



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY OF GOOD HELP CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 7th November 2017

Inspectors Mrs. Denise Hegarty, Mr. David Ashley

Unique Reference Number 104670

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

Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	150
Chair of Governors	Mrs. Johanne Hennigan
Headteacher	Miss Sarah Peacock
School address	South Drive, Wavertree, Liverpool, L15 8JL
Telephone number	0151 733 6937
E-mail address	headteacher@olgh.co.uk
Date of last inspection	28 th June 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

- Our Lady of Good Help School is a smaller than average sized Catholic primary School situated in the Wavertree area of Liverpool, serving the parish of Christ the King and Our Lady.
- There are one hundred and fifty children on roll of whom ninety nine are baptised Catholic, thirteen come from other Christian denominations and twelve from other faith or religious traditions. Twenty seven pupils have no religious affiliation.
- The proportion of children who come from minority ethnic groups, including those who speak English as an additional language, is above average.
- The proportion of pupils supported through the pupil premium is above average.
- There are eight teachers at the school, all of whom teach Religious Education. Six teachers are baptised Catholic. Three teachers have a suitable qualification in Religious Education and two others are currently undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection, both the headteacher, the chair of governors and the Religious Education subject leader are new to their posts.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

Our Lady of Good Help is a good school in providing Catholic Education.

CATHOLIC LIFE

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 appreciate, value and actively participate in the Catholic Life and mission of the school. They willingly take on responsibilities that contribute to the Catholic character of the school. Pupils understand how their ideas can influence what is happening in the community. Year 6 pupils particularly enjoy the opportunity to welcome others to schools and act as prefects and playground leaders. They take these responsibilities very seriously and strive to fulfil their roles as well as they can.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. They easily articulate the sentiments of the school's mission statement and understand the part they play in living it out on a daily basis in school. They have had the opportunity to explore it with their peers in class.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of most pupils across the school is outstanding. They have a very good understanding of right and wrong and a growing sense of responsibility for their actions. They understand the need to forgive, be forgiven.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They are aware of the needs of others and seek justice for others within and beyond the school community. They have a great sense of belonging to the school community and look out for the needs of others and the common good. They put their faith into action by initiating many fund raising activities for local and global charities e.g. for Alzheimer's and the stroke association. Following the death of a teacher, the children raise money annually for the Sepsis Trust. Pupils are currently collecting and packing shoe boxes to send to Operation Christmas Child for needy children across the world.
- Pupils participate in opportunities provided by the school, such as visits and retreats. Residential trips enable pupils to develop social skills and learn how to consider and co-operate with others to achieve their goal. They appreciate the regular opportunity to celebrate Mass together and enjoy their visits to the parish church and the cathedral.
- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. They take full and active roles in the many after school clubs that are available to them. These include many sports opportunities, a reflective art club, choir, music etc. Within these roles, they learn the value of teamwork and co-operation. During the school's Well-Being Week, the children identified their own particular gifts and talents and reflected on how they can use them to serve others. This enabled pupils to grow in self-esteem and belief.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships within the context of a Christian understanding. Outstanding relationships across the school reflect the gospel values of respect, compassion and honesty.

- On the whole, pupils are extremely happy coming into school and enjoy their life and work here. They have a strong sense of justice, fairness and equality.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. Following an assembly about the Lampedusa cross, children sent messages of hope and welcome to refugees and another assembly about Fairtrade led to children gathering a food hamper to donate to a local foodbank.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and archdiocesan celebrations and activities, irrespective of their own faith commitments. The school has been represented at the Cathedral's Advent service and the Good Shepherd Mass.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church. It was developed after full consultation with representatives of the whole community and is based on words of Pope Francis. It is clearly displayed around the school and is known and lived by all members of the community.
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as, retreats, staff prayer and Continuous Professional Development on Catholic Life.
- There is a clear sense of community at all levels, evident in the collaboration that exists and the centrality of prayer to the whole community.
- This prayerful, close-knit, supportive community displays Christian values on a daily basis and consequently, a calm, peaceful atmosphere conducive to learning pervades and relationships across the board are outstanding. Staff members have great affinity to this community and are rightly proud of the journey they have recently undertaken. They provide great role models for pupils to emulate.
- From the moment you enter the building, it is clear that it truly reflects the school's mission and identity through many obvious signs of its Catholic character. There are devotional areas, posters, banners and Christian displays along the school corridors and in the hall. The environment thus reflects the school's commitment to promoting a welcoming Catholic ethos and results in families having a great sense of belonging to the community.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. This has been evident through the school's Well-Being Weeks where pupils' gifts and talents are identified and celebrated.
- Provision for pupils' spiritual, moral, social and cultural development is central to the school's work and includes the teaching of Christian values.
- Policies and structures are in place, which provide excellent pastoral care for pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.
- There are strong links with the parish community especially with the 'With You Always' sacramental preparation programme. Parish Masses are held in school regularly.
- Close links also exist with the sister schools from within the parish and staff across the three schools work closely together for the good of all.

- The school has a regard for the pastoral needs of staff and these needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- They set clear direction for the Catholic life of the school and provide suitable resources which are prioritised and purchased from a generous budget.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation process which is rigorous and accurate. It involves monitoring, analysis and self-challenge and is undoubtedly focused on the Catholic Life of the school and the Mission Statement. It clearly identifies areas to celebrate and develop, has clear lines of accountability and suitable timescales for completion. This leads to planned improvements to further enhance the Catholic Life of the school.
- The Mission Statement is displayed throughout the school, fronts the website and is included on all documentation. It would benefit from the inclusion of practical objectives so the school can use them to evaluate the effectiveness of the statement.
- Continuous Professional Development and induction opportunities focusing on the Catholic Life of the school occur regularly and the impact is highly effective. As a result, staff members' understanding of the school's mission is excellent. They are involved in shaping and supporting it.
- The school has outstanding strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. Detailed weekly newsletters and an informative school website keep parents fully informed of what is happening in the Catholic Life of the school. As a result, parents/carers have an excellent understanding of the school's mission and are very supportive of it.
- The school has accepted and supported refugees and made every effort to engage their families and welcome them into the community.
- The school maintains an impressive file of evidence, filled with letters of thanks and congratulations from parents and members of the local community. These paint a picture of a rapidly improving organisation which is quickly regaining the trust and respect of its local community.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. They are committed to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. They fulfil their roles very effectively. During Governors' Week last term, governors were given further opportunities to participate actively and support the school's Catholic Life.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archbishop's vision for the Archdiocese throughout the school. A copy of the 'Catholic Pic' is sent home with each child monthly.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people who use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are aware of the demands of religious commitment in everyday life.
- They are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well, have an understanding of how well they are doing and what they need to do to improve. They can articulate how they have made progress.
- Pupils approach their lessons with interest and enthusiasm. They enjoy challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding and pupils' attitude to the subject is very positive.
- Pupils' attainment, as indicated by teacher and formal assessment, is good. This is an improving trend.
- The quality of pupils' current work, both in class and in written work, is very good. They take great pride in their work and join in discussions confidently.
- On the day of inspection, during classroom observations, most children were on task willingly throughout their lessons. They enjoyed what they were doing and made very good progress. In some lessons, children were excited by the task in hand e.g. during drama and role play sessions. They answered questions posed by the teacher very well using good religious vocabulary. Pupils listened well to their teachers and other children, taking an interest in the suggestions, views and opinions of others. They collaborated and supported one another and shared their work proudly. Behaviour for learning was outstanding across the school.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers consistently plan lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching over time is good.
- On the day of inspection four of the seven lessons observed were outstanding and the rest were at least good. During lesson observations, teachers were enthusiastic, confident and assured. Most made great use of the 'Driver Words' from the current *Levels of Attainment in Religious Education* to focus learning. Most lessons were differentiated well and challenged the more able. Plenary sessions were used well to assess learning and move it on.
- Teachers plan thoroughly and use their assessments well to inform these plans.
- On the whole, teachers are confident in their subject expertise and have a very good understanding of how pupils learn. They build on prior knowledge well. As a result, pupils apply themselves well and make good progress in lessons and over time.

- Teachers employ a good range of appropriate strategies, including individual and collaborative work. Many cross-curricular links are made and opportunities given for children to be creative. Consequently, pupils are motivated and concentrate well in lessons.
- Some teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to their good progress and increases their confidence in making further improvements. This good practice should be shared across the school.
- Teachers manage time well to secure learning in lessons and across sequences of lessons. Pace is good.
- Teachers use observation and questioning well during lessons in order to adapt tasks and explanations, thus improving learning for pupils.
- Excellent quality resources are used effectively to optimise learning for pupils. Any additional adults available are deployed very effectively.
- Teachers communicate high expectations about Religious Education to their pupils and they respond positively.
- Good quality feedback and use of praise leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond in a variety of ways and this improves their understanding of what they need to do to improve.
- Parents are informed about their child's learning in a weekly 'Take Home' sheet.
- Formal assessments are undertaken in line with archdiocesan requirements. Teachers have subsequently moderated work and plans are in place to do this externally.
- Achievement and effort are often celebrated leading to high levels of motivation from pupils. 'Stars of the Week' are rewarded at celebration assemblies and names published in the school newsletter.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of quality curriculum time is given to Religious Education across the school. The curriculum is adapted as necessary to meet the needs of all pupils.
- Leaders and governors ensure that Religious Education is at least comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- The school works well with neighbouring schools to secure improvement.
- Leaders' and governors' self-evaluation of Religious Education is a true reflection of assessment, tracking, monitoring, analysis and self-challenge. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education. The tracking of pupils' progress and moderation of assessments are at relatively early stages of development and need time to thoroughly embed before the impact can be clearly seen.
- The monitoring of the subject includes lesson observations, learning walks, pupil interviews and the scrutiny of work and planning.

- The Religious Education co-ordinator leads the subject well. She is supported in her role by the headteacher and another senior leader. Together with them, she monitors and evaluates the subject to improve teaching and learning in Religious Education.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases. They have identified a gender gap in attainment and have put strategies in place to rectify this.
- Religious Education provision is one of four target areas for the current School Improvement Plan.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils' response to and participation in the school's Collective Worship is good.
- On the day of inspection during the acts of worship observed, pupils gathered respectfully and joyfully to music and hymns. They listened reverently to the Word of God in Scripture and responded appropriately by reflecting quietly, (when given the opportunity), and shared their reflections in a dignified manner. They listened to one another attentively and went forth happily with the message they had received from the Scripture singing suitable hymns with great gusto and enthusiasm.
- At interview, children spoke about how they enjoyed their times of worship - particularly the times they were actively involved in it and also when they could be 'silent and calm'.
- Pupils throughout the school act with reverence and are keen to participate in Collective Worship. In general, they sing joyfully, reflect in silence and join in community prayer confidently in an age appropriate manner.
- Pupils are beginning to prepare and lead worship with enthusiasm and a degree of independence.
- They use a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer making a good response to the new after-school worship group organised by a member of the parish.
- Pupils have a very good understanding of the liturgical structure of worship and of the Church's liturgical year, its seasons and feasts and of the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is central to the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school.

- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, Collective Worship is engaging and members of the community speak positively about their experiences.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Staff members have a good appreciation of the purpose of Collective Worship and use a wide variety of methods and styles of prayer.
- Timings are suitable and age appropriate. Focus areas, music and modern artefacts are used actively to engage and support pupils.
- Collective Worship files have been started in each year group and provide an outstanding record of what has been done within the classroom this term. There is clear evidence within that children are participating actively and enthusiastically in these sessions.
- A Collective Worship box with suitable artefacts etc. has been provided for each class.
- A beautiful prayer garden has been established and is dedicated to the memory of a former member of staff who died whilst working at the school.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is quite good.
- Parish Masses are regularly celebrated in school and these are open to parishioners. A member of the parish community has volunteered to provide a Worship Club and this is proving popular with pupils.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders provide policies and guidelines to plan and deliver quality Collective Worship. Themes are shared to give worship a suitable direction.
- Leaders have a very good understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are very good models of practice for members of staff and pupils. They offer support to those less experienced or less confident teachers and provide quality regular Continuing Professional Development.
- They promote the pupils' planning and leading of Collective Worship in an age appropriate manner.
- Copies of the 'Wednesday Word' are provided for families to follow the Church's liturgical celebrations and share together at home. Every school newsletter begins with prayer and a scripture passage that has been part of worship during the week.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.
- A programme of Collective Worship for parents and carers to be invited to has been developed.

What the school needs to do to improve further

- Continue to develop the Relationships and Sex Education curriculum by:
 - completing the curriculum map;
 - putting the policy into practice in all year groups.
- Improve the provision for Collective Worship by:
 - providing children with further opportunities to develop the skills necessary to prepare and lead Collective Worship in an age appropriate manner.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
 - improving moderation procedures by externally moderating work;
 - encouraging pupils to participate more actively in parish activities;
 - reporting to governors more regularly on what is happening in the Catholic Life and on standards in Religious Education;
 - establishing good relationships with the new parish priest.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

<i>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</i>
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