

Our Lady of Good Help Catholic Primary School

URN: 104670

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

20–21 March 2024

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

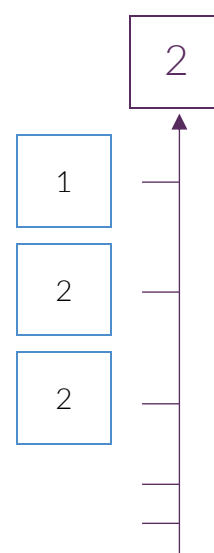
Collective worship (p.7)

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



What the school does well

- A shared passion and genuine care, led by the head teacher and leadership team, to ensure inclusivity and the best opportunities for each child, particularly those who are more vulnerable.
- A strong and encompassing approach to creating learning experiences and an environment which supports each child's needs, both inside and outside of the classroom.
- The mission statement, "Like Our Lady, we live wisely, think deeply and love generously in Christ," is known and lived out by all members.
- Relationships between all members of the school community are exemplary and allow staff and pupils to thrive and reach their full potential.

- The strong sense of 'family' between Our Lady's school, their families, the parish and local community.

What the school needs to improve

- Governors should provide regular contributions to the evaluation and monitoring processes of the school.
- Providing feedback to pupils using the skills words in religious education will enable them to know how to further improve their work with greater understanding.
- Increase the progression of pupil leadership in prayer and liturgy across the school ensuring greater responsibility and more meaningful prayer.

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

Provision

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



Pupils at Our Lady of Good Help understand and embrace the distinct Catholic identity and mission of their school. They are passionate and active in promoting it. They know their mission statement, 'Like Our Lady, we live wisely, think deeply and love generously, in Christ', is important in their daily lives. They know that helping others is 'the right thing to do and they are following in Jesus' footsteps.' The pupils take on responsibilities with enthusiasm and passion. They are keen to help others. The 'Good Helpers' and 'Wellbeing Warriors' assist other pupils in the school garden and at playtimes. The pupils understand the need to look after our planet and the school environment. The school through its support of the most vulnerable, has been successful in becoming a 'School of Sanctuary' which also embraces the needs of refugees in the local area. The pupils are extremely well behaved and proud of their school. They love to welcome visitors with warm handshakes and kind words. New children to the school are made to feel part of the school very quickly. Pupils recognise that they are unique. 'God chose us to be different and He blessed us with our differences.'

The mission statement is a clear and inspiring expression of the school's belief about itself, and one taken from the words of Pope Francis. Staff embrace the mission statement and readily contribute to activities which reflect the Catholic life and mission of Our Lady's. Christ is at the heart of the school community. Relationships are exemplary and there is a strong culture of welcome and care for all. Our Lady of Good Help is described as a family by parents, staff and governors. One parent stated, "The school has a lovely ethos and is like a family." The staff are exemplary role models through their loving care of pupils and their commitment to the most vulnerable. The culture of inclusivity for all, ensures that all pupils, regardless of their culture, religion, ability or background, have the highest quality of care and commitment to reach their

full potential. The excellent pastoral care provides an environment where pupils feel safe and nurtured through the school's positive behaviour management approach. Relationships, health and sex education in school strongly supports the holistic development of every child, spiritually, morally, socially, and culturally, as well as their mental health needs. It is believed by leaders to be essential in safeguarding their children.

The personal commitment of leaders and governors to the Catholic life and mission of Our Lady's is tangible. The mission, clearly evidenced on the website and weekly newsletters, is a source of inspiration for the whole community. There is strong commitment to the parish, and the school is at the heart of the local community. Members of the local community and parish are keen to assist the school in the sacramental programme and in the construction and maintenance of the school garden dedicated to the memory of the previous head teacher. Leaders and governors work hard to ensure the care and wellbeing for all members of the school community. This is greatly appreciated by all staff. Leaders at all levels share a commitment to care for our common home from the 'Wellbeing Warriors' and 'Good Helpers' to senior management. The Catholic faith is central to the taught curriculum. Leaders and governors are committed to supporting all staff members in their professional development and particularly the Early Careers Teacher. School leaders have an open-door policy and support is readily given. The religious education, relationships, health and sex education, and mental health leaders are passionate in their vision to achieve strong outcomes in all areas. The head teacher and all leaders understand the needs of their pupils and how they can flourish to achieve their full potential.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

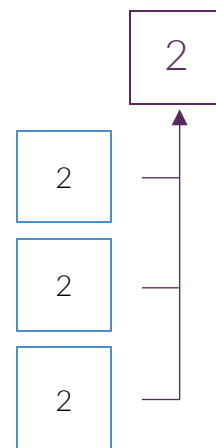
How well pupils achieve and enjoy their learning in religious education

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



Pupils enjoy religious education lessons and make good progress from their varying starting points. They engage readily in answering questions about the subject and in one class, skilled questioning enabled pupils to probe deeper into their understanding and ask their own questions. Behaviour in lessons is very good across the school and pupils supported by 'paired talk' can share their ideas. Their books are well presented. The use of photographs, art, sequencing tasks, alongside other written and illustrative work, is evidence of the variety and quality of learning. Pupils enjoy and are proud of their work. They find religious education lessons interesting, 'You can learn about other faiths too.' A parent also commented enthusiastically, 'When I asked my year 2 child what she likes about RE, she said she loves learning about God. Both of my children feel connected to their faith.' Pupils were able to explain the school's feedback policy where key vocabulary is the main emphasis. There is a consistent use of the skills words in both the learning objectives and in the delivery of the lessons. Pupils understanding of how to improve would be further enhanced with feedback which reflects the intended skills word. This was evident in one class, but a more consistent approach would be more beneficial.

Teaching in religious education is consistently good. Staff have good subject knowledge, and the subject leader is proactive in supporting staff when necessary. Teachers plan carefully, adapting teaching where needed, to ensure all pupils are included and engaged. Teaching assistants are well briefed and support pupils with specific needs, which clearly enables each child to engage as fully as possible. Teachers plan regular opportunities within lessons for pupils to reflect with each other on their learning. They are therefore confident to share their thoughts. Tasks within lessons are well considered which means that pupils of all abilities are given many opportunities

to secure their learning in a variety of ways. Teachers use questioning well to ensure that pupils understand what they are learning and make any adaptations necessary.

The subject leader has a clear vision for the development of religious education and enthusiastically drives the subject across school. Leaders and governors ensure parity with other core subjects in terms of staff training, resourcing and timetabling. The school's passion and drive for inclusion is evidenced by the commitment of leaders to ensuring that pupils with special educational needs and disabilities can engage fully in every aspect of school life. The more vulnerable pupils are considered in all aspects of school life, with the class and wider school environment fully conducive to learning. Timetables are adhered to and therefore maintain stability for these pupils as well as aids to learning within class. Pupils at Our Lady's are treated as individuals and their specific needs known by leaders. Therefore, they are well supported. The school's mission, 'Like Our Lady, we live wisely, think deeply and love generously, in Christ' is clearly lived out by leaders in their planning for learning.

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

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

2

Across all classes, pupils are respectful and reverent during the prayer and liturgy experiences provided by the school. They can reflect in silence and join in with the responses confidently. They readily join in with communal prayer and can sing with great enthusiasm. They show pride in supporting prayer and liturgy experiences by taking part in preparing the focus table or reading a prayer or scripture passage and show great reverence for the Word of God. Pupils engage in preparing whole school liturgies and are keen to have active roles. They enjoy prayer time together and are keen to participate in leading class and whole-school liturgies. One staff member commented, 'Pupils love to arrange collective worship. It's so peaceful in each class and our Masses at school with Father are lovely.' The pupils know the parish priest by name. Pupils' knowledge and skills could be further developed by being given greater responsibility for planning and evaluating prayer and liturgy as they progress through the school.

Prayer and liturgy are central to the life of Our Lady of Good Help. Each day begins with prayer, focusing each school member on their relationship with God and with each other. This time is enjoyed by all members of the school community and enhanced further by the rhythm of prayer throughout the school day. Appropriate scripture is selected by the subject leader in line with the liturgical year, and due reverence is given by all to the Word of God. Teachers are well able to use the scripture to lead the pupils in prayer and reflection. Good links are made encouraging all to go forth, renewed in their actions for the common good. Teachers make good use of and adapt the resources provided, especially digital presentations and recorded music. The use of space within the school is used creatively both indoors and outdoors to provide dedicated prayer spaces which can be accessed by all. A special memorial garden has been created in memory of the previous head teacher. The garden provides a space for reflection and prayer as well as coming together. Its construction was undertaken by the local community, school and parish

families. Pupils help to prepare Mass which means they are gaining understanding of its different parts. The parish priest is very supportive and regularly celebrates Mass that also includes the parish community. The celebration of the sacrament of reconciliation is a highlight of the school calendar.

Leaders and governors have reviewed the school's policy for prayer and liturgy, and this is fit for purpose. Leaders regularly review the school's provision and governors participate in school Masses, liturgies and celebration assemblies. The religious education leader provides weekly support for teachers, in providing meaningful prayer and worship which reflects the liturgical year. Further evaluation by school leaders, with additional support for teachers on how to lead 'prayer' for the pupils, would both continue to enhance prayer and liturgy. Staff receive professional development from the archdiocese and work in collaboration with each other as well as within the local cluster group to further develop their knowledge and skills. Our Lady's school works well with the parish catechists to provide quality sacramental preparation for its pupils. The head teacher ensures that the school has the resources and budget necessary to facilitate quality and meaningful experiences. This includes collective and private prayer, in quality spaces around the school.

Information about the school

Full name of school	Our Lady of Good Help Catholic Primary School
School unique reference number (URN)	104670
School DfE Number (LAESTAB)	3413599
Full postal address of the school	Our Lady of Good Help Catholic Primary School, South Drive, Wavertree, Liverpool, L15 8JL
School phone number	01517336937
Headteacher	Mark McQuiston
Chair of Governors	Susan Devereux
School Website	www.olgh.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	7 November 2017
Previous denominational inspection grade	Good

The inspection team

Alan Saunders
Sharon Orwin

Lead
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