



Much Woolton Catholic Primary School

URN: 104636

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

20 May 2026 – 21 May 2026

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 RE

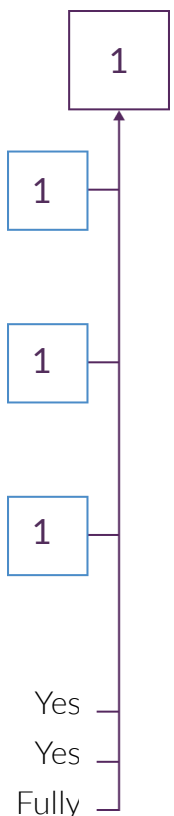
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



What the school does well

- Relationships at every level are strong and reflect the mission and values of the school. Everyone feels a sense of belonging to a loving school family.
- Pupils enjoy their learning, and behaviour is exemplary, both in and out of the classroom.
- There is a thriving partnership with the parish that gives the pupils access to a wide range of spiritual, sacramental, social and charitable enrichment experiences.
- The experiences of prayer and liturgy provided by the school lead pupils to meaningful engagement.
- Through religious education and collective worship, pupils have a sound knowledge and understanding of a variety of scripture passages which enhances their religious literacy.

What the school needs to improve

- Ensure that self evaluation processes lead to consistency in the quality of teaching throughout the school and the sharing of the very best practice.
- Make use of formative assessment strategies in religious education lessons through probing and targeted questioning that challenges and deepens pupils' understanding.

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

Provision

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

Leadership

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



There exists a deep sense of belonging to the family of faith at Much Woolton Catholic Primary School. Pupils have a clear understanding of the school mission and embrace it with pride and commitment. Pupils speak proudly of their school and its distinctive Catholic identity and they are eager to take on leadership roles that enable them to grow in virtue. The 'Mini Vinnies', school council and prayer leaders are proactive in finding ways of responding to those in need. They talk about fund raising as something that 'turns concern into action.' One pupil commented, "We spread the word of Jesus through our actions." Pupils take a leading role in responding to the demands of Catholic social teaching and enjoy finding ways to help others. Pupils care deeply for their own personal dignity and that of others made in the image and likeness of God. They greet visitors warmly because they are happy, confident and feel secure. They champion one another and celebrate the achievements of all. They state, "We are all part of one mosaic. No one stands out more than anyone else."

The mission statement has a significant impact on the life of Much Woolton Catholic Primary School which excels at being a community rooted in the word of God. Conscious that Christ is at the heart of the school, there is a lived sense of community evident in the quality of relationships and the strong culture of welcome, especially for the most vulnerable. Staff and leaders are highly committed to their responsibility to be of service to this Catholic community. One staff member commented, "Our Christ-centred values really resonate with me, particularly the call to serve others with kindness, respect and responsibility." The love and care shown to pupils is evidenced in the pastoral care on offer. The staff commented, "Faith is lived here, not just taught." One parent commented, "The teachers are nurturing,

supportive and excellent role models who genuinely care for every child in their class.” Another said, “The bible and the school’s mission statement are embedded throughout school life and can be seen in the way staff and children treat one another with respect, compassion and dignity. Around every corner of the school, carefully created spaces for prayer and quiet reflection support the formation of pupils and staff. The provision for RSHE meets statutory requirements.

Leaders place the highest priority on the Catholic life and mission of the school. They are energised and joyful in this pursuit and ensure that it is at the heart of their work. The links that exist between the school and the parish lead to an extensive offer for families for both church and social events. Governors are passionate and use their expertise to act as catechists and parish coordinators. This creates a strong sense of home, school and parish connectedness. Parental engagement is very positive because of the mission focused induction and information sharing processes that have been carefully planned by leaders. One parent said, “ School is a beacon of hope and light.” Staff are appreciative of the pastoral support they receive. One commented, “I have never brought a problem that feels like an inconvenience.” Leaders have ensured that the Catholic understanding of reality forms the foundations of the curriculum. Through each subject, pupils find links to scripture and school values. Self evaluation processes include pupils who, together with leaders, ensure that the mission pervades all aspects of school life.

Religious education

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 key judgement grade

Pupil outcomes

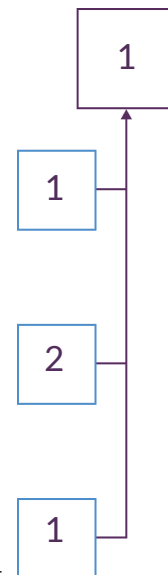
How well pupils achieve and enjoy their learning in religious education

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 are developing excellent knowledge, understanding and skills as required by the *Religious Education Directory*. Pupils speak very confidently and fluently about their learning, making links between scripture passages and key concepts. Pupils love their religious education lessons, display an innate curiosity during lesson discussions and ask relevant questions of their teachers. A parent commented, "RE is my son's favourite subject, it's the one thing he tells us about when he comes home." Behaviour in lessons is outstanding. Pupil outcomes are strong because teachers scaffold the learning well using artwork, actions and retrieval strategies. Constant repetition of key words and phrases during lessons enables pupils to know more and remember more. When given opportunities to work independently in lessons or in pairs, pupils show initiative, concentrate well and respond positively to the challenges they are given. In the best lessons seen, pupils were actively engaged and able to think ethically, relating learning to the demands of religious commitment in everyday life. High levels of motivation among the pupils leads to quality written work in books. Creative work in class floor books is beautiful. Pupils know how well they are doing in religious education through a combination of verbal and written feedback.

Teachers are committed to, and have high expectations for, religious education and they communicate this to pupils. Professional development, both in and out of school, has taken place so teachers are confident in their delivery of the subject. Planning is linked to assessment and lessons consolidate and extend pupils' knowledge and understanding so that they learn well. Teachers use driver words in their feedback to pupils to identify which skills

they have used in their learning. Celebration of effort is also evident. Pupil understanding of what they need to do to make progress is not as clear. In some classes, feedback specifically informs individual performance and next steps. It would be beneficial to use specific, targeted questioning and feedback across school which ensures that all pupils are challenged to make further progress. Pupils are able to relate their learning in religious education lessons to their own life experiences because teachers allow time and space for reflection and meaningful dialogue. The implementation of a system of choices for how to respond to learning has led to higher levels of curiosity and motivation. The use of class floor books for the recording of creative and practical tasks has increased levels of engagement and enjoyment among pupils.

Leaders and governors ensure that the curriculum is a faithful expression of the *Religious Education Directory*, and has full parity with other core subjects. Staff training is prioritised. In addition to archdiocesan courses, the subject leader offers subject knowledge and pedagogical training informally. The quality of subject leadership is recognised beyond the school and is shared to the benefit of other schools. For recruitment demonstration lessons, candidates are required to teach a religious education lesson. On induction to the school, all staff are encouraged to undertake CCRS study. This reflects the centrality of religious education within the curriculum. The curriculum is carefully planned and links are forged with the wider curriculum and with outside agencies so that pupils have a wide range of experiences that enrich learning. Parish enrichment activities provide context to the learning and governors play a key role in supporting learning in religious education. Leaders ensure that religious education is planned to meet the needs of all learners. Approaches such as the *golden box* and *scripture timelines* promote pupils' learning and retention of knowledge. Leaders' self evaluation recognises pockets of strength in RE teaching. More searching analysis and self challenge would secure even more teaching and learning that is outstanding across the school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

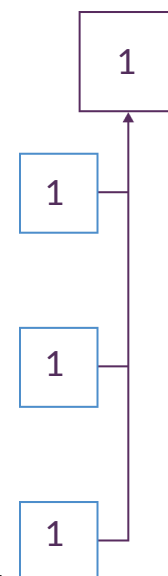
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy is central to daily life at Much Woolton Catholic Primary School. The prayer opportunities planned are deeply engaging. In response to scripture, pupils reflect silently and reverently, offer prayers spontaneously and sing hymns with enthusiasm and joy. Pupils have a detailed understanding of the ways of praying that are part of the Catholic tradition. They experience an array of prayer experiences throughout the liturgical year that aid their liturgical formation. Traditional prayers are taught over time and form a rhythm across the school day. Pupils stop work on Wednesday mornings to pray the *Angelus* together. Routines are well embedded so that all ministries, responses and actions come naturally to pupils. In every class seen, from the moment the bell is rung to begin the worship, there is an atmosphere of prayerful stillness. Pupils work with adults to plan and lead their own liturgies. Because of the school's formation of pupils relative to their age and capacity, they are able to evaluate their experiences of prayer and liturgy, identifying how to improve next time. Pupils articulate the ways in which experiences of prayer shape them as Christians and have inspired them to action.

The centrality of prayer and liturgy to the life of the school is clear. Prayer is integral to routine gatherings of pupils, staff and leaders. At the start of each week, staff pray together. There is a daily, weekly and termly pattern of prayer that offer participants the breadth and richness of Catholic tradition in its various forms. Scripture passages are used during prayer and liturgy that inform the go forth intentions for the pupils. Pupils articulate how the scripture calls us to live. Staff prioritise prayer and liturgy and act as role models for pupils. Staff skill is utilised in enhancing experiences of prayer and liturgy for pupils. A school choir has been formed

recently. Creative spaces exist around school that are dedicated to prayer. Quality artefacts and art evoke awe and wonder for pupils. A prayer garden has been created which is a source of great pride for the 'Mini Vinnies' and prayer leaders who tend to the plants and pray with younger pupils at lunchtimes. Parents regularly attend school assemblies, masses and collective worship in class. The partnership with the parish is a real strength of Much Woolton Catholic Primary School and enables pupils to participate more fully in the liturgy and the community it serves.

The school's policy on prayer and liturgy is well formulated and fit for purpose. It informs all staff about how to deliver prayer and liturgy. Weekly scripture and planning suggestions provided by the subject leader further enable staff to confidently and effectively provide meaningful and engaging experiences for the pupils. Leaders have a planned progression for pupil leadership and ministry that starts from the early years. As a result, pupils are able to confidently lead, minister and evaluate as they move up the school. Key times in the liturgical year are mapped out carefully with the parish priest to include Masses in church or school. Key Masses in the cathedral are also a highlight of the year. All staff are provided with opportunities for continued professional development and good practice is shared both in school and within the cluster of subject leaders. Resources are chosen to support high quality provision. Leaders and governors monitor prayer and liturgy effectively. It is very clear that pupils at the school are at the heart of every decision made and that prayer and liturgy are central to Catholic life and mission at Much Woolton Catholic Primary School.

Information about the school

Full name of school	Much Woolton Catholic Primary School
School unique reference number (URN)	104636
School DfE Number (LAESTAB)	3413516
Full postal address of the school	WATERGATE LANE, LIVERPOOL, L25 8QH
School phone number	0151 428 6114
Headteacher or Head of School	Mr Matthew White
Chair of Governors	Mrs Anna- Marie Brown
School Website	www.muchwoolton.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	08 May 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Fiona Brownsey Lead

Nichola Robinson

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