



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY OF GOOD HELP CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date: 28 June 2011

Inspectors: Rev D Melly Mrs D Martin

Unique Reference Number: 104670

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 151

Chair of Governors Mr N Henwood

Head teacher Mrs S Horncastle

School address
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Date of last inspection 15 April 2008

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.

Information about the school

Our Lady of Good Help School is a smaller than average sized Catholic Primary School situated in Wavertree and serving the parish of Christ the King and Our Lady. There are 151 children on roll of whom 138 are baptised Catholic, 7 come from other Christian denominations, and 6 from other faith or religious traditions. There are 8 teachers who all teach Religious Education. Seven teachers are Catholic. Seven teachers have a suitable qualification in Religious Education. Since the last inspection a number of classrooms have been extended.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

how effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

1

Main Findings:-

The school is good overall in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained previously good performance. Self evaluation is good and accurate. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The leadership team is motivated and communicates its high expectations to staff in order to secure improvement. Teachers are provided with in-service to support their ongoing development. Realistic plans stem from the accurate analysis obtained through monitoring and are being used to improve outcomes.

Overall the school has a good capacity for sustained improvement.

What the school needs to do to improve further

- Develop the current assessment procedures by:
 - Improving planning to include dates and by developing the monitoring of levels and the tracking of pupils progress.
- Develop current practice in Collective Worship by:
 - Developing the plans to encourage pupils to be more involved both planning and leading.
- Enhance provision for curriculum Religious Education by:
 - Reviewing the timetables of some classes to ensure that 10% of time is given at an appropriate time of the day.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have a limited or no knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is good. Pupils make good progress in relation to their starting points and capabilities. Analysis of assessment undertaken provides evidence of pupils' generally attaining the appropriate level for their age and stage of development in each key stage. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. Pupils are becoming more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is

good as shown by their interest, and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by their involvement in reviewing the Mission Statement, their participation in Collective Worship and above all by the way they treat each other. Pupils have a good sense of belonging to the school community. Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. the School Council who now also look after the points system, prefects, and play leaders. Pupils are exceptionally considerate and caring of others both in school and the wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others.

Pupils are very good in responding to and participating in the schools Collective Worship. They act with reverence and are keen to participate in a variety of gatherings. They reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They appreciate, and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> the quality of pupils' learning and their progress in Religious Education 	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
How well pupils respond to and participate in the school's Collective Worship	2

How effective the provision is for Catholic Education

The quality of teaching is consistently good in ensuring that pupils are interested, engaged and make good progress. Teachers take into account pupils' prior learning and ensure when planning that the work consolidates, builds on and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources in most classes e.g. video clips, quiet music, lighted candles percussion instruments and some limited use of ICT. Teachers and others use a variety of strategies to sustain and motivate pupils particularly through good questioning, talking partners, connections, an interviewer, group work and affirmation.

The assessment of pupils work in Religious Education is satisfactory at the moment. Assessment strategies are in place. Further development of this work, particularly the tracking, is a priority for the school. Teachers are able to identify how well pupils are achieving. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the governors and parents. Achievement and effort are celebrated. Pupils are constantly affirmed and, know how well they are doing.

The curriculum is good in meeting pupils' needs. The school, using the Here I Am programme recommended by the Archdiocese 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 Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education in most classes. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Well planned strategies are deployed to enrich pupils learning. The school implements new curriculum developments as appropriate. Enrichment activities such as after school activities and clubs, days out and residential, cooking challenges, work with the Red Cross and links with St Julie's High School all have a positive impact on the curriculum. The Religious Education curriculum provides good opportunities for pupils' spiritual and moral development.

The Collective Worship provided is good with outstanding features in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a good part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. The school has provided opportunities for Staff to develop the skills in planning and leading Collective Worship. Efforts are now being made to encourage pupils to be involved more in the planning and leading of collective worship. Good opportunities are provided for parents, carers the local and wider Faith communities to participate in celebrations of the 'Here I Am' programme and the Church's liturgical year.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	3
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	2

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are good in promoting and developing the Catholic life of the school and show a good understanding of and commitment to the Mission of the Church. This is reflected in the Schools own Mission Statement '*We are here to learn, to love and to help one another in friendship*'. All who form part of the school community including parents, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life. Good opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school, through their involvement in the review of the Mission Statement and the living out of it, especially in their reverence and respect for each other, their leadership of collective worship and in their involvement in development of the spiritual garden. The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and outline areas for development. The Self Evaluation Document is good and accurate and is full of enthusiasm and hope.

The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education by participating regularly in in-service provided by the Department for Christian Education. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils. Each year begins with a retreat for the staff of the three schools within the parish, all staff participate in the Before you Begin section of the programme and by participating regularly in in-service provided by the Department for Christian Education.

Leaders and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The school sees the need to further develop this particularly the tracking. The planning is good but could benefit if dates were to be added. The subject leader is good in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are good in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their involvement with the Mission Statement and their regular attendance at Governor Meetings and visits to the school.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are very positive relationships at every level within the school. Parents are consulted regularly and involved in a variety of ways in the life of the school. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths and religions particularly Judaism, Islam and Sikhism. Speakers, including parents of pupils, have been invited into school and visits to various places of worship have been organised. This helps to promote tolerance and respect for those who think differently.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	2