



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY NAME CATHOLIC PRIMARY SCHOOL

FAZAKERLEY

Inspection Date 23 May 2017

Inspectors Mrs. Pat Peel Mrs. Joanne Farrimond
Mrs. Angela Paget

Unique Reference Number 104634

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 341 incl. Nursery

Chair of Governors Fr. Kevin McLoughlin

Headteacher Mrs. A. Radford

School address Moss Pits Lane
Fazakerley
Liverpool
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Date of last inspection June 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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.

Information about this school

- Holy Name is a larger than average sized Catholic Primary School situated in Fazakerley in Liverpool, serving the parish of Holy Name.
- There are 341 children on roll of whom 257 are baptised Catholic, 52 come from other Christian denominations and three pupils come from another faith or religious tradition.
- There are seventeen teachers who all teach Religious Education. Thirteen have a suitable qualification in Religious Education. Eleven teachers are baptised Catholic.
- Since the last inspection the headteacher has become the executive headteacher of Our Lady and St. Philomena's Catholic Primary School and splits her time between both schools. A head of school has been appointed in the headteacher's absence.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Holy Name is a good school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic Life of the school.

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic Life at Holy Name.
- There is a shared vision for Catholic Education which is reinforced in the school's Mission Statement "*At Holy Name School we try to follow Jesus' footsteps by treating everyone with love and respect,*" and reinforced in the children's motto "*We shine like the stars and try to be the best in all things*".
- Pupils benefit from a stimulating learning environment which is adorned with high quality artwork, posters and reflection areas which supports its Catholic identity and promotes spirituality.
- The grounds have been well developed to provide a useful resource to support the outdoor learning environment.
- The school has both an indoor prayer room and an outside faith garden. Both are well used and provide reflective areas for independent and communal prayer opportunities.
- Pupils have an outstanding sense of belonging to the school. They say that they are proud of Holy Name. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community.
- Pupils are encouraged to take on roles of responsibility by becoming school councillors, prefects, eco and Fairtrade committee members, curriculum ambassadors and peer mediators.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. to the local elderly care home, on residential trips and visiting the Metropolitan Christ The King Cathedral.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have the opportunity to visit Kingswood Educational Centre at Colomendy.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example CAFOD, NSPCC, Children in Need and Red Nose to name but a few. The school has also hosted a visitor from Laughter Africa.
- Pupils have a good sense of belonging to the school community and value and respect others one pupil commented that "*We really do shine like stars in our school. We all get on and do our best because the teachers care about us!*"
- The school supports the Children's University and this is very popular with the pupils.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils benefit from a very caring and supportive environment.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly golden assemblies where stars of the week are named.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is requiring improvement.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith and make very good progress given their starting point.
- Pupils' attainment in Religious Education requires improvement. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good. This is due to the support given by learning support assistants which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their workbooks provides evidence of pupils generally attaining a broadly average level for their age and stage of development with some pupils underachieving.
- Planning is inconsistent across the school. Where the language of the level descriptors i.e. driver words are used in planning it is having negligible impact in the classroom as teachers are not differentiating activities accurately enough to challenge pupils. On the day of inspection there was very little evidence of driver words being used throughout lessons and plenary sessions to challenge pupils thinking.
- Evidence from the book scrutiny carried out on the day identified a range of activities which were not challenging enough particularly in Key Stage 2. Staff need to have much higher expectations particularly for the more able in some classes. Undertaking Archdiocesan in-service for planning and differentiation will greatly aid staff in this area and will quickly impact on raising standards further.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing in line with their age and capacity.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. This was very good in some classes for example in Year 6 where children were preparing questions for an applicant attending a job interview in a hospice.
- Pupils' engagement in their learning is good as shown by their interest, enthusiasm and excellent behaviour in lessons. They are resilient, quick to task and concentrate well. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- Pupils' liturgical formation is developing very well across the school.
- They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in scripture.
- The school have begun supporting pupils planning, leading and preparing Collective Worship and have built up portfolios of evidence to support this.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is good in ensuring that pupils are interested, engaged and make very good progress from their starting point.

- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes pupils are challenged and inspired which enriches their enjoyment of Religious Education. This needs to be shared.
- There are inconsistencies in the use of driver words in teachers planning and delivery. Activities need to be clearly differentiated for identified groups of pupils and reinforced throughout lessons routinely as part of the teacher's repertoire. This is something which can easily be addressed by undertaking Archdiocesan In-service. Driver words should be used in plenary sessions to reinforce pupils' learning outcomes and support teachers' marking and next steps.
- Effective use is made of time and resources e.g. interactive white board, God's and Church's Story, Come and See website, audio and visual media etc. There was evidence of the iPad being used by some of the youngest pupils to support their learning.
- The school is effective in deploying learning support assistants to enhance lessons for those children who require additional support. This can be improved even further by teachers planning activities which will engage and challenge pupils throughout the intervention.
- Pupils are very positively affirmed throughout their lessons and behaviour for learning is excellent. In less paced lessons pupils remained on task and worked diligently.
- There was some evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in next steps using the language of the level descriptors. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils.
- The subject leader has joined a cluster group with other Catholic schools in the locality which will support her in the monitoring process.
- There was no evidence of assessment for learning taking place in lessons observed. Strategies which are used in other curriculum subjects can easily be transferred to Religious Education. The use of driver words routinely by teachers' will support this.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The Religious Education curriculum is good in promoting pupils' learning.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme.
- Termly Religious Education newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate i.e. the Archdiocesan planning template.
- Enrichment activities such as fencing, basketball, art, chess, reading, multi-sports etc have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Pupils in Year 6 have attended a careers carousel to raise their aspirations about the workplace and beyond.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed.
- The parish priest is a frequent visitor to the school and is fulsome in his praise of the link that the school has built up with the parish. He presides at mass both in school and church throughout the liturgical year and at key school events.

- The school provides altar servers to the parish church.
- Children have explored the beliefs and values of Judaism and Hinduism. This helps to promote tolerance and respect for those who think differently. The children have visited a synagogue in support of their learning.
- The school is keen to support the diverse cultures which make up the school and have held a 'mother tongue day'.
- The school hosts both a breakfast and after school club. Pupils enjoy the range of activities provided by the school staff at these times.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good.
- Collective Worship is held on a regular basis and plays a part in meeting the Spiritual needs of the pupils.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Collective Worship resources have been provided to all classes to support acts of worship.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the '*Come and See*' programme.
- The school supports the With You Always family catechesis sessions in the parish.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic Life of the school and in the way they plan and implement improvement to outcomes for pupils.
- The Mission Statement "... *we try to follow Jesus' footsteps by treating everyone with love and respect...*" is truly a reflection of the close community ethos which permeates the school.
- Leaders are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document is an accurate reflection of where the school is now.
- Since the last inspection some new governors have been appointed. Whilst governance has been strengthened it is important that they undertake regular Archdiocesan training to further develop their Mission in education.
- Over time robust monitoring and rigorous analysis of systems will provide a solid basis on which to further celebrate the school's strengths and ongoing areas for development in relation to the Catholic Life.
- Some policies on the website need ratification and renewal dates to ensure that they are current.
- It is recommended that the resource to support Relationships and Sex Education 'Journey in Love' is looked at by all governors and a policy and statement produced accordingly.

- Collective Worship opportunities for Spiritual and Moral developments are provided for all staff and pupils. Opportunities to join in 'Come and See for Yourself' celebrations are provided for staff. This enables liturgical themes to be explored at an adult level before teaching and learning takes places.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Parents are consulted regularly and they support the school in many ways throughout the year.
- The school has a very active PTFA group who work with the school to provide both social and fundraising opportunities.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education.
- The Self Evaluation Document is an accurate reflection of where the school is now.
- All key documentation pertaining to the Come and See programme is in place.
- The subject leader is excellent in guiding Religious Education. Since the last inspection she has been instrumental in maintaining and further developing a robust system to both support staff in delivering the programme and monitoring Religious Education using the guidance provided by the Archdiocese. She is enthusiastic and committed to developing her role further.
- Through her monitoring, and accurate judgements, the subject leader knows the strengths and areas of weakness in the school.
- Leaders, governors and managers need to ensure that any findings following monitoring of Religious Education is looked at carefully and recommendations made acted upon. On the day of inspection there was evidence in lessons and in books of underachievement and lack of challenge. This can be rectified quickly by teachers using the language of the level descriptors i.e. driver words when planning for, delivering and marking Religious Education lessons. It is recommended that the school undertakes whole school in-service to support planning and differentiating in Come and See.
- Leaders, governors and managers need to be more strategic and analytical to ensure that key areas are tackled systematically and accurately to bring about further improvement in standards and achievement. Governors would benefit from training in this area.
- There is a link governor for Religious Education however, it is recommended that another governor takes on this role given the time it demands to support the subject leader effectively.
- Formal assessment tasks in Religious Education are being undertaken in line with Archdiocesan guidance.
- Assessment information is being collated by the subject leader and whole school pupil tracking has been established.

What the school needs to do to improve further?

- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - continue building up a portfolio of assessed and moderated work to aid accurate levelling across the school.
- Raise the standards of attainment in Religious Education further by:
 - undertaking Archdiocesan In-service training on Planning and Differentiation for *Come and See*;
 - embedding the language of the level descriptors i.e. driver words into planning and daily practice enabling the needs of all pupils to be met;
 - using driver words accurately and consistently when marking to inform pupils of their progress and next steps;
 - undertaking governor training in Religious Education to ensure a greater clarity of the monitoring and evaluation process.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	3
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate