



Catholic Schools Inspectorate inspection report for Carleton House Preparatory School

URN:104723

Carried out on behalf of the **Title**. Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 14th & 15th June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	3
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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- **Christ is at the heart of this school. The quality of relationships are good and the school offers a warm welcome to all.**
- **There is a strong sense of family where everyone is recognised as an individual, and diversity is embraced and celebrated.**
- **The school community comes together to celebrate Catholic life and social teaching is lived out daily.**

- **Pupils are very proud of their school. They are highly articulate, well mannered, caring and happy to be a pupil at Carleton House. Their conduct in lessons and in social times is excellent.**
- **Leaders, staff and governors are committed to Carleton House. They want to provide the very best for the pupils and offer extensive curriculum enrichment.**

What the school needs to improve:

- **Teachers should use assessment of pupil learning in religious education, both within and between lessons, to ensure that all pupils are effectively challenged and that they know how to take the next steps in their learning.**
- **Leaders should ensure that there is a rigorous and systematic self-evaluation cycle across religious education and collective worship so that staff have a very clear understanding of the impact of their actions and how this impact will inform the next steps of their improvement journey.**
- **Leaders should ensure that opportunities for collaboration with other schools and the Archdiocese are developed so that all staff have a clear understanding of best practice in religious education and collective worship.**

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:.....

2

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

.....

2

The pupils at Carleton House are well mannered, polite and actively caring of each other and those they encounter. They are a joy to be with. They know that they are valued and unique and, as a result, they are happy, confident and secure young people. The school's mission, 'live, love and learn with Jesus' is understood by most pupils. Through their actions they demonstrate how they are following in 'Jesus' footsteps'. Pupils participate well in all the opportunities they are provided with. They have embraced the challenge of '*Living Simply*' by their commitment to the school's pledge to support others through their own words and actions. They are rightly proud of the work that they do in support of others and enjoy every available opportunity to share this good news. The conduct of pupils in and around the school is excellent. Pupils would benefit further from the development of chaplaincy provision within the school and the opportunity to evaluate the impact of the charitable works that they fervently support.

The mission statement is clearly understood by all and is underpinned by the *Carleton Charter* which exemplifies how all are expected to live this out. It is revisited and reviewed annually. Staff show a commitment to its implementation by using regular opportunities to refer to the mission, for example during lesson time or key stage assemblies. This results in pupils being able to articulate what 'living, loving and learning with Jesus' means to them. Staff participate in activities which reflect this and support the work of the subject lead, senior leaders and the parent body in their pursuit of charitable works. There is a real sense of community within the school. Differences are actively celebrated, and all are made to feel

welcome. This results in pupils who are kind to and tolerant of each another. The focus that school leaders have placed on welcoming and learning about other faiths and cultures is strong. Opportunities to use the environment to exemplify the school's mission are used well in communal areas. Particularly noteworthy are the beautiful displays in the entrance to the school and the main hall. Statutory requirements for the Religious Health and Social Education curriculum are met as pupils access the archdiocesan recommended programme, *Journey in Love*. Why is it 2?

Leaders at Carleton House can articulate the mission of the Catholic Church. Governors are passionate and complimentary about the work of the staff in exercising their duty to lead by Catholic example. They are particularly proud of the work of the pupils who behave beautifully and act kindly and considerately toward others. When referencing the pupils' work in support of global neighbours, one member of the governing body said, 'our children bring the lessons they have learned home and enthusiastically share examples.' Leaders recognise that the school is the church for many of its pupils, as a result, they offer parents a range of virtual engagement opportunities via the website and Twitter. Further face to face opportunities are used to celebrate the Catholic life and mission at Carleton House through regular celebration assemblies, which are always well attended and actively supported by the wider community. Leaders and governors clearly care about each other and the staff and, in turn, staff value and are complimentary of their support. One staff member referred to the headteacher as 'going the extra mile to offer support during difficult times.' However, beyond the statutory remit, leaders do not currently engage with the archdiocesan education department.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

Provision

The quality of teaching, learning, and assessment in religious education.....

3

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

3



Pupils enjoy and are developing a secure knowledge in religious education, which is appropriate to their age and development and when they are asked to do so, their recall of information is accurately delivered. They are enthused when given the opportunity to discuss their learning and can converse with confidence. Pupils can and do work independently. However, there are inconsistencies in the school's approach to ensuring challenge for all pupils. Consequently, for some pupil learning is passive. All pupils comply with the requests of staff and in doing so they are pleasant, well behaved, polite and well mannered. Pupils particularly enjoy creative tasks and in the better lessons, where pupils are provided with imaginative ways to explore new learning, they can *shine*. However, there is an over reliance on written responses, particularly in Key Stage 2. Pupils achieve at least average attainment in religious education. Pupils require clearer guidance in how to move well beyond their current attainment. Current self-assessment strategies do not enable the older pupils to understand what they need to do to improve their work.

The teaching staff are committed to religious education. They recognise its value with reference to the moral development of the pupils and most teachers can confidently demonstrate good subject knowledge. Planning in the early years and key stage one builds on prior learning. However, this is not explicitly related to the assessment of pupils as they move up into key stage two. Consequently, learning in religious education is limited. The impact of teachers' use of probing questions to move learning on and to unpick pupil understanding is variable across the school. It is stronger in the early years and year one. Teachers use written feedback to celebrate the effort pupils make but they do not yet provide precise targets for improvement so that all pupils are clear on their next steps.

Teachers in the early years and key stage one provides a range of opportunities so that the children present their work creatively. Pupils in key stage two wholeheartedly embrace the prospect of this type of opportunity when presented. Beyond the early years, the school's deployment of additional adults does not consistently support the learning needs of pupils. In some classes, support staff are not given enough direction by the teacher so that they can support and challenge pupil learning.

Leaders and governors ensure that the *Come and See* programme is used across the school. As a result, the curriculum accurately reflects the requirements of the current Religious Education Curriculum Directory. The subject lead is passionate about religious education and has shared his expertise across the school by supporting staff and governors. He is beginning to think about and plan for opportunities to make explicit links between religious education and the other foundation subjects in preparation for the introduction of the new Directory. Senior leaders provide the governing body with an overview of enrichment opportunities that are provided for pupils. These events, which include visits from a range of professionals (often from the local community), enhance the pupils experience in religious education. The priority that leaders place on the pupils work on other faiths is a strength and pupils value this. In a year five lesson, one of the pupils eloquently explained that 'despite our differences, God loves and welcomes us all.' The subject lead and staff body do not currently engage with groups (including the archdiocesan education team) beyond the school. This participation would provide further support to ensure that there are systematic opportunities to quality assure religious education provision and consequently improve leaders and governors' ability to demonstrate the impact of their actions on outcomes and on provision.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Pupils at Carleton House always respond well to opportunities provided and they conduct themselves beautifully during dedicated prayer time. Pupils across all key stages thoroughly enjoy the opportunity to sing and pray together, particularly during larger group gatherings led by the talented subject lead or the headteacher. They participate confidently. Some pupils are supported to prepare for and lead prayer and liturgy. This starts from the early years where pupils gather resources together in preparation. The subject lead has identified that the pupil evaluation of this provision is a focus for improvement. Pupils link their learning in religious education to prayer and liturgy. In Year Six there are thoughtful written examples of prayers dedicated to those in need. The pupils in key stage two can talk extensively about the impact of their prayers on their local and global neighbours by relating this to their charitable work. In relation to their recent fundraising for KIND, a year three pupil explained that 'Jesus taught us to love each other as He would want us to be loved.'

As soon as pupils join Carleton House, they are guided in how to pray. Pupils in the early years know how to make the sign of the cross and engage calmly and reflectively because teaching staff plan well-constructed opportunities to worship. Senior staff, teachers and some support staff and lead prayer and liturgy across the school. Staff who are confident to do so help pupils to participate in prayer, develop their planning skills and support them to lead. However, in some classes, adults would benefit from further direction and training. The subject lead ably uses his musical gifts and talents to enhance prayer and liturgy. He is a role model to all adults across the school. Priority has been placed on the development of dedicated outdoor prayer spaces in the main school and early years and staff have given freely of their time and resources to enhance and maintain these areas. Many of the older pupils take the opportunity to access the beautifully developed prayer garden to sit and

reflect during play and lunchtimes. During group discussion, a pupil in lower key stage one explained that 'time in the prayer garden helps me to think and talk to God.'

Leaders have constructed a policy which sets out their expectations of prayer and staff use this to support them in planning for opportunities to worship. Leaders understand that pupils' participation in prayer should be built upon as they progress throughout the school. They plan to revisit their strategy for ensuring that these skills are carefully planned. The subject leader has planned the calendar for the year which is underpinned by a sound understanding of the rich diversity of the Carleton House community. The planned events include opportunities for the children to attend masses and services in school alongside appropriate celebratory events to which parents are invited to attend. Links with the parish priest are well established and, despite time limitations, he is supportive of the work of school leaders. Staff have access to training which is provided by the committed and passionate subject lead. Leaders recognise that impact of this requires further evaluation so that the gaps in the quality of delivery across the school can be addressed. The subject lead has been able to monitor provision for prayer and liturgy across the school and has shared this with governors. The impact of this monitoring and subsequent actions are not yet explicit.

Information about the school

Full name of school	Carleton House Preparatory School
School unique reference number (URN)	104723
Full postal address of the school	145 Menlove Avenue, Liverpool, L18 3EE
School phone number	0151 722 0756
Name of head teacher or principal	Mrs Sandy Coleman
Chair of governing board	Mr Gareth Beck
School Website	https://www.carletonhouse.co.uk
Multi-academy trust or company (if applicable)	NA
Type of school	Primary
School category	Independent
Age-range of pupils	3-11
Trustees	Governing Board
Gender of pupils	Mixed
Date of last denominational inspection	26th January 2016
Previous denominational inspection grade	Good

The inspection team

Mrs Rachael Tyler

Lead inspector

Mr Andrew Dawson

Team inspector

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