



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

#### ST HELENS

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Inspection Date 24<sup>th</sup> June 2014  
Inspectors Mrs Maria Eves Mrs Susan Banister  
Unique Reference Number 132188  
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary  
Age range of pupils 3 - 11  
Number on roll 215  
Chair of Governors Mrs Pat Peel  
Interim Headteacher Mrs Christine Mason  
School address Brunswick Street  
Parr  
St Helens  
WA9 2JE  
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E-mail address holyspirit@sthelens.org.uk  
Date of last inspection 4<sup>th</sup> October 2011

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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 this school

- Holy Spirit school is an average sized Catholic Primary School situated in Parr, St Helens serving the parish of St Vincent de Paul and St Anne and Blessed Dominic.
- There are 215 children on roll including nursery of whom 196 are baptised Catholic, 19 come from other Christian denominations, and no pupils from other faith or religious traditions.
- There are 11 teachers (including the headteacher) of whom 8 teach Religious Education and 5 have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection an Interim headteacher has been appointed in November 2013. The Chair of Governors, who is also the Religious Education Link Governor, has been in post since September 2012.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

## Overall effectiveness:

Holy Spirit is a good school in providing Catholic Education.

## Inspection Judgements

**The extent to which the pupils contribute to and benefit from the Catholic life of the school.**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding. The school exudes a strong sense of spiritual purpose. There is a focus on teamwork, achieving high standards and creating a nurturing, welcoming community where Gospel values permeate every aspect of school life.
- Pupils know and understand the School's Mission Statement. 'With Christ as our inspiration, our love of one another, love of learning and love of life itself we will soar to new heights'. Pupils understand the part they play within the Mission of the school and are actively involved in evaluating the Mission Statement and regularly refer to it in lessons and discussions.
- Pupils have a strong sense of belonging to the school community and value and respect others.
- Pupil Voice is strength of the school. Pupils are encouraged to take on roles of responsibility in the school and wider community, for example the Head Boy and Girl have been actively involved in the appointment of the new Headteacher. A group of Happy Helpers from years 1 to 6 assist in the distribution of letters and messages across the school. There is an active school council who meet regularly and impact positively on the life of the school. Pupils from Years 4 and 5 are Peer Listeners; together with the Learning Mentor they support any children who may have issues at break and lunchtimes.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently participate in collective worship, lead whole school assemblies and participate in parish and community celebrations with enthusiasm and a sense of togetherness.
- Pupils benefit from participation in away days and retreat activities. An annual residential visit to PGL in Shropshire is arranged for Year 5 and 6 pupils. This enables the pupils to further develop responsibility and independence and to demonstrate care, consideration and respect for all.
- Behaviour of pupils is good. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships together with S.E.A.L. and Circle Time help develop positive attitudes in pupils. The school also follows the Birmingham Archdiocesan programme 'All That I Am'.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are encouraged to meet their potential in all aspects of school life and readily embrace and appreciate the many opportunities offered to them through the school's enrichment activities.
- Pupils are involved in service to the local faith and religious communities. Pupils have a good understanding of the importance of service and support for those in need. They are growing in their understanding that the call to justice and service is part of being a member of a Catholic community. A number of different charities are supported throughout the year, for example fund raising events are organised to support Willowbrook

Hospice, CAFOD, Nugent Care and Operation Christmas Child. Impressive displays around the school celebrate pupils' growing understanding and respect for other faiths and religions.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. During the inspection pupils of all ages were able to articulate and discuss Religious Education with confidence and the level of knowledge and recall pupils demonstrated was of a high standard.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Conversations with pupils and evidence in workbooks indicate that pupils are given many opportunities to reflect on the links between the life and teachings of Jesus and their own lives.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- 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.
- Pupils recognise that Holy Spirit Primary School is a prayerful community and its Catholic character is effectively reflected through prayerful displays and artefacts in the learning environment and the creation of beautiful sacred spaces around the school.
- The pupils' enthusiastic singing enriches the prayerful experience. They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are becoming increasingly more confident preparing and leading worship from their earliest years and Foundation Stage pupils were observed before lessons began carefully and confidently preparing the prayer table.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good and sometimes outstanding.
- The Religious Education curriculum is rich and creative in its approach.

- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- All teaching observed on the day was at least good and some was outstanding.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. Lessons observed provided evidence of high teacher expectations. Hot Seating, Talking Partners, Role Play and Information Technology together with open questioning motivated, challenged and supported pupils and enabled them to make good progress.
- Good teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding. In the best lessons extension activities were available to further challenge the most able pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources.
- Teaching assistants are highly effective in the way they support pupils with additional needs.
- Overall marking is positive, interactive and pupils are given good feedback to enable them to take the next steps in their learning. They are given opportunities to discuss their work and how to improve. Pupils' achievements are recognised praised and valued and because of this every child flourishes.
- The assessment of pupils' work in Religious Education is good but will be greatly enhanced with the planned further development of the tracking system.
- The school has effective assessment strategies which provide information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good in meeting pupils' needs.
- Religious Education is at the heart of the curriculum. It is well planned, monitored and evaluated.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. 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 school implements new curriculum developments as appropriate.
- Enrichment activities such as art clubs, multi skills, rugby, karate, dance and Eco Club have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- 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 using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and demonstrate a deep understanding of and commitment to the Mission of the Church. The outstanding Interim headteacher, leadership team, Religious Education co-ordinator and governors all have great ambition, high expectations and a shared vision with regard to the Catholic Mission and ethos of Holy Spirit.
- This is reflected in the school's own Mission Statement. All who form part of the school community including all staff, parents, clergy, governors and children were involved in the development and review of the Mission Statement. A display in the school entrance area reflecting the contribution of all staff to the review of the Mission Statement is a powerful reminder to all of the strength of a team approach that values and respects the gifts of each and every individual. The aims and practical objectives deriving from the Mission Statement direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the school's performance, celebrate and plan future improvements.
- Opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school and the planned development of a chaplaincy team will further enhance this. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- Staff are well supported in their teaching through In-service training and continuous professional development. The school provides good induction to enable staff to further understand the Church's Mission in Education and play their unique part in it.

- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
  - Spiritual development is given a high priority and is rooted in the teachings and beliefs of the Catholic Mission. A range of opportunities for spiritual and moral development are provided for staff and pupils.
  - 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 is a strong sense of spiritual purpose with a focus on teamwork and high standards, these results in positive harmonious relationships at every level within the school.
  - Parents are consulted regularly and involved in a variety of ways in the life of the school. They are invited to assemblies and liturgical celebrations throughout the year. They receive regular newsletters and 'Wednesday Word'. Parents are also encouraged to participate in focus groups with regard to policy review and development.
- Governors led by the inspirational and highly effective Chair are outstanding in fulfilling their responsibilities. They are enthusiastic, dedicated and committed to ensuring the very best outcomes for all at Holy Spirit. Their hard work, challenge and determination have effectively helped to shape the direction of the School.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupil.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is hard working and effective in guiding Religious Education. She demonstrates 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.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

## **What the school needs to do to improve further?**

- Continue to implement the areas for development identified in the school's own self evaluation document, particularly by:
  - developing the tracking system using the recommended Archdiocesan materials to enable robust analysis of data to impact on planning and provision resulting in improved outcomes for all pupils;
  - developing a chaplaincy team ensuring that Collective Worship is consistently giving glory, honour, thanks and praise to God.



# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors 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, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

**Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate**