



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### RUNNYMEDE ST. EDWARD'S SCHOOL

### LIVERPOOL

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Tuesday 17 March 2009

Inspectors            Ms. Nora Finnegan    Mrs. Pat Cooney  
                                 Mrs. Maria McGarry

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Primary
Age range of pupils	3 -11
Number on roll	237
Chair of Governors	Dr. John Myerscough
School address	North Drive, Sandfield Park, Liverpool, L12 1LE.
Telephone number	0151 281 2300
E-mail address	scarter@runnymede-school.org.uk
Date of last inspection	9 March 2004
Headteacher	Miss Sally Carter

## Introduction

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

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

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Description of the school

Runnymede St. Edward's is an independent Catholic School and is the Choir School for the Metropolitan Cathedral of Liverpool. There are 237 children aged 3-11 on roll, 199 of whom are Catholic and 10 come from other Christian denominations. Twelve children are from an *Other Faith* tradition and 16 do not belong to any faith group. The number of children with learning difficulties and/or disabilities is below average. The vast majority of children are from a White British background. Children enter the school with skills that overall are average for their age. There are 19 members of staff, 14 of whom are Catholic. Ten of the fifteen teachers who teach Religious Education have a Religious Education qualification.

## Key for inspection grades

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

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## **Overall effectiveness of the school**

Runnymede is a good Catholic school with many outstanding features. It is a secure, inclusive community, underpinned by a strong Catholic ethos which affirms all its members and gives them opportunities to “enrich their skills and talents”. This encourages children to grow in confidence and establishes a positive climate for work. The leadership and management are outstanding in developing the Catholic life of the school through the Mission Statement. Living the gospel values in the “spirit of Blessed Edmund Rice”, especially love and mutual respect, is at the heart of this community. The headteacher is an excellent role model of service to her community. Together with the leadership team, she has a very clear understanding of the mission of a Catholic school. They have high expectations and have a clear vision of how to meet development needs. Positive relationships have been established by working in partnership with home, local parishes and community. Standards are good. Learners achieve well and make good progress. Teaching and learning is good overall. Assessment is good and is beginning to provide clear guidance on learning. The school is good in meeting the Religious Education curriculum needs and interests of learners. Learners’ behaviour is outstanding. The Religious Education subject leader provides outstanding leadership and support to staff. The quality of Collective Worship is outstanding. The provision for learners’ spiritual and moral development is outstanding. Both curriculum Religious Education and Collective Worship make an outstanding contribution to this. The school is outstanding in promoting community cohesion. This is evident by the links fostered with parishes and the local and wider community.

**Grade: 2**

### **Improvement since the last inspection**

The school had two key issues from its last Section 23 Inspection in March 2004. Since then, formal monitoring of planning, teaching and learning has been introduced. Strengths and areas for development have been identified and this information is being used to take the school forward. In-service has been provided to further develop teachers’ understanding of Collective Worship and, practical guidelines to support the planning and delivery of liturgies and Collective Worship have been developed. Formal assessment of Religious Education has been introduced. The Mission Statement has been reviewed by all members of the school community. Children have been given opportunities to explore the statement at their level and develop their own motto. Time and finance have been provided for the coordinator to attend in-service and lead staff meetings. The Religious Education handbook and policies supporting spiritual and moral development have been updated. Parents and carers are given detailed information about what is taught in Religious Education and are invited to participate in celebrations. Resources have been updated. Religious Education and the Catholic life of the school are evaluated on a regular basis.

**Grade: 1**

## **Capacity to improve**

The school's self-evaluation is comprehensive and its view of its overall performance is mostly accurate. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and will be influenced by the findings of this inspection. The leadership has a clear understanding of what needs to be developed and is fully committed to improvement. There is outstanding capacity for further improvement.

### **Grade 1:**

#### **What the school should do to improve further**

- Through the monitoring process share outstanding practice across the school to ensure that quality planning and challenging teaching and learning is used consistently throughout the school;
- continue to implement the targets set out in the school self-evaluation documentation.

## **Achievement and standards**

Learners' attainment on entry to the school is average. The number of children with learning difficulties and/or disabilities is below average. Most learners, in relation to their capability and starting points, make good progress in the school. Standards in Religious Education are good overall. There are no significant differences in performance by learners of different gender or ethnic background. Children with learning difficulties and/or disabilities make good progress in Religious Education with the help provided by other adults and differentiation of tasks to meet their needs. In some classes use of challenging questions and tasks is made to enable more able children fulfil their potential. This good practice needs to be shared throughout the school. The school checks on the progress made by all children through good use of 'assessment for learning' and formal assessment. Children's work is marked with positive comments, and, in upper Key Stage 2, outstanding use is made of developmental marking to enable learners monitor their own progress. The ongoing use of the information gathered through the monitoring of planning, teaching and learning, scrutiny of workbooks and formal assessments will enable the school to raise standards further.

Children are confident in discussion and feedback and have a good knowledge of the subject and its relevance to their lives. During lessons most children show enthusiasm for Religious Education. The behaviour of children throughout the school is outstanding. The children are enabled to make an outstanding contribution to the school and wider community e. g. the Edmund Rice group using their knowledge from Religious Education when exploring practical ways of living out his vision etc. Achievement in all areas of school life is celebrated through a variety of systems in classes and at school assemblies.

### **Grade 2:**

# Quality of Provision for Religious Education

## Teaching and learning

The evidence in planning and workbooks, together with the observation on the day of inspection show that teaching and learning is good overall. Three outstanding lessons were observed on the day of inspection. Where teaching is outstanding, lessons are very well planned taking account of the needs of different learners within the class. Teaching is very precise and clearly focussed on the learning objective. This enables the children to understand clearly what they are learning about. Teaching is confident and enthusiastic and the lesson is well paced. Use is made of a range of resources to challenge and stimulate the children. The learning needs of all children, including those who are more able, are addressed through use of imaginative teaching and learning strategies. Challenging, differentiated questions and tasks, together with good support for those less able, ensures that all children are enabled to make outstanding progress. Learning is summed up very effectively during the plenary session and related to the objective. Use of self-assessment enables learners to check on their own progress and celebrate their new knowledge and skills. Children are also given time to reflect at a deep level in order to relate their learning to their everyday lives. Sharing of all the above outstanding practice, through the monitoring process, will enable the school to raise standards further.

The learning environment throughout the school is stimulating and *Here I Am* displays are used very effectively to support teaching and learning. Most lessons are well planned taking account of the needs of all learners, including those who are less able. In some classes the needs of more able children need to be addressed more fully through use of challenging questions and tasks. Good pace and timing, which maintained the interest and concentration of children, was observed in most lessons. This kept children focussed on the task. The tasks given enabled the children to work well independently and collaboratively. In some classes children's religious literacy is developed very well by the identification and use of the key words for each topic. This good practice needs to be shared throughout the school. A good introduction to formal assessment has been made. This enables the school to identify the progress being made. Where teaching was outstanding this information was being used very effectively to inform future planning when differentiating work to meet learners' varying needs. Parents' and carers' involvement in their children's Religious Education is outstanding. They are sent detailed information about the topics being studied. This enables them to become involved in their children's Religious Education. Parents/carers are also invited to celebrations. They receive regular verbal and written reports of their child's progress.

## Grade: 2

## Curriculum

The school is good in meeting the Religious Education curriculum needs and interests of most learners. Those children who are less able are very well supported in all classes. The good practice of challenging the more able, which

was observed in some classes, needs to be more consistent throughout the school. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. The leadership of the school ensures that quality time is given to the positioning of Religious Education on timetables. Children are given opportunity to reflect and apply their learning to their own lives e.g. "how can I grow in God's way during this Lent?" The use of creative teaching and learning strategies e.g. role play, exploring paintings, music, information communication technology by some classes enrich the delivery of the Religious Education curriculum. Local parishes support the delivery of Religious Education well e.g. children's visits to Church during particular topics, Ash Wednesday liturgy etc. Catholic beliefs and values are at the heart of learners' spiritual and moral development. This is evident in classrooms and throughout the school. Overall, the Religious Education curriculum makes an outstanding contribution to learners' spiritual and moral development. The school has policies to support spiritual and moral development. These are very obviously lived out in the daily life of the school.

**Grade: 2**

## **Leadership and Management**

### **Religious Education**

Leadership and management in raising achievement and supporting all learners in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school with a focus on raising standards. The Religious Education coordinator provides outstanding leadership for the staff who share a commitment to the subject's aims and values. She shows a genuine enthusiasm for her role and is fully committed to her task. She has worked hard to ensure that all new initiatives have been introduced. A recently updated handbook guides and directs all staff in their delivery of Religious Education. Coordinators' meetings are attended on a regular basis and information is disseminated to all staff during staff meetings to support them in their planning and delivery of Religious Education. Performance in Religious Education is monitored through scrutiny of planning, teaching and learning, workbooks, display and assessment. Runnymede is socially inclusive by providing equality of access and of opportunity for most learners to make progress. Sharing of outstanding practice will ensure that the needs of more able children are fully met. Of the 15 staff teaching Religious Education 10 have a suitable qualification. Those classes which are supported by other adults make good use of them to support teaching and learning during lessons. Priorities for the subject are clearly identified and targets set. Religious Education has been funded on par with other core subjects. Resources have been updated since the last inspection. The headteacher and the Religious Education coordinator keep governors fully informed of the strengths and areas for development relating to Religious Education. Governors discharge their

responsibilities in an outstanding manner and are very involved in the life of the school.

**Grade: 1**

### **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. Runnymede is a place in which the Mission Statement is at the heart of the community. Living the Gospel values "in the spirit of Blessed Edmund Rice" permeates every aspect of its life and work. "Providing experiences that broaden and enrich the skills and talents of each member of the school community" highlights the philosophy of education at this school.

Since the last inspection all members of the school community were consulted during the formal review of the Mission Statement. Practical objectives, which show how the aims are lived out in the daily life of the school have been added. Children have been given opportunity to explore the Mission Statement at their level and develop their own motto: *'Into your hands Lord, we put each day. All that we do and all that we say.'* They have also looked at practical ways of living their mission e.g. through the Edmund Rice group. The Mission Statement informs all school policies and plans and is displayed around the school. Regular reviews of the Mission Statement enable the school to effectively monitor and evaluate its Catholic life.

**Grade: 1**

### **Collective Worship**

The quality of Collective Worship is outstanding. Since the last inspection in-service has been provided to further develop teachers' understanding. The school provides Collective Worship in a variety of ways for each child daily, in class, key stage or whole school gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy gives clear guidelines to support the planning and delivery of Collective Worship wherever and whenever it takes place. Teachers and children plan and deliver Collective Worship. The school has worked hard to ensure that all Collective Worship is an enriching experience. Parents/carers are invited to participate in celebrations. Acts of worship include various forms of prayer, scripture, power-point presentations, reflection and other elements that support liturgical formation. Respect is shown to children of other denominations in the invitation to prayer. Worship stimulates reflection on spiritual and moral issues and on personal beliefs. The Collective Worship observed was outstanding. Children and adults actively participate in acts of worship. In some classes they are also given quality time for reflection at the end of Religious Education lessons. Collective Worship makes an outstanding contribution to spiritual and moral development.

**Grade: 1**

## **Community Cohesion**

The school is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities. Parents and carers are involved in decision-making and the life of the school. They are invited to celebrations, receive regular newsletters and have opportunities to share their views e.g. questionnaires and informal discussion. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education Programme, *Here I Am*, provides good support to community cohesion. Learners have had opportunity to explore the beliefs and values of other faiths: Judaism and Islam. The school has very strong links with the Cathedral and the local and wider community e.g. school choir supporting initiatives in the community etc. The school community shows a concern for the well being of those less fortunate than themselves in their support of local and global charities e.g. Nugent Care, Shoe Box Appeal, The Blessed Tansi school in Sierra Leone etc.

**Grade: 1**