



St Edmund's & St Thomas' Catholic Primary School

URN: 151023

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

11–12 June 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

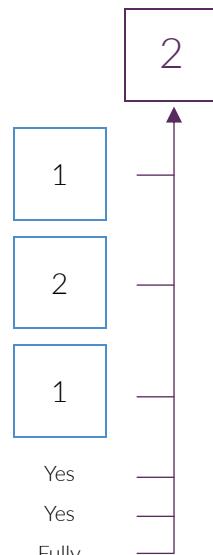
Collective worship (p.7)

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 complies fully with the requirements of the Bishops' Conference.

The school meets the additional requirements of the Archdiocese of Liverpool.

All areas identified for improvement in the last inspection have been implemented.

What the school does well

- The mission statement is visible throughout school and is known and lived out by all school community members.
- Collaboration between school leaders, governors and trust members to ensure school improvement and continuous professional development in religious education is highly effective.
- Pupils feel happy, safe and confident. Their behaviour is exemplary.
- Staff understand and value the importance of religious education within the curriculum. This is as a result of the commitment of the team at St Edmund's and St Thomas'.
- Pupils' reverence and respect during prayer and liturgy is excellent.

What the school needs to improve

- Facilitate pupil voice in contributing to the evaluation of Catholic Life and mission.
- Provide consistently high-quality teaching and learning that impacts on attainment and achievement in religious education.
- Implement further support in enabling pupils to plan, lead and evaluate prayer and liturgy at age- appropriate levels.

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

1

1

1

1

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

1

Pupils understand the distinctive Catholic identity and mission of St Edmund's and St Thomas'. The school's warm and welcoming environment ensures they feel part of the community. They achieve this by recognising everyone as their neighbour. One pupil commented, 'We treat people how we would like to be treated.' The pupils clearly appreciate that they are cared for. They understand how and why they are committed to following the teachings and examples of Jesus. Pupils embrace the responsibility to care for their common home and to serve those in need. They undertake this through their roles as Mini Vinnies and as members of the Live Simply team. They help the most vulnerable through organising food and book hampers and by fundraising for a range of charities. Pupils describe their school as 'Catholic' which to them means that the values of love, service and compassion expected by Jesus are evident in all they do. They identify with the uniqueness of the individual and celebrate difference saying that no one is left out in their school. Pupils appreciate and respect the staff because of the total support they are given, which enables them to see the work of Jesus through action.

The mission statement is concise and provides inspiration for the school community. It is revisited regularly and has a visible impact on school life. Staff are role models who clearly care about their pupils and each other. Their commitment to the school's mission is evident through their relationships with pupils and families. This reaches the wider community through the leadership and organisation of events, such as the annual cross country run which brings all local schools together. The school's welcoming entrance space presents the mission statement, alongside creative displays that include scripture, pictures and artefacts that reflect and celebrate the liturgical seasons. Displays promote the school's work towards the Cafod Live Simply Award, therefore demonstrating their community response to Catholic social teaching.

Chaplaincy provision is the central feature for the provision of Catholic life and mission. This role facilitates staff in understanding their importance as witnesses to Jesus by dedication to the education of the whole person. The staff is wholly committed to the most vulnerable within the school and strives to ensure that equality and diversity are promoted. Relationships, sex and health education meets archdiocesan and statutory requirements. The programme of study is faithful to the teachings of the Church.

Leaders are committed to Catholic life and mission as their core responsibility. They ensure that it permeates all whole school policies, practises and outcomes. They strive to ensure that a strong partnership continues to be enriched between home, school and parish. Pupils visit their parish church regularly for Masses to participate with the wider community. Families are invited to share in these celebrations. Induction for new staff is excellent, and they feel well supported by leaders and the Pope Francis Trust. They are enabled to confidently fulfil their commitment as Catholic educators. Governors have a clear and confident vision of Catholic life and mission. Their specific roles ensures that they are rigorous in their approach to monitoring and evaluation, and challenge appropriately. Where necessary they access opportunities for continued professional development offered by the archdiocese and the Trust. Consequently, they are equipped to support school with visits to observe this practice in action. There is a desire to integrate the missions of both school and Trust to celebrate and emphasise the wider school family. The parish priest wholly supports all these initiatives and actions. He is a regular visitor who is well known to staff and pupils because of his impact on Catholic life.

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

2

2

2

2



Pupils enjoy learning in religious education, showing enthusiasm for their work. When asked to share pieces of work they proudly offer explanations and recall references to scripture, linking its relevance to all subjects and to their own lives. In most lessons pupils demonstrate secure knowledge and skills that reflect the Religious Education Directory or Come and See programme. Pupils are religiously literate and use mature vocabulary to articulate their learning. Lessons begin with the retrieval of prior learning that lays the foundations for new knowledge and understanding. Pupils recall previous scripture and events to the extent that they know and remember more. Pupils' behaviour is excellent and impacts upon a standard of learning that enables them to engage, contribute and concentrate. They recognise the importance of learning about other faiths and cultures, relating this to life in a multicultural society. Pupils respond well to the process for marking and feedback. This ensures they know how to improve and are provided with a range of opportunities to respond and reflect on their progress. Outcomes for attainment and overall standards of work in religious education are comparable with those of other core subjects and are beginning to show additional areas of strength. Consistency is now needed in embedding these strengths across all classes.

Staff have good subject knowledge which is reflected in their teaching styles and strategies. They recognise and value the importance of religious education as the core of core subjects and ensure the school fulfils the Archbishop's requirements. Teachers skilfully question during lessons, offering challenge to the pupils who in turn respond appropriately. There is effective use of scripture that is well applied to our contemporary world. Learning opportunities are planned creatively with use of music, song, art and visiting speakers to enrich pupils' understanding of their charity work. Where teaching is good or better, lessons are adapted to meet the needs of pupils and are appropriately paced with the effective use of a range of

teaching strategies. It is in these lessons that good progress is evidenced through discussions with pupils, class books and classroom displays. Knowledgeable teaching assistants are deployed carefully to ensure that pupils fully engage in lessons. Strong relationships permeate throughout the classrooms with praise and celebration for positive contributions and because of exciting risk taking in feedback from pupils that is encouraged and celebrated. This results in motivated pupils and classroom atmospheres that are conducive to learning.

There is an emphasis shown by leaders and governors that religious education has full parity with all other core curriculum subjects. Continued professional development opportunities are provided for staff to ensure their knowledge and understanding is informed with current best practice in teaching and learning. There is generous resourcing and timetabling meets national and archdiocesan requirements. High quality support is in place to further improve subject knowledge and pedagogy across the school. The process for monitoring and evaluation has resulted in a clear vision that focusses on further progression in religious education. The implementation of the Religious Education Directory is making an extensive impact on the progress and knowledge of the pupils even at this early stage of its implementation. This support for early career teachers is invaluable and impacts positively and rapidly. Governors have a good understanding of the subject's strength and are well informed by receipt of direct and honest evaluations. They know the areas for development and monitor the progress made towards these through detailed communications from senior leadership. The religious education team is collaborative in its approach to progress and has a clear vision of how to drive this forward, ably supported by leaders and governors.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

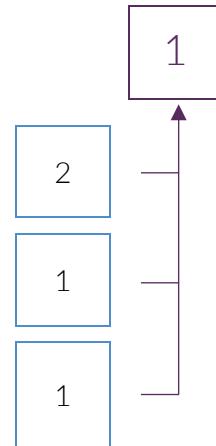
How well pupils participate in and respond to the school's collective worship

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



The pupils respond well to prayer and liturgy throughout St Edmund's and St Thomas'. They reflect in silence and join in with communal prayer with joyous singing that accompanies actions in all classes across the school. Pupils speak about their enjoyment of prayer and liturgy in different places including outdoors and in church. There is a consistent approach to its delivery that includes the use of the gather song and the dressing of the focus area, the common theme and use of resources. Pupils also demonstrate their understanding of the prayer life of school and can recall these prayers in discussions about the Glory Be and sign of the cross, linking these two prayers with the Holy Trinity. Pupils can articulate with ease the influence prayer and liturgy has on the wider life of school, with one pupil explaining that as a Catholic school, it reminds them what Jesus wants and provides time for them to speak with him. There is some evidence of pupils working well with others to plan and prepare prayer and liturgical activities. To further enhance this progress more pupils should now be supported in planning, leading and evaluating at age-appropriate levels across the school.

The centrality of prayer and liturgy in the life of the school is clear and evidence demonstrates that appropriate planning is always integral to gatherings of the school community. Scripture, traditional prayers, silent reflection and community singing are among the prayerful experiences provided during prayer, liturgy and worship. Planned prayer and liturgy offers a wide range of engaging and creative experiences with well-chosen scripture passages that are informed by the specific liturgical season. Clear links are made between these and the celebrations of feasts, so ensuring that pupils can participate with understanding, joining by singing the gather song and setting the focus table with respect and reverence. Scripture, prayers and religious symbols are at the centre of beautiful creative spaces and displays around the school. These are places for reflection, where pupils are reminded of their uniqueness through art displays which reflect the

word of God. One parent said, 'My children are able to come home and share prayer and liturgy each day. They discuss bible stories and show a good understanding of the scripture.' Parents and carers are invited to attend and participate in the prayer life of school and this is supported positively by the parish priest.

Leadership, including Trust members, governors and class teachers are dedicated to the provision, resourcing and professional development of prayer and liturgy across the school as the essential feature of its Catholic life and mission. Consequently, its quality over time has improved significantly. Leaders prioritise ample time and resourcing to assist with this improvement both indoors and outdoors, where possible. The chaplaincy support provided by the Trust and the parish has a considerable impact on the delivery of prayer and liturgy and staff value this input. Early career teachers in particular feel supported in this area and benefit from the whole school policies, structure, and continued professional development that has a focus on effective induction and support. Staff now feel equipped and empowered to plan and deliver, with increasing confidence, across the planned liturgical school calendar. Leaders regularly review and evaluate the quality of prayer and liturgy and opportunities are provided for further support where necessary. The strong partnership between church and parish has led to increased use of the church for prayer opportunities, including Masses for feast days and for class prayer and liturgy where some pupils are inspired to lead reflective worship experiences for their younger peers.

Information about the school

Full name of school	St Edmund's & St Thomas' Catholic Primary School
School unique reference number (URN)	151023
School DfE Number (LAESTAB)	3433355
Full postal address of the school	St Edmund's & St Thomas' Catholic Primary School, Oxford Road, Waterloo, Liverpool, L22 8QF
School phone number	0151 928 5586
Headteacher	Kieran Loftus
Chair of Governors	Carmel Howard
School Website	www.stedmundsprimary.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Pope Francis Catholic Multi Academy Trust
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	13 th November 2018
Previous denominational inspection grade	Outstanding

The inspection team

Kathryn Berry

Lead

Sharon Orwin

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