

# Inspection of Holy Name Catholic Primary School

Moss Pits Lane, Fazakerley, Liverpool, Merseyside L10 9LG

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Inspection dates: 28 and 29 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Holy Name is a happy, harmonious and welcoming school. Pupils told inspectors that they love attending because they have lots of friends. Pupils trust adults to look after them well and keep them safe.

Leaders have high aspirations for all pupils. They have organised a broad and ambitious curriculum which enables all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, to achieve well.

Adults have high expectations for pupils' behaviour. Pupils behave well, display positive attitudes and engage in their learning. On the rare occasions when bullying occurs, it is reported and dealt with effectively.

Pupils benefit from a vast range of well-organised opportunities that enhance their learning. Many attend after-school clubs, such as gymnastics, gardening and multi-skills. Pupils also enjoy the many visitors to school and school trips which leaders organise to enhance the curriculum. Older pupils enjoy a residential trip to Wales, which develops their team building skills. Pupils relish the many opportunities to hold responsibilities, for example as school councillors, mathematics ambassadors and prefects.

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad and ambitious curriculum for all pupils, including children in the early years, disadvantaged pupils and pupils with SEND. In most subjects, leaders have thoughtfully organised learning so that pupils build carefully on what they know and can remember over time. Teachers are clear about what pupils will learn and when this will happen. They are well trained to deliver the curriculum.

Teachers have good subject knowledge. They routinely revisit prior learning to ensure that pupils' earlier learning is secure. This helps pupils to remember knowledge and apply this to new learning. Teachers carefully check how well pupils are remembering their learning. This helps them to identify which pupils need more help to build on what they know. As a result, in most subjects, pupils leave school well prepared for the next stage of their learning. However, in a small number of subjects, the curriculum is not as well organised. In these subjects, teachers are not as clear about how pupils' learning builds on what they already know. This means that in a very small number of subjects, their knowledge is not as strong as it is in other subjects.

Leaders place the highest priority on developing pupils' reading knowledge. Staff have benefited from carefully thought-out training. As a result, they deliver the

phonics programme effectively. As soon as children enter nursery, children develop their language skills. In reception, they practise their phonics knowledge frequently. Children in the early years and pupils in key stage 1 read books that carefully match the sounds that they are learning. Staff expertly identify those who struggle to read and provide timely support to help them catch up. As a result, almost all pupils can read with accuracy and fluency.

Teachers choose books to read that foster pupils' interest in stories. Pupils like listening to these as well as reading their own books independently. These include books from the vibrant and well-resourced school library. Pupils understand the importance of reading in helping them to become successful learners.

Pupils consistently display very positive attitudes to their learning. They are focused and motivated to achieve well. Pupils manage their own behaviour extremely well, including in the nursery and early years, where children settle in routines quickly. They take pride in their work. In class, pupils typically learn without interruption. This is because adults ensure that across the school, including in early years, there is a calm and purposeful environment. Pupils are well mannered and friendly.

Leaders place an exceptionally strong emphasis on promoting pupils' personal development. Pupils experience a wide range of carefully organised opportunities through the curriculum that enhance their well-being. Pupils understand the importance of treating others equally. They appreciate diversity and are empathetic towards others. They show respect for the differences between people. Pupils have many opportunities to take on responsibilities. They act as play buddies and members of the eco-committee. Pupils understand the important role that they play in the local and wider community. They are proud of the work that they do to support local and national charities as well as supporting a school in Zimbabwe. Leaders ensure that disadvantaged pupils access the same wealth of experiences as others in the school. As a result of all this work, pupils are extremely well prepared for life in modern Britain.

Staff quickly identify the additional needs of pupils with SEND. Teachers adapt the delivery of the curriculum effectively in order to help pupils with SEND access new learning. Leaders carefully check that the right support is in place for these pupils as they move through the school.

Staff feel valued and well supported by leaders with regard to their workload and well-being. Governors know the school well. Their expertise and experience help them to support and challenge leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

The procedures for keeping children safe are secure. Staff are vigilant to any safeguarding issues. Leaders ensure that adults receive regular training to help them identify and manage any concerns. They know what to do if they have

worries about a pupil's well-being. Concerns about pupils are thoroughly logged and followed up. Where required, leaders work effectively with a range of external agencies to help vulnerable pupils and their families to get the support that they need.

Through the curriculum, pupils learn about how to keep themselves safe. For example, they are alert to the potential dangers linked to working and playing online or when using social media.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a minority of subjects, leaders have not ensured that learning is well organised from the early years through to Year 6. As a result, some pupils cannot make connections with their prior learning. Leaders should ensure that in these subjects, teachers are clear about the knowledge that pupils should learn and when this should be taught.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	104634
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10226312
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	338
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Frances Sibert
<b>Headteacher</b>	Anne Radford (executive headteacher)
<b>Website</b>	<a href="http://www.holynamecatholicprimary.co.uk">www.holynamecatholicprimary.co.uk</a>
<b>Date of previous inspection</b>	15 March 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a Catholic School. It is part of the Archdiocese of Liverpool. The last section 48 inspection was in March 2018.
- Leaders do not make use of alternative provision.
- The governing body operates a breakfast club and after-school club.
- The executive headteacher and the governing body are shared between the school and one other local school through a hard federation arrangement.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken this into account in their evaluation.

- Inspectors met with members of the governing body, the executive headteacher, the head of school, subject leaders and other staff. Inspectors took account of the responses to Ofsted’s online survey for staff.
- The lead inspector spoke with a representative of the local authority and a representative of the Archdiocese of Liverpool.
- Inspectors spoke with pupils to gather their views about the school. Inspectors spoke with parents and carers at the beginning of the school day. Inspectors considered the responses to Ofsted Parent View and Ofsted’s pupil survey.
- Inspectors checked on safeguarding procedures and relevant documentation. Inspectors observed pupils’ behaviour around school and considered leaders’ attendance and behaviour information.
- Inspectors considered a range of other school documentation, including leaders’ self-evaluation and plans for improvement.
- Inspectors did deep dives in early reading, mathematics, science and history. As part of this work, inspectors visited lessons and spoke with subject leaders and teachers. Inspectors reviewed pupils’ work and spoke with them about their learning. The lead inspector observed pupils read to trusted adults.

### **Inspection team**

Gary Bevin, lead inspector	Ofsted Inspector
Joe Dryland	Ofsted Inspector
David Woodhouse	Ofsted Inspector

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