



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY NAME CATHOLIC PRIMARY SCHOOL

FAZAKERLEY

Tuesday 20 November 2007

Inspectors Rev. Desmond Seddon Mr. Mike Halford

URN 104634

Inspection carried out under Section 48 of the Education Act 2005

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| Type of School | Catholic Primary |
| Age range of pupils | 3-11 |
| Number on roll | 349 (including Nursery) |
| Chair of governors | Mr. George Mothers |
| School address | Moss Pits Lane, Fazakerley, Liverpool, L10 9LG. |
| Telephone number | 0151 525 3545 |
| E-mail address | holynome-ht@holynome.liverpool.sch.uk |
| Date of last inspection | 1 April 2003 |
| Head teacher | Mrs. Anne Radford |

Introduction

This inspection was carried out under Section 48 of the Education Act 2006.

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.

Description of the school

Holy Name is a larger than average Catholic primary school with a nursery. The school is situated in Fazakerley one of the suburbs of Liverpool. The community served by the school has significant social and economic disadvantages. Unemployment in the area is high at nearly four times the national average. Nearly 90% of the children are drawn from Holy Name parish. There are 349 children on roll, including 31 part-time in the nursery. There are 305 children who are baptised Catholic, with 19 from other Christian traditions and 6 from *Other Faith* communities. There are 19 children who have no faith tradition. The majority of children are white British, while 42 children have English as an additional language. This is above average. This is accounted for through the new employment opportunities at the local hospital that recruit staff in India. Two children have recently arrived from Poland.

The children's attainment on entry to the school is below average. The number with learning difficulties is above average with 79 children on the SEN Register.

There are 15 teachers of whom 12 are baptised Catholics. There are 11 teachers with an appropriate religious qualification; another three have completed part of the *Catholic Certificate in Religious Studies*.

Key for inspection grades

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

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Overall effectiveness of the school

Holy Name is an outstanding Catholic school. It is an inclusive community, underpinned by an exceptionally strong Catholic ethos, which establishes a positive climate for work. This is a school where the uniqueness of every child is celebrated. The gospel values of love, care and mutual respect very evidently underpin every aspect of school life. Excellent relationships exist at every level. All are made welcome and made to feel that they matter. The school works closely with home, the parish, and the wider community. Standards are good. Learners achieve well consistently and make good progress throughout the school. Overall, teaching is good. Assessment provides clear guidance on learning. The curriculum is well planned. Learners' behaviour is outstanding. Collective Worship is good. The provision for learners' spiritual and moral development is outstanding. Creative and imaginative strategies have been employed to enable this to happen through the curriculum and informally. Both curriculum Religious Education and Collective Worship make a significant contribution to this development. The headteacher and subject leader are exceptional in the manner in which they direct and guide the school. They understand the outstanding nature of the school but are realistic in appreciating the hard work and effort that enables this to be maintained and developed further. The learning environment throughout the school is exceptional. The stimulating displays are outstanding.

Grade: 1

Improvement since the last inspection

Following the last Inspection in April 2003 effective steps have been taken to address any minor areas for development. The development of the school council has been tremendously successful as it provides an additional voice for the children. Monitoring and assessment procedures have also been introduced. These will continue to develop and further raise standards. Portfolios of work, and photographic evidence bears witness to the outstanding Catholic life and work of this school community.

Grade: 1

Capacity to improve

The school's self-evaluation is excellent. The updating of the school's self-evaluation is undertaken regularly and informs the school improvement plan. The minor areas for development identified in this report should now be included. The leadership has a clear understanding of what needs to be developed, and openness to change. There is outstanding capacity for further improvement as shown by the shared commitment to Religious Education and related whole school issues by all.

Grade: 1

What the school should do to improve further

- Continue to implement the items identified in the self-evaluation document.

Achievement and standards

Learners' attainment on entry to the school is below average. Learners make good progress in the school. Standards in Religious Education overall are good, with the majority of learners meeting the learning objectives and outcomes set, according to their age and stage of development. There is no significant difference in performance by learners of different gender. Learners with special needs make very good progress in Religious Education with differentiation of tasks to meet their needs. This has been introduced across the curriculum with the children able to choose the level of their work. The school checks on the progress made by all through assessment and positive marking. In all key stages learners show confidence in discussion and feedback, showing a real knowledge and understanding of the subject and its relevance in their lives. All children show joy, enthusiasm and excitement in their work. Standards will continue to rise and further progress be made by the ongoing use of the information gathered through the monitoring of planning, teaching and learning and scrutiny of the formal assessments.

Catholic beliefs and values are at the heart of learners' spiritual and moral development. Children have a very good understanding of the life and teaching of Jesus. Many good strategies are used to enable them apply this teaching to their own lives and experiences. The work undertaken on *Other Faiths* has helped the children understand how others make sense of the world in which we live. Continual ways of making links with the parish are being explored. The behaviour of children throughout the school is outstanding. Children have an excellent sense of right and wrong. The school provides outstanding opportunities for their spiritual and moral development. Displays and photographs provide evidence of this excellent practice. The children make an outstanding contribution to the school and wider community. Their parents are understandably proud of them and the school.

Grade: 2

Quality of Provision for Religious Education

Teaching and learning

Overall, the quality of provision for Religious Education is good with some examples of outstanding teaching observed during the inspection. The learning needs of all children are addressed through the use of creative and imaginative teaching and learning strategies, some differentiation of tasks and by additional support. Sharing outstanding practice through the monitoring process enabling teachers to shadow where this has been identified will

enable the ongoing development of all. Teaching is enthusiastic and exciting which helps learners engage with the material presented and thoroughly enjoy their lessons. Excellent use is being made of information communications technology. Well-prepared resources significantly enhanced the delivery of lessons. Teachers and support assistants provide a highly creative and stimulating environment which supports and challenges learners. Displays are outstanding and create a wonderful learning environment. The *Here I Am* displays are totally in tune with the recommendations in the programme.

The quality of planning is appropriate. The subject coordinator monitors this work. The lessons observed had good pace and timing, which maintained the interest and concentration of learners and kept them on task and focussed. Work is provided that enables learners to work independently and collaboratively. Teachers ensure that learners understand the purpose of the lesson by sharing the learning objective. This is then re-visited during the plenary session. Learners' religious literacy is being enhanced by use of the key words for each topic. Assessment is rigorous and is being embedded within the school.

Parents and carers are enabled to become involved in their children's Religious Education by the provision of regular newsletters. The school hopes to develop parents curriculum meetings informing them of what is to be covered.

Grade: 2

Curriculum

The Religious Education curriculum is outstanding in meeting the needs and interests of learners. 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 diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. The leadership of the school ensures suitable positioning of Religious Education on timetables. Curriculum newsletters are provided for parents. Effective links are made with home and the parish. Parents are consulted on different issues. The school and governors are continually thinking of ways to further improve links with both home and the parish. Overall the Religious Education curriculum makes an outstanding contribution to learners' spiritual and moral development. The overwhelming enthusiasm and energy of teachers in caring for the children and each other is a powerful example to the children of 'living faith'. They make the curriculum exciting and relevant.

Grade: 1

Leadership and Management

Religious Education

Leadership and management in raising achievement and supporting all learners in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school with a focus on raising standards even further. The subject coordinator supported by the headteacher provides effective and efficient support to staff. She is outstanding in the area of school religious leadership, showing enthusiasm, flair and commitment. Excellent documentation guides and directs all staff in their delivery of the subject. Coordinators' meetings have been attended regularly and information is disseminated to all staff during staff meetings or in-service time. Regular in-service is provided for all staff in Religious Education. Performance in Religious Education is monitored. The ongoing scrutiny of planning, workbooks and teaching and learning and effective use of the findings will enable greater consistency and raise standards further. Self-assessment is undertaken for each topic by staff and learners. Holy Name is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Of the 15 staff teaching 11 have a suitable Religious Education qualification. Priorities for the subject are identified and targets set. Funding for Religious Education is very good. Very good resources have been purchased or created by members of staff and are deployed to achieve high standards. The school is making very good use of interactive white boards. Excellent use is made of display throughout the school and photographic evidence, which is annotated in portfolios, is provided for the foundation stage. The subject coordinator and headteacher keep the governors informed on matters relating to Religious Education. The teacher governor is also the Religious Education link governor. Governors discharge their responsibilities in an outstanding way and are most supportive in the life and work of the school.

Grade: 1

Catholic Life of the School

The leadership and management in developing the Catholic life of the school through the Mission Statement are outstanding. Holy Name is a place in which the gospel spirit of love, consideration, care and respect permeates every aspect of its life and work. It is a place that brings the 'Good News' to life. Relationships at every level are excellent. An atmosphere of joy and happiness permeates the school. The school has a clear sense of its mission in reaching out to those less fortunate than itself. Learners support a variety of local, national and international charities both by becoming better informed and by raising funds and resources e.g. the work undertaken for CAFOD, Operation Christmas Child, Children of Bethlehem, water well in Zimbabwe to name but a few. The Mission Statement is displayed in the entrance hall, classrooms, documents and other places around the school. Its aims and excellent objectives direct and guide every aspect of school life. The school

recognises it is important to review the school's mission. This serves to ensure ownership and also affirm the enormous contribution made by all.

Grade: 1

Collective Worship

The quality of Collective Worship is good with outstanding features. The school provides Collective Worship in a variety of ways for each child daily. Throughout the year Collective Worship provides a variety of experiences for learners. This fulfils government and Archdiocesan guidance. A policy that states the nature and purpose of Collective Worship has been produced. Guidelines that support the planning and delivery of Collective Worship wherever and whenever it takes place have also been produced. There is also a document that nurtures Collective Worship and gives clear advice. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. The school should monitor the planning and delivery of Collective Worship to enable good practice to be shared.

An excellent focus for worship is provided in each classroom using suitable religious objects and artefacts. This helps children reflect more readily on the concept being covered. Learners are encouraged to participate in a meaningful manner both in class and larger gatherings. This enriches their experience. Teachers ensure time is given to individual reflection and are helping them develop skills which enhance this e.g. visualisation. There is an outstanding quiet room that is used both for Collective Worship and times of reflection. Creativity is used to support learners' ongoing spiritual and moral development during acts of Collective Worship e.g. use of different types of prayer, music and symbol. There were also moments of reflection during lessons. This is an excellent development. Parents, governors and friends of the school community are invited to a variety of assemblies and services. This is greatly appreciated.

Grade: 2

Community Cohesion

The school is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities. This is especially evident in the way the school has responded to the needs of the children who have come from India and Eastern Europe. Parents are involved in the life of the school through having regular opportunities to share their views e.g. questionnaires, parents' evenings etc. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, provides outstanding support to community cohesion. Learners have the opportunity to explore the beliefs and values of other faiths: Judaism and Hinduism. There were impressive displays for Judaism and Diwali around the school. There is also

a photographic record of the work explored and visitors to the school for the Chinese New Year. The school community shows a concern for the well being of those less fortunate than themselves in their support of CAFOD, Marie Currie Hospice, Operation Christmas Child, Children of Bethlehem, Zoe's Place, Aintree Hospital, Woodlands Hospice, Good Shepherd Collection, Children in Need just to name a selection. There is a focus each term on one charity. This enables the children to appreciate the nature of their outreach and concern for the wider world.

Grade: 1