



DIOCESE OF  
SHREWSBURY

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## SECTION 48 INSPECTION REPORT:

### **THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION**

School:	The Holy Spirit Catholic Primary School
Address:	Cotterill Halton Brook Runcorn WA7 2NL
Tel No:	01928 563148
URN:	111321
Headteacher:	Mr J McDonald
Chair of Governors:	Mrs B Burgess
Date of Inspection:	27 June 2017
Inspectors:	Mrs R Moores Mrs E Inman

## **Mission Statement**

**“Together in the Spirit of Love  
and Forgiveness, Our Family  
learns to Grow in Hope and  
Joy.”**

**(Renewed April 2016 with Sr Judith Russi)**

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		20	14	16	12	18	22	12	114
Catholics on roll		2	4	3	3	6	9	5	32 (28.07%)
Other Christian denomination		1	1	3	3	1	1	2	12 (10.52%)
Other faith background		2	1	0	0	0	1	0	4
No stated religious affiliation		15	8	10	6	11	11	5	66
Number of learners from ethnic groups		3	1	3	1	1	1	1	11
Total on SEN Register		3	5	3	2	3	3	1	20
Total with Statements of SEN		0	1	0	0	0	0	1	2
FSM		11	10	9	6	11	14	8	69

Exclusions in last academic year	Permanent	0	Fixed term	3
Index of multiple deprivation	0.49			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Maximillian Kolbe	114

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Chads	14
The Heath	1
The Grange	2

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week	0	2	2	2	2.5	2.5	2.5	2.5	16 hours

STAFFING	
Full-time teachers	6
Part-time teachers	0
Total full-time equivalent	6
Support assistants	5
Percentage of Catholic teachers f.t.e.	83
How many teachers teach RE (P) f.t.e.	5
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	2

NAME OF SCHOOL	
Published admission number	20
Number of classes	5
Average class size KS1	25
Average class size KS2	21

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2015/2016	Current financial year 2016/2017	Next financial year 2017/2018
RE	1000	1150	1000
English	2300	1500	1500
Mathematics	1200	1100	1500
Science	300	400	750

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OUTCOMES FOR PUPILS</b>	<b>2</b>
<p>The Holy Spirit Catholic Primary School is a good school. The children ‘look out for one another’ and there is a real sense of belonging and a very palpable ethos. It is a happy school and the children are welcoming to all - positive relationships are a real strength of the school. Pupils benefit significantly from the Catholic life of the school and the school plays a clear evangelising role in the lives of many of its pupils. This now needs to be extended by providing more opportunities for parents to attend, and be involved in, a wider range of liturgies within school.</p> <p>The children are rightly proud of their recently reviewed School’s Mission Statement: ‘Together in the Spirit of Love and Forgiveness, Our Family learns to Grow in Hope and Joy’ and it is lived out fully by the school community, being applied to everything that the school does - the children especially enjoy singing it at assemblies and during Collective Worship.</p> <p>The school has accurately identified that the development of Collective Worship, and the rigour and monitoring of it, is a priority and it has taken steps to bring about improvements. The children of The Holy Spirit Catholic Primary School are learning to take responsibility for planning and leading Collective Worship; this is particularly evident at Upper Key Stage 2. The school now needs to ensure that such practice becomes embedded throughout the school. The older children provide excellent example, as Liturgy Leaders and Head Boy and Head Girl ‘Welcomers’, for the younger pupils and the majority of children listen respectfully and attentively during Collective Worship. It is good to see, also, that a variety of prayer styles, including a weekly ‘Stilling Time’ and ‘Bee-Attitudes’, are now being developed and the school has fully embedded the daily celebration of the Angelus. The increased use of class Collective Worship boxes and Diocesan materials such as Prayer Trails will further enhance opportunities for Collective Worship. The children enjoy being involved with Parish Masses and Parish members are very appreciative of their involvement and very proud of the children’s behaviour, their reverence and prayerfulness. They have described the school as being ‘a little beacon’. Currently Mass is not celebrated in school and as a result an opportunity to increase parental contribution and participation in Collective Worship is being missed.</p> <p>The Mini Vinnies work within school raising awareness of issues relating to bullying and refugees and they have met up with and worked with other local Mini Vinnie groups. The children are fully involved in a wide range of fundraising activities – CAFOD, the Runcorn Food Bank, the Hospice, NSPCC and the SVP, to name but a few. The children are also provided with opportunities to go on retreat and to attend residentials where prayer is promoted. The well-established Sacramental Preparation Programme is shared jointly between the school and the parish and is indicative of the close working between school and Parish Catechists.</p> <p>The majority of children enter The Holy Spirit with a limited knowledge of the Catholic faith and so standards of attainment on entry are low. However, as the children move through the school, they make good progress relative to their low starting points. With more rigour in assessment and increased opportunities for moderation activities it is likely that the children will be helped to achieve higher standards, particularly those who are more able. Greater use needs to be made of Driver words to ensure that teachers and children are clear about next steps and that differentiation is included appropriately. The oldest children are encouraged to develop appropriate religious language and to reflect on their learning and this enables them to articulate their thinking very confidently indeed. During the inspection they were encouraged to empathise by skilled questioning and excellent use of resources.</p>	

<b>LEADERS AND MANAGERS</b>	<b>2</b>
<p>Leadership and management of The Holy Spirit Catholic Primary School are good. All leaders, governors and managers know their school well; they are fully involved in self-evaluation and they are deeply committed to the vision and mission of their Catholic Primary School and fully promote its work. Governor involvement is excellent and the school benefits significantly from their care and commitment. They are clear about the improvements that need to be made to make the school better and have planned to bring this about. They hold the school to account appropriately and regular standards' meetings and senior leadership reports ensure that the Governors are able to make informed decisions. They are aware, however, that monitoring and evaluation procedures need to be much more rigorous – for example, they could devise a strategic plan, with appropriate timescales and resources, following recent Book Scrutinies undertaken by the Link Governor and Senior Leaders.</p> <p>The Governors are aware of the need to fully address the leadership structure to retain the strength of the current senior leadership and to ensure succession planning is fully considered. They also need to consider the inclusion of a Performance Management objective for the Head Teacher, regarding the Catholic life of the school, to ensure that it continues to be given such high priority.</p> <p>The school's self-evaluation processes are becoming more rigorous and the school's leaders, managers and governors have effectively identified the strengths and weaknesses of the school. Standards are rising but the quality of teaching, accurately identified by senior leaders, is variable across the school and this needs to be addressed. Leaders, governors and managers have made great strides in addressing the issues raised at the last inspection. They do, however, recognise that assessment and moderation procedures need further embedding and that children and parents need to be further supported to increase their active participation in Collective Worship.</p> <p>The recently appointed Religious Education Leader, who is the Assistant Head Teacher, reports on progress and standards at each full Governing Body meeting and her leadership of the subject has already had a significant impact – she is ably supported in her work by the very effective Head Teacher together with the Chair of Governors and Religious Education Link Governor. The faith commitment of the Head Teacher, Assistant Head Teacher and Governors shine clearly in the everyday life of the school, clearly demonstrating faith in action and they inspire the whole school community in its Catholic vision and mission. They are clearly committed to the spiritual and moral development of all within the school community.</p> <p>Assessment practices are becoming more embedded in the life of the school and teachers are using the assessment tasks and materials provided by the Diocese. Moderation practices are also becoming more established. The recently introduced Marking Policy has not yet had an impact and this requires further focus.</p> <p>Pastoral care and provision within safeguarding are outstanding and these are strengths of the school.</p>	

<b>PROVISION</b>	<b>3</b>
<p>The Religious Education curriculum provided by the school meets Diocesan requirements, however some further thought needs to be given to timetabling of lessons in some classes to ensure that sufficient focus is given. Consideration must also be given to ensuring that the curriculum is sufficiently creative and enriching and that there is appropriate challenge for the most able. The standard of Collective Worship is developing and there is evidence of some lovely Collective Worship sessions in some classes – this, however, needs to be school-wide. All Collective Worship sessions also need to place appropriate focus on pupil response and participation.</p> <p>Preparation for First Sacraments takes place both in school and in the parish, and recent changes have encouraged parents to engage more proactively in such preparations.</p>	

Teaching observed was variable, ranging from highly effective to requiring improvement. Where it was most effective, pupils were enthusiastic about their learning, were engaged and most made good progress. In such lessons teaching was purposeful and well-planned, pitched appropriately and good subject knowledge was evident. Differentiation was apparent and supported learners. Teachers built upon prior learning and used a range of activities to engage pupils, such as the use of a World Faith Passport in teaching different faiths. Where it was least effective, children were not engaged and were confused and unclear about expectations, both of behaviour and standards required. They did not exhibit good learning behaviours. Activities were not pitched at the right level and marking did not promote further learning. Teachers were unclear of next steps and there was a mismatch between levels assessed and the work seen in books. Resources were not used effectively, including other adults working in the classroom. Consideration needs to be given as to how to best support those staff who are not as effective as others to ensure that best practice is shared.

Staff have received training related to creativity in the delivery of the Religious Education curriculum but not all staff are yet confident in such delivery. Focus has also been given to marking practices and procedures but this has not yet been fully embedded.

Pastoral care is highly effective in supporting the children's needs and the children said they know who to go to if they have any difficulties or concerns and they know they will be given the help they need.

The school engages very well with the parish and community and it is developing good links with other Faith Schools in the local community, initiating Moderation Activities within their Catholic cluster of schools. The school, however, needs to become more effective in its engagement and communication with parents and carers to ensure that they have sufficient opportunities to be involved in the prayer life of the school.

## OVERALL EFFECTIVENESS

**2**

The Holy Spirit Catholic Primary is a good school.

The Head Teacher leads by example and his personal faith shines through. The Religious Education Lead's commitment and hard work are showing dividends and much has been accomplished in the last year. The Governing Body is a real asset to the school, with a strong Chair of Governors and very effective Link Religious Education Governor. The recent development of the Mission Statement has strengthened the vision and mission of the school. The children are an absolute delight and their behaviour is outstanding. Provision for Pastoral Care and support for the most vulnerable children are also outstanding.

### What the school could do to improve further

- Ensure the quality of teaching is consistently good throughout the school
- Give consideration to re-establishing the role of Deputy Head Teacher to strengthen the leadership of the school
- Ensure that a clear objective related to the Catholic life of the school is included when setting the Head Teacher's new performance management objectives.

**Parents' Questionnaires**  
**19 Parents returned questionnaires**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	7	11	1		
2	I am happy with the values and attitudes that the school teaches	9	10			
3	I am made to feel welcome in school	11	8			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	10	9			
5	The school gives me a clear understanding of what is taught in Religious Education	8	7			4
6	The school enables my children to achieve a good standard of work in Religious Education	8	7			4
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	7	8	1		3

**Pupil Questionnaires (Year 2)**

		Yes	Sometimes	No
1	I like being at this school.	28	1	
2	I learn new things in Religious Education lessons.	28	1	
3	I enjoy learning about Jesus and how to live as His friend.	28	1	
4	I have to work hard.	29		
5	My teacher helps me when I get stuck so I can make my work better.	27	2	
6	My teacher listens to me.	28	1	
7	When I am unhappy there is always an adult I can talk to.	28	1	
8	I get praise when I do my best.	22	7	
9	Other children are kind and behave well	18	11	
10	I am happy on the playground.	23	6	
11	I am allowed to help in class and around school.	27	2	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	28	1	

**Pupil Questionnaires (Year 6)**

		Yes	Sometimes	No
1	Do you like being at this school?	8	9	
2	Do you find out new things in Religious Education lessons?	9	8	
3	Are your Religious Education lessons interesting?	5	11	1
4	Do you get help when you are stuck?	16	1	
5	Do you have to work hard?	15	2	
6	Do teachers show you how to make your work better?	11	6	
7	Do other children behave well?	2	14	1
8	Are teachers fair to you?	11	6	
9	Do teachers listen to your ideas?	14	3	
10	Are you given responsibility?	15	2	
11	Do you enjoy your times of prayer together?	12	4	1