



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

FORD

Inspection Date 20 January 2016

Inspectors Rev D Melly Mrs M Buckley

Unique Reference Number 104910

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Holy Spirit Catholic Primary School

Age range of pupils 3-11

Number on roll 216

Chair of Governors Rev J Harris

Headteacher Mr M Byrne

School address
Poulsom Drive
Ford
Bootle
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Date of last inspection 8th February 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 Ford and mainly serving the parish of Holy Spirit.
- There are 216 children on roll of whom 183 are baptised Catholic, 10 come from other Christian denominations, and 8 from other faith or religious traditions. Fifteen have no religious affiliation.
- There are 11 teachers of whom 11 teach Religious Education and 6 have a suitable qualification in Religious Education and a further two hope to begin the course leading to the Catholic Certificate in Religious Studies in September 2016. Eight teachers are baptised Catholic.
- Since the last inspection a new Headteacher and Religious Education Co-ordinator has been appointed.

Key for inspection grades

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

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Overall effectiveness:

Holy Spirit is an outstanding 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.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are regularly involved in the evaluation of the Mission Statement.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. They are very proud to be part of the school.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They are leaders and monitors at breakfast time and at lunch time, they act as librarians, they are members of the school council and eco club and are buddies.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement and treat each other and by their active participation in collective worship and school Masses.
- Pupils benefit from participation in away days at Colomendy and Crosby Hall. It is hoped to introduce a more spiritual residential for Year 6 pupils before they leave the school.
- Pupils have an excellent 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 has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences and can recognise the presence of God in their lives.
- Pupils are involved in service to the local faith and religious communities and the immediate neighbourhood served by the school. The school is a hub for the local credit union. They invite the residents from a local care home to celebrations in school. They are involved in the Good Shepherd appeal, McMillan Cancer Charity, Harvest, Breast Cancer Awareness, Vision Aid, the local hospice and the British Legion. They also support CAFOD, Operation Christmas Child and Vision Aid. All show respect and understanding of other faiths and religions.
- Pupils embrace opportunities to meet their potential in all aspects of school life.

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 outstanding 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 levels 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. Many have a deep understanding of the faith.
- 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.
- Pupils' engagement in and enjoyment of their learning is outstanding 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 outstanding.
- They show great interest, respond extremely 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 are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures which are very well proclaimed.
- They are becoming increasingly more confident preparing and leading worship and are extremely competent and confident by the time they reach Year 6.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding overall.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- 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.
- Teachers provide opportunities for pupils to work independently and collaboratively. Very good use is made of time and resources including other adults, Information and Communication Technology (interactive whiteboards, iPads and laptops) to maximise learning.
- Pupils are informed of their progress and how to improve. Effort and achievement are celebrated.
- A great deal of time and effort has been recently given to the improvement of the assessment of pupils work in Religious Education. This work is ongoing.
- The school's assessment strategies provide accurate and detailed 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 outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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 the many after school clubs, visitors to the school and educational visits have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and 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 and have visited the synagogue in Childwall. This helps to promote tolerance and respect for those who think differently. They hope to soon invite someone from the Hindu religion into school to talk to the children.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship obviously 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. Both Acts of Collective Worship observed were extremely prayerful.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing 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 now outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.

- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors, staff and children were involved in the development of the present Mission Statement.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school particularly by the way they care for each other. All know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The SED is very comprehensive and demonstrates the enthusiasm of all for Religious Education and the Catholic life of the school.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and to play their unique part in it. Great efforts have been made to ensure that all teaching staff have the CCRS or equivalent and staff regularly attend in-service provided by the department for Christian Education.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated. An up to date policy is in place, which is very comprehensive.
- 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 are very positive 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 attend school and class collective worship and Masses.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their enthusiasm and the generous sharing of their many gifts. The daily presence of the Parish Priest in school is greatly appreciated by all especially the children to whom he is a real friend.

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 outstanding 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 pupils.
 - Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
 - There is a robust 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 on a regular basis.
 - Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents. The development of this work is a priority for the Religious Education Coordinator.
 - Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She shows enthusiasm and commitment and introduces new initiatives when appropriate.

Outstanding 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 and are encouraged to be part of the learning process.
- Achievement and effort are celebrated.

What the school needs to do to improve further?

- Implement the plan to develop the assessment process especially by becoming part of the local cluster of schools' moderation work.
- Implement the plan to develop parental involvement in Collective Worship.
- Implement the plan to develop the marking in Religious Education making greater use of the driver words.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	1

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