



Archdiocese of
Liverpool



Diocese of Liverpool

Report on the Denominational Inspection
carried out under Section 48 of the Education Act of 2005

EMMAUS PRIMARY SCHOOL
A JOINT CHURCH OF ENGLAND AND CATHOLIC PRIMARY SCHOOL

Fir Tree Drive South
Croxteth Park,
Liverpool
L12 0JE

Inspection date:	7 May 2019
Date of previous inspection:	11 March 2014
URN	131105
Inspectors:	Denise Hegarty David Thorpe Julia Ashton

Type of School:	Primary
Age range of pupils:	3 - 11
Number on roll:	426 (plus 60 part time places in Nursery)
Chair of Governors:	Mrs. June Simm
Headteacher:	Mr. Alan Williams
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Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Anglican Diocese and the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

Description of the school

Emmaus was the first joint Church of England and Catholic School in the country and was established to serve the residents of the Croxteth Park estate in Liverpool. It is a popular, larger than average school with a nursery class. The school serves the Church of England parish of St Cuthbert's and the Catholic parish of Our Lady and St Swithin's and has strong links with both churches. Currently, there are 486 pupils at the school approximately 99% of whom are baptised Christian with an intake which is divided equally between those baptised Church of England and Catholic. Classes reflect an equal balance of gender, age and denomination. Pupils hail from a wide spectrum of socio-economic groups with a lower than average number eligible for free school meals. The number of pupils of ethnic minority heritage is small with the majority being White British. The school has achieved many awards including the Church - School Partnership 1 and 2 Awards and the Silver Religious Education Quality Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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The distinctiveness and effectiveness of Emmaus Church of England and Catholic Primary School as a Christian school are outstanding.

The distinctly Christian ethos of Emmaus is valued by the whole school community and appreciated by visitors. Christian values are firmly embedded into every aspect of school life and are evident in the outstanding relationships that enable all members of the community to flourish. The school newsletter always includes a prayer and relevant information promoting the Christian life of the school to share with parents and carers. The school's learning environment, both inside and outside, is vibrant, well-cared for and celebrates the wonderful work that goes on therein. The Christian character has a high profile and makes a positive impact on the well-being, personal development and achievement of all.

Grade: 1

Improvement since the last inspection

The school continues to grow from strength to strength. Leaders and governors know their school community exceptionally well and treat members with dignity and respect. Their aspirations and expectations remain high, and these are communicated in a Christian manner to which staff members and pupils respond willingly and wholeheartedly. Relationships across the board are outstanding. Religious Education standards have continued to rise. Since the last inspection, examples of worship led by children have improved and are now exemplary. Parents are highly supportive, and one wrote, 'Not only has our son enjoyed this school, we have, too. It is at the heart of the community, bringing people together.'

Capacity to improve

There continues to be outstanding capacity for future development in all areas. Strategic plans are in place for further growth and development of the Christian nature of the school, for worship and for Religious Education. There is an eagerness for improvement with no room for complacency in any aspect. Previous recommendations from the last inspection have been acted upon swiftly and significant, ongoing improvements continue to take place. A generous budget is made available for staff development and resources. Governors are insightful in challenging and supporting the school. The work of the Spiritual Dimension Committee rigorously monitors this aspect of the school.

Grade: 1

Focus for development:

- Continue to implement the areas identified for development in the Self-evaluation form. These include:
 - Continuing to develop child-led Collective Worship in school;
 - Continue to develop the assessment and moderation of work and the tracking of pupil progress.

The development of the school's distinctive Christian nature is outstanding at meeting the needs of all learners

The school's core Christian values of love, friendship, hope and trust are extremely well-established and are clearly expressed and understood by all members of the school community. They permeate the whole of school life, are at the heart of all policy and decision making and are visibly lived out in day to day activities. This is evidently seen in the school's photographic display of how children depict them. A parent commented, 'My child will exit this school with a set of values that have been coached, mentored and taught in a loving, caring, empathetic approach.' Children make clear links between Jesus' teaching and their own actions and as a result, they are kind and compassionate to each other. They show genuine Christian respect for the needs of others and strive for justice and fairness for all. This is evident in the concern they show as they actively raise awareness and fundraise for a variety of charities. Children thoroughly enjoy all that the school offers and are outstanding, loyal ambassadors. Their behaviour is exemplary, and, in keeping with their core values, pupils strive to do their best in all areas of the curriculum. Relationships within the school are outstanding and exemplify Christian teaching. Staff and pupils feel valued and respected. Pupils understand the part they play in living the school's mission, *'We are friends, journeying with Jesus in faith, hope and trust as we live, love and learn together.'* It is proudly displayed around the school and emblazoned across the school website. As one child said, 'We are all a family, on a journey, living our lives as Jesus would.' Pupils have very positive attitudes to their work and co-operate extremely well with others. They feel secure, happy and can confidently express their views and opinions knowing they are listened to. A wide range of cultural experiences including the participation in the School Parliament, visitors and trips out give an excellent understanding of the wider world. Roles of responsibility e.g. as school councillors, playground buddies etc. are willingly and conscientiously undertaken. These and other extra-curricular activities have a profound impact on the personal development and well-being of all children. Residential holidays to PGL (Y4) and France (Y5) and the Liverpool School Ski Association ski trip (Y6) help pupils to develop a sense of teamwork, increase self-esteem and impact greatly on their social, moral and cultural development. Children display positive attitudes to difference and diversity. They have enjoyed learning about Judaism and Hinduism during 'Other Faiths and Religions Weeks' and developed an appreciation of the beliefs and cultures of others.

Grade 1

The effectiveness of the provision for Collective Worship is outstanding

Collective worship inspires the whole school community. It is at the heart of the school day and promotes the Christian distinctiveness of the school exceptionally well. High quality planning of Christian themes includes a strong emphasis on Bible teaching and Christian values which enhance pupils' social, moral, spiritual and cultural (SMSC) development very effectively. The school has excellent procedures in place to monitor and evaluate the impact of worship. Findings are then used to influence ongoing improvements to ensure that the spiritual needs of pupils are fully met. Prayer and reflection are regular features of all forms of worship as well as being an integral part of school life. Pupils say that during reflection and prayer time, when talking to God, they are given time to think about decisions they make. Daily prayers include the Lord's Prayer, lunchtime and home time prayers as well as prayers written by pupils, which are regularly shared in worship. Another outstanding characteristic of worship is the highly competent and enthusiastic pupils who regularly plan and lead worship for the school community. The pupils who lead are excellent role-models. On the day of inspection, the story of the Lame Man who was healed by Jesus, was re-told by the pupils. One child reflected afterwards that the message was very simple, 'Jesus doesn't turn anyone away.' This demonstrates brilliantly the

inclusive values encouraged within school and within collective worship in particular. Pupils sing with joy and passion. 'We sing to God because we love him, it's just another way to pray,' said one child. Parents and carers join with the school and both church communities at key points in the church year to worship together. These occasions undoubtedly play their part in maintaining and strengthening the bond between the communities. The parish priest and vicar, as well as other key members of both churches, provide appropriate experiences of Catholic and Anglican traditions in worship and this brings theological insights to the pupils and staff. As a result, their worship experiences are enriched. Worship also enables children to deepen their understanding of the nature of God as Father, Son and Holy Spirit.

Grade: 1

The effectiveness of Religious Education is outstanding

Religious Education makes a highly significant contribution to the distinctive Christian character of the school. Leaders are committed to ensuring that it is seen as a core subject and is an integral part of school life. Typically, pupils arrive at the school with little knowledge of the Christian faith. Progress across the school is outstanding and pupils achieve exceptionally well. Their knowledge, understanding and skills are appropriate to their age and capacity and pupils are aware of the demand Religious Education makes on their personal and social lives. Standards of attainment are high. Monitoring of the subject is rigorously undertaken and indicates that pupils are highly motivated and enthusiastic about their work. Their attitudes and behaviour for learning are outstanding. Pupil interviews suggest that children thoroughly enjoy their Religious Education lessons. Teaching is at least good and mostly outstanding. Teachers plan in detail and deploy a variety of teaching and learning strategies to engage and enthuse pupils. Their subject knowledge is excellent as evident in lesson observations on the day of inspection and in their planning. Teachers build on prior knowledge and make excellent use of the driver words from current levels of attainment in Religious Education to differentiate work to meet the needs of all. Adults use excellent questioning techniques to probe deeply for insightful answers and encourage children to talk about their experiences and give reasons for their views and opinions. Lessons are challenging and enjoyable. Resources, including additional adults in the classroom, are deployed extremely well. Time requirements are well within recommended levels and curriculum time is used very efficiently. Pace of lessons is swift. Key words from the topics are displayed and reiterated during lessons thus building up children's impressive religious literacy. Marking is highly effective, and feedback helps pupils to understand the next steps they need to take to make further progress. The *Come and See* programme for Religious Education is used appropriately and adapted to suit the particular needs of the school and the children's learning. Excellent use is made of the clergy from both traditions to support learning. Pupils are assessed formally each term and informally at the end of each topic. Exemplary tracking of children's progress and attainment are kept. The governors are very supportive and kept well-informed by the highly effective subject leader who has a clear view of development strategies for the future. There are high expectations upon staff to provide pupils with the best learning experiences possible. The subject leader is very experienced and leads the subject with enthusiasm and integrity whilst constantly striving for improvement. The rigorous, comprehensive monitoring and evaluation cycle ensures accurate self-evaluation and the formulation of a robust action plan which is carefully monitored and evaluated. Continuing professional development is accessed from the Diocese and Archdiocese as required.

Grade: 1

The effectiveness of the Leadership and Management is outstanding

The headteacher has a strong personal Christian faith, which is articulated through a clear vision, expressly rooted in Christian teaching. This informs all school policy and practice and sets the culture of the school community. The distinctive Christian character and vision is shared, agreed and upheld by all members of the school community, who live out the school's core Christian values. Strong, nurturing relationships permeate the school, where it is evident that everyone is, *'Journeying with Jesus'*. The impact of this strong Christian vision results in excellent pupil behaviour. Harmonious relationships are at the heart of this school leading to acceptance and inclusivity. The headteacher and senior leaders understand what it means to lead a joint Catholic and Anglican church school and are extremely well supported by staff and a highly effective governing body. Governors support and challenge the school leadership team in all areas of school improvement, ensuring that church school issues are prioritised in improvement planning. They have regular involvement in the life and work of the school. Consequently, they know the school very well. The experienced RE co-ordinator ensures that the subject is taught to a high standard and there are clear processes in place to monitor and evaluate the school's provision. The school is outward looking, and it supports other schools in matters of teaching and learning. One example being that the governors have agreed to the headteacher supporting other schools who have experienced difficulties. A strong partnership with both the Catholic Archdiocese and Anglican Diocese has resulted in highly effective development of church school distinctiveness through discussion and training. Pupils value their key role in decision-making and take their responsibilities in school very seriously. Since the last inspection the school has not rested on its laurels and has built upon its previous strengths whilst addressing issues swiftly and effectively.

Grade: 1

JOINT SCHOOLS INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Christian Education	1
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CHRISTIAN LIFE

How well the school is developing its distinctive Christian Life	
How well the school's distinctive Christian values enable the pupils and staff to develop as individuals	1
How well the distinctive Christian values support the Spiritual, Moral, Social and Cultural development of all members of the community	1
How well the distinctive Christian nature of the school (including R.E.) encourages pupils' sense of belonging and motivates relationships in the whole school community	1

COLLECTIVE WORSHIP

How effective Collective Worship is	
How the importance of Collective Worship is reflected in its provision throughout the school	1
The response to Collective Worship and Liturgies	1
The extent Collective Worship supports the Spiritual and Moral development of the school community	1
How well Collective Worship and other liturgies develop pupils' understanding of Anglican and Catholic faith and practice	1

RELIGIOUS EDUCATION

How effective Religious Education is	
How high standards in RE are and how well all pupils achieve	1
How good the opportunities offered to pupils are in curriculum RE - TEACHING	1
How good the opportunities offered to pupils are in curriculum RE - LEARNING	1
How good the opportunities offered to pupils are in curriculum RE – CURRICULUM	1
How good the opportunities offered to pupils are in curriculum RE – LEADERSHIP & MANAGEMENT	1

LEADERSHIP AND MANAGEMENT

How effective leadership and management are in developing the Christian life of the School	
How well the head teacher, senior leaders including governors promote a distinctive Christian vision for the school	1
How effective the head teacher, senior leaders including governors challenge the school community to implement a distinctive Christian vision	1
The extent to which the whole school community have ownership and involvement in putting the distinctive Christian vision into practice	1

Key to judgements:

Grade 1 is Outstanding, Grade 2 - Good, Grade 3 - Satisfactory and Grade 4 - Inadequate