion. It gives us warmth and helps me become embraced in our faith."

There is a culture of warmth and welcome at Great Crosby that includes all pupils, families, and visitors. The sense of community is clear in the relationships between staff, families, the parish, and the local community. The school has cultivated a purposeful, calm, inclusive, and prayerful environment that is greatly valued. Prayer spaces, such as the prayer garden and prayer room, are used and available to all, though usage is inconsistent across year groups. Continued development of these spaces will encourage spontaneous prayer and reflection more frequently across the school. The pastoral care provided by staff, including the learning mentor, ensures that all families are supported, particularly the most vulnerable. Parents describe staff as going above and beyond for the community, for example by ensuring that poorly pupils receive frequent phone calls and messages from staff and classmates, so they continue to feel valued and included in school life. One parent commented, "Despite the large size of the school, it is such a friendly and supportive environment," and another stated, "The level of compassion and personal attention is truly exceptional and not something you would typically find in other

schools.” The relationships, sex and health education (RSHE) curriculum is delivered from nursery through to Year 6. It is rooted in Church’s teaching and meets all statutory requirements. It is well planned and adapted to the local context.

The headteacher is highly ambitious for the Catholic life of the school and places Christ at the centre of her work, which is typified by the high level of care and commitment shown across the school community. She works diligently alongside her staff, pupils and governors to develop a joyful faith community in Great Crosby. Leaders and governors are equally as committed and know their duty as guardians of the school’s Catholic life and mission. Governors are well known by staff and pupils as regular visitors working in close partnership with the leadership team who value the support and challenge provided. The parish priest takes an active role in school life, visiting frequently, and is greatly valued by pupils, staff, and the wider community. Staff feel supported by leadership in their faith and the provision in place. One member of staff spoke about how school had ‘ignited’ a personal faith journey. There is a culture of belief amongst the staff that Great Crosby enables them to “keep their faith alive” and indeed to “deepen their faith.” Consequently, committed leadership of Catholic life and mission enriches faith through action.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

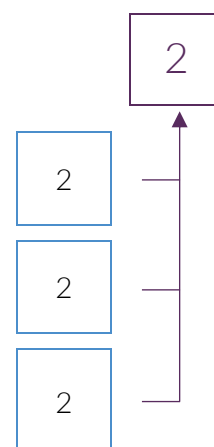
How well pupils achieve and enjoy their learning in religious education

#### 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 at Great Crosby have secure subject knowledge in religious education and achieve well. They make good progress, in line with other core subjects across all year groups and phases, including disadvantaged pupils and those with special educational needs and disabilities. Pupils enjoy their lessons, responding with interest and enthusiasm to the tasks provided. They take pride in their work which is well presented. Pupils behave very well in lessons, engage in them and work well in groups, especially when sharing ideas. For example, in a class debate, pupils keenly listened to varying points of view and perspectives whilst being able to use signals to their teacher that they wished to challenge or build upon a view that had been shared. Pupils understand the school's feedback policy and know when they are doing well. However, opportunities to respond to feedback, where given, are limited. As a result, pupils cannot demonstrate deeper learning frequently enough. Pupils would also benefit from opportunities to develop their own questions to further enhance their learning and understanding.

Teachers are confident in their subject knowledge, which is appropriate to the year group they teach. They deliver the 'To know you more clearly' and 'Come and See' programmes accurately and collaborate with leaders to ensure consistency in planning and delivery. Teachers provide a range of creative learning activities, such as labelling fruits to identify the gifts of the Holy Spirit, and leading meaningful debates on topics such as 'freedom and responsibility.' Learning is often recorded in written form, with occasional art. Pupils would benefit from more varied approaches that allow for creative expression, including though not limited to, written work. Pupils make links between their learning and lived experiences and would benefit from exploring these further through effective questioning and task variety. Prior learning was referenced and reinforced at the start of most lessons observed during the inspection, and pupils responded appropriately, yet this was not consistent across the school. Teachers made effective use of available resources, including computing tools, to enhance lessons. Teaching assistants and other adults provided valuable support for individuals and groups, ensuring good progress for pupils.

Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. All pupils are provided with activities that meet their needs whilst also securing parity with other core subjects in terms of staff training, resourcing and timetabling. The lead governor for religious education is a frequent visitor to the school, participating in learning walks and talking to pupils about their learning. The religious education team works well together and ensures continued professional development. Staff are clear that team members are supportive, and their doors are always open when help is needed. The religious education team would further benefit from having clearly defined roles and responsibilities, as well as working alongside colleagues from their cluster group and the archdiocese. Self-evaluation for religious education is evident through monitoring and analysis by leaders. Consideration should be given to measuring its impact and effectiveness in identifying precise areas for improvement, followed by the rigorous monitoring of any implementations.

## 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

Pupils respond with reverence and respect during prayer and liturgy, including class liturgies, phase prayer services, assemblies, and sacramental preparation throughout the year. Music is used effectively to create a reflective tone, allowing pupils to become engaged immediately, so beginning times of prayer with reverence. Hymns, sung with joy and confidence by both pupils and staff are regularly used across services. Scripture is appropriately selected to reflect current themes and read with care. As a result, pupils listen carefully, can hear the word of God clearly and are able to reflect appropriately. Pupils are beginning to learn how to plan and lead their own worship gatherings. However, most of the prayer and liturgy observed during inspection was led by adults, with few opportunities for pupils to write their own prayers, lead sessions, or explore different forms of prayer. Pupils spoke clearly about their limited roles in planning times of prayer and are keen to have increased opportunities to collaborate with staff and one another to enhance their experiences in planning and leading prayer and liturgy across the school.

Prayer and liturgy is central to school life at Great Crosby Catholic Primary School. Class and phase assemblies take place regularly, and leaders ensure that pupils mark key liturgical feasts and events throughout the year. While the school's size limits full-school Masses, smaller group Masses should be explored, especially as pupils have expressed interest in attending. The parish priest and school staff regularly support liturgical services and sacramental preparation. Staff have created valued prayer spaces that reflect the liturgical year, supported by good resources and artefacts which add value to class prayer tables and sacred spaces around the school. Families particularly enjoy the regular "Rejoice" events, where they can worship and pray alongside their children. These strategies have laid a strong foundation for prayer and liturgy across the school and can now be developed further. Staff model good practice in leading prayer and liturgy. These experiences would also be enriched by introducing moments for silent meditation and spontaneous prayer. Staff would benefit from continued professional development focused on pupil leadership.

Leaders and governors value the role of prayer and liturgy in nurturing the faith of the school community. This is evident in the many carefully prepared prayer spaces that are being used, albeit with some degree of inconsistency. The liturgical calendar is well planned, with regular opportunities for prayer and celebration. A policy for prayer and liturgy is in place which provides guidance for staff and families on how, when and where prayer and liturgy takes place. The policy indicates who is responsible for planning, delivering and evaluating these acts of worship. However, a clearer strategy is needed to build pupils' confidence and skills in planning and leading worship as they progress through the school. Continued training and clear expectations will ensure that staff support pupils in delivering high-quality, engaging prayer and liturgy experiences. Monitoring and evaluation of worship is in place but should be enhanced to ensure consistency and to measure its impact on the spiritual development of pupils. Evaluative findings should inform clear next steps and ensure a clear strategy for improvement. The celebration of prayer and liturgy shared between home, school and parish is evident in 'Rejoice' events.



## Information about the school

Full name of school	Great Crosby Catholic Primary School
School unique reference number (URN)	104926
School DfE Number (LAESTAB)	3433353
Full postal address of the school	Great Crosby Catholic Primary School, The Northern Road, Sefton, Crosby, Liverpool, L23 2RQ
School phone number	01519248661
Headteacher	Louise Morton
Chair of Governors	Carole McBride
School Website	<a href="http://www.greatcrosbycatholicprimary.com">www.greatcrosbycatholicprimary.com</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 <sup>th</sup> November 2018
Previous denominational inspection grade	Outstanding

## The inspection team

Matt White	Lead
Karl Landrum	Team
Joanne Farrimond	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

