



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY NAME CATHOLIC PRIMARY SCHOOL

FAZAKERLEY

Inspection Date: Tuesday 19 June 2012
Inspectors: Rev D Melly Mrs S Banister Mrs M McGarry
Unique Reference Number 104634
Inspection carried out under Section 48 of the Education Act 2005

Type of School: Catholic Primary
Age range of pupils: 3 - 11
Number on roll: 284 (not including nursery)
Chair of Governors: Mrs C Glennon
Head teacher: Mrs A Radford
School address: Moss Pits Lane
Fazakerley
Liverpool
L10 9LG
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Date of last inspection: 20 November 2007

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

Holy Name is a larger than average Catholic Primary School situated in Fazakerley and mainly serving the parish of Holy Name. There are 284 children on roll of whom 219 are baptised Catholic, 37 come from other Christian denominations, 4 are from other faith traditions and 24 have no religious affiliation. There are 16 teachers of whom 13 teach Religious Education. Eight are Catholic and 13 teachers have a suitable qualification in Religious Education. Since the last inspection a new chair of governors has been elected and a new Religious Education Coordinator and link governor have been appointed.

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**

1

The school's capacity for sustained improvement

1

Main Findings:-

The school is outstanding 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 and built on previously good and outstanding performance. Self evaluation is rigorous and accurate though rather modest. Outcomes for pupils are outstanding. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is successful in addressing the areas it has identified for improvement particularly in their review and revision of the Mission Statement. The leadership team is deeply motivated, enthusiastic and consistently communicates its high expectations to staff in order to secure improvement. A great deal of effort has obviously been exerted by the staff to provide an extra ordinarily wonderful learning environment for the pupils both inside the school building and outside. Staff are affirmed and supported. Teachers are provided with in-service to support their ongoing development. Realistic plans stem from the accurate analysis obtained through monitoring and are having an impact on outcomes. Under performance is challenged and clear direction given.

Overall the school has an outstanding capacity for sustained improvement.

What the school needs to do to improve further

- To further enhance provision by:
 - ensuring that there is consistent differentiation so that all pupils are challenged appropriately.
- To further enhance the teaching of other religions by:
 - organising visits to places of worship and also inviting speakers into school to work with the children particularly the families of children who are attending the school.
- To further enhance the provision of Collective worship by:
 - extending pupil participation in the planning and delivery particularly at the lower end of the school.

How good outcomes are for individuals and groups of pupils

Pupils' achievements in Religious Education are outstanding. 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 outstanding progress in relation to their starting points and capabilities. Analyses of assessments undertaken provide evidence of pupils' generally attaining broadly average levels 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 outstanding. Pupils are becoming increasingly more literate and 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. Any underachievement is challenged sensitively. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by their living out of the Mission Statement, their participation in Collective Worship and above all by their care and support for each other. This was particularly evident in our discussions with the pupils who were interviewed and who seemed to have an understanding, care and enthusiasm for the school beyond their years. Pupils' have for example an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships. Education for personal relationships and particularly SEAL, which has a high profile in the school, has fostered positive attitudes in pupils. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences particularly at the Friday assembly.

Pupils are outstanding in responding to and participating in the school's Collective Worship. The senior management team want them to become increasingly more confident preparing and leading worship from their earliest years. 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 become familiar with a variety of prayer styles. 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	1
<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	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching overall is outstanding in ensuring that pupils are interested and engaged and make outstanding progress. Teachers take into account pupils' prior learning and in best practice provide differentiated tasks when planning so that the work consolidates, builds on and extends the pupils' knowledge and understanding. Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time, Information Communication Technology, digital cameras, photos, activity sheets and teaching assistants and other adults present. The activities observed were highly imaginative, interesting and challenging and above all were fun for the pupils who showed that they were enjoying learning. Teachers and others use a variety of strategies to sustain and motivate pupils e.g. praise and encouragement, highly effective questioning, talking partners and discussion groups. Pupils are sometimes encouraged to evaluate their own learning. They are informed of their progress and how to improve both orally throughout the lessons and through highly effective marking.

The assessment of pupils work in Religious Education is outstanding. The school has taken appropriate steps to make use of assessment strategies which provide accurate and detailed information on the achievement of all the pupils. The development of this work is a priority for the school. Teachers are able to identify how well pupils are achieving and tackle underachievement sensitively. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader. Achievement and effort are celebrated. Pupils are affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is outstanding 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. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning. The Here I Am programme is used extremely creatively. Curriculum outlines are provided for parents in a newsletter. The school implements new curriculum developments as appropriate. Enrichment activities such as the band, drama workshops, the gardening club, science club, athletic clubs, world sport, mini Olympics and work on racism led by Liverpool Football Club have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development of all.

The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a key 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 is providing opportunities for Staff

to develop the skills in planning and leading Collective Worship. The staff is in turn providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship. Excellent opportunities are provided for parents, carers and the local communities to participate in a variety of 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	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

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

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show a clear understanding of and commitment to, the Mission of the Church. This is reflected in the Schools own Mission Statement which is summed up in the phrase "Shine like the stars". All who form part of the school community including parents, the priest, governors and children were involved in the development and review of the Mission Statement since the last inspection. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. The Mission Statement will be reviewed once more in September of this year. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life of the school by their living out of the Mission Statement, their planning and delivery of Collective Worship, and above all by the love and concern they show for each other throughout the school day with their Friendship stops and Buddy System on the playground and their involvement in the School and Eco Councils. The Self Evaluation Document provides evidence of the schools searching analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and outline areas for development. The Self Evaluation Document is accurate though modest and impacts well on the Catholic life of the school. The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it particularly in the inservice offered.

Leaders and managers are highly effective in developing the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Planning is thorough and effective. The subject leader is outstanding in leading and managing the subject and in guiding Religious Education. She shows a determination and commitment to drive new initiatives. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are outstanding in fulfilling their responsibilities. They are totally involved in the day to day life and are passionate about 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: in the Collective Worship observed children's freedom was respected. There are very positive relationships at every level within the school. Leaders and managers facilitate pupils' involvement in service to the local community through participation in local initiatives. They were involved recently with other local schools to provide planters at the local station, they sang in local care homes and the neurology centre, and were involved with the gardening club and the pond area. They support charities and respond to international disasters: Marie Curie and Woodlands Hospices, CAFOD, Operation Christmas Child, Sisters of Charity in Seel Street, Zoe's Place Aintree Hospital, Walton Neuro Centre, Ennerdale Nursing Home, Royal British Legion, Nugent Care, Water well in Zambia, Tsunami Appeal, Unwrapped Christmas Presents, Oxfam, Children in Need and Red Nose Day. It is hoped to invite people of other faiths into school and to visit the places of worship of other faiths and religions in order to encourage collaboration and dialogue with people who hold different beliefs and values. Parents are consulted regularly and involved in a variety of ways in the life of the school with regular curriculum newsletters and The Wednesday Word together with the parish weekly newsletter being sent to the homes. Invitations are also given to attend school assemblies and special celebrations. The use of the 'Here I am' programme promotes community cohesion. Children have explored the beliefs and values of other faiths for example Judaism and Hinduism. 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	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
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	1
How effectively leaders and managers promote community cohesion	1