



Archdiocese of
Liverpool



Diocese of Liverpool

Report on the Denominational Inspection
carried out under Section 48 of the Education Act of 2005

FAITH PRIMARY SCHOOL
CHURCH OF ENGLAND AND CATHOLIC
VOLUNTARY AIDED PRIMARY SCHOOL

Prince Edwin Street
West Everton
Liverpool
L5 3LW

Inspection date:	13 June 2019
Date of previous inspection:	25 March 2014
URN	134723
Inspectors:	David Thorpe Denise Hegarty

Type of School:	Primary
Age range of pupils:	3 - 11
Number on roll:	185 (including nursery)
Chair of Governors:	Mrs. Elaine Ayre
Executive Headteacher:	Mr. Alan Williams
Head of School:	Miss Sarah Williams
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Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Anglican Diocese and the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

Description of the school

Faith Church of England and Catholic Primary School is a smaller than average primary school situated in an area of high deprivation in the West Everton area of Liverpool.

It serves the local parishes of St Peter's Church of England Church and St Francis Xavier Catholic Church. There are 185 pupils on roll of whom 112 are Catholic, 18 are Anglican and 27 pupils come from another faith or religious tradition. There are 28 pupils with no specified religious affiliation. Since the last inspection, the school has had several changes of leadership and is currently served by an executive headteacher from another Joint Anglican and Catholic school. A substantive headteacher, who is currently serving as head of school will be in place for the next academic year. The chair of governors is also new to the post since the last inspection.

The 'In Harmony' music programme, supported by the Royal Liverpool Philharmonic Orchestra, has been based at the school for the past ten years. It uses orchestral music making to improve the life chances of children by increasing confidence, well-being, skills and resilience. The school has also recently established strong links with the music department at Liverpool Cathedral.

The school has been awarded the Church - School Partnership Award, the Inclusion Quality Mark and the Inclusion Centre of Excellence Award.

Key for inspection grades

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

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The distinctiveness and effectiveness of Faith Church of England and Catholic Primary School as a Christian school are outstanding.

As a joint church school, the distinctly Christian ethos of Faith is valued by the whole community and it is widely recognised as a Christ-centred cohesive community that works for the good of all. Clear Christian values underpin every aspect of school life and are seen particularly in the close relationships that flourish therein. This is a highly inclusive school and all members of this school community speak confidently and accurately about their vision and mission. The school's Christian character has a high profile and makes a positive impact on the achievement, well-being and personal development of all.

Grade: 1

Improvement since the last inspection

Several changes in leadership and governance since the last inspection caused turbulence within the school and standards took a dip. Much support has been given to the school and it is now showing signs of rapid and consistent improvement. At present, an experienced executive head is leading the school alongside a head of school who has recently been appointed as substantive headteacher from the next academic year. Together they have made a huge difference to the school's Christian distinctiveness. Leaders' hopes and aspirations are high, and these are communicated in a Christ-like manner to which all respond enthusiastically. All members of the school community are treated with respect and dignity. Pupils are taught to appreciate their own self-worth and to know they can make a difference to the world around them. Relationships across the school are outstanding again. Religious Education standards are rising again. Since the last inspection, all members of staff have received continuing professional development in Collective Worship, new resources have been purchased, themes have been provided and consequently, staff members are more confident in delivering engaging examples of worship which enhance pupils' spiritual and moral development. Children's work in Religious Education has been moderated to enable staff to recognise progression and accurately assess against expected standards.

Capacity to improve

Given recent rapid improvements, there is now an outstanding capacity for future development in all areas. Strategic plans are in place for further growth and development of the Christian nature of the school, for worship and for Religious Education. Leaders are eager for improvement and staff are fully on board. Previous recommendations from the last inspection have been acted upon and significant, ongoing improvements are taking place. A generous budget is made available for staff development and resources. Governors are insightful in challenging and supporting the school. The work of the recently developed Spiritual Dimension Committee rigorously monitors action plans for this aspect of the school, celebrates achievements and challenges the quality of teaching and learning in Religious Education.

Grade: 1

Focus for development:

- Improve teaching and learning in Religious Education by:
 - Updating the policy for Religious Education to reflect and improve current practice.
 - Focussing on the 'driver words' from the draft *Standards of Attainment in Religious Education* in planning, tasks, teachers' repertoire and questions.
 - Encouraging children to consistently apply what they have learned in Religious Education to their personal lives and development.
- Enable members of the Governing Body to access relevant training to keep abreast of new initiatives in the Christian Life of the school and in Religious Education.
- Continue to implement the areas identified for development in the Self-evaluation form. These include:
 - Embedding Relationships and Sex Education across the school;
 - Continuing to develop the work of the Spiritual Dimension Committee;
 - Further developing collective worship and redeveloping the outdoor and pop-up prayer spaces.

The development of the school's distinctive Christian nature is outstanding at meeting the needs of all learners

The school's mission and vision statement, 'Loving and Learning in the Light of the Lord', along with their core Christian values permeate the whole of school life and are at the heart of all policy and decision making. They underpin procedures and practice and are visibly lived out in the day to day life of the school especially in daily interactions. This is a close, cohesive community where members feel valued and special. There are extremely strong links with the local churches and members of the clergy from both traditions are highly supportive of the school and are regular visitors. The school newsletters, published on the school website, truly celebrate the wealth of experiences that bind this community together. All members have self-belief and aspire to high standards and excellence. Pupils say that school is a place where they feel secure, happy and confident. Relationships within the school are outstanding and the mutual respect shown epitomises Christian teaching. Children are outstanding, loyal ambassadors. Their behaviour is exemplary in keeping with their core values of compassion, forgiveness and friendship. Children genuinely respect the needs of others and strive for justice and fairness for all. This is evident in the generosity they show as they fundraise for a variety of good causes e.g. through the Shoebox Appeal for Samaritan's Purse. Pupils strive to do their best, have positive attitudes to work and co-operate very well with others. A wide range of cultural experiences, including the work undertaken with the 'In Harmony' programme, enrich pupils' learning and give them a greater understanding of the wider world. Roles of responsibility e.g. as school councillors, worship warriors, play leaders etc. are willingly and conscientiously undertaken. These experiences, residential holidays, retreats and other extra-curricular activities have a great impact on the personal, spiritual and social development of all children. Children have good attitudes to difference and diversity. They have enjoyed learning about Judaism and Sikhism during 'Other Faiths and Religions Weeks' and have developed an appreciation of the beliefs and cultures of others.

Grade 1

The effectiveness of the provision for Collective Worship is outstanding

Collective worship is highly valued and central to the life of the school. It is very well planned and each act of worship has a clear structure. This provides worship leaders with a consistent but flexible pattern whilst giving the pupils a sense of liturgical structure and familiarity. Pupils and adults engage fully in worship. Worship is relevant, sincere and varied and makes a significant difference to the lives of the members of the school family. Collective worship is always Biblical and there is a focus on the school's core Christian values. As a result pupils speak with confidence about how worship helps them to focus on God. Pupils are now leading worship on a weekly basis and enjoy this, saying that 'it makes me feel special, knowing that I'm helping God'. The pupils who lead worship do so with great confidence, sensitivity and enjoyment. They are exceptional role models and wonderful ambassadors for the school. Worship provides an opportunity for pupils to further explore theological ideas at an appropriate level. The pupils have a developing awareness of God as Father, of Jesus as Son and of The Holy Spirit as guide. Prayer is central to worship and pupils speak of how important it is and how it helps them to be better people. One Year 2 pupil commented that 'prayer makes me feel much closer to God'. They also value the reflection areas in each classroom and are able to explain that these support them spiritually and help them to pray. Clergy, and other staff, from both parishes lead worship in school every week and this brings together both communities exceptionally well. Collective worship successfully covers the broad spectrum of both Catholic and Anglican traditions and this is enriched by the clergy visits and their excellent support of the school.

Grade: 1

The effectiveness of Religious Education is good

Religious Education makes a significant contribution to the distinctive Christian character of the school. There are high expectations upon staff to provide pupils with the best learning experiences possible. Leaders are committed to ensuring that it is seen as a core subject and is central to school life. Religious Education displays and working walls across the school celebrate children's work and enhance learning. Teaching is mainly good or outstanding. Most teachers plan interesting and challenging activities to meet the needs of all pupils in their care. They deploy a variety of teaching and learning strategies to motivate and engage pupils. Their subject knowledge and understanding of the curriculum is secure as evident in lesson observations and planning scrutiny. In all classes, behaviour is managed well and teachers create positive climates for learning, making excellent use of praise and affirmation to encourage pupils and build self-esteem. Resources, including additional adults in the classroom, are deployed very well. All adults in each class work well together and use very good questioning techniques to make children give reasons for their views and encourage them to think more deeply. Appropriate levels of curriculum time are used efficiently and pace of lessons is swift. Marking and feedback enables pupils to understand the next steps they need to take to make further progress. Pupils are assessed formally each term and informally at the end of each topic. Work is moderated and children's progress and attainment are tracked. Typically, pupils arrive at the school with limited knowledge of the Christian faith. Progress across the school is very good, pupils achieve well and standards of attainment are good. Pupils' knowledge, understanding and skills are appropriate to their age and capacity and they are becoming more aware of the demand Religious Education makes on their lives. Their attitudes and behaviour for learning are outstanding. Pupil interviews indicate that children thoroughly enjoy the challenge their Religious Education lessons bring and they celebrate the differences and similarities between different faiths and traditions. They are engaged,

enthusiastic and anxious to please. During observations, all children were focussed and interested in their tasks. They showed sustained concentration and listened attentively to their teacher's input. The *Come and See* programme for Religious Education is used appropriately and adapted to suit the particular needs of the school and the children's learning. The clergy and parish workers from both traditions support learning very well. Governors are highly supportive and are kept well-informed by the subject leader who is very effective and has clear, prioritised development strategies for the future. She is very experienced and leads the subject with enthusiasm and confidence. Continuing professional development is accessed from the Diocese and Archdiocese as required.

Grade: 2

The effectiveness of the Leadership and Management is outstanding

The executive headteacher, ably assisted and supported by the head of school, have been instrumental in the transformation of Faith School into the oasis of calm and beacon of hope that it now is. The recently reviewed vision, 'Loving and Learning in the Light of the Lord' is undoubtedly God-centred and is helping the school to rapidly move forward. It informs all school policy and practice and sets the culture of the school community. It is clearly articulated and understood by all members of the school community. Staff are excellent role models. The distinctive Christian character and vision is shared, agreed and upheld by all members of the school community. Pupils are taking an increasingly active role as leaders within school, especially in the area of collective worship. This has really enhanced the school's provision and is developing the pupils' leadership skills. The governors are unswerving in their determination to make Faith the best school it can possibly be. Their commitment to being a highly effective inclusive school is admirable. The phrase 'No child left behind' is the watchword of the chair and this succinctly sums up the school's vision for inclusion, which stems directly from the whole school's Christian vision. Governors support the school well and are not afraid of challenging the school to do even better. They ensure that all statutory arrangements for RE and collective worship are in place and fully met. They are regular visitors to school and as a result they know the school and its needs very well. The school's senior leaders keep governors very well informed and this enables the governors to appropriately challenge the school. The school is fully engaged with both the Catholic Archdiocese and the Anglican Diocese and access all available support. Effective action plans for Religious Education and worship are integral to the school's improvement plan. These plans set challenging targets and strategies for continued school improvement. The Religious Education leader understands the subject well and is an excellent practitioner. She makes sure, through rigorous monitoring, that the subject is taught to a high standard and there are clear processes in place to monitor and evaluate the school's provision.

Grade: 1

JOINT SCHOOLS INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Christian Education	1
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CHRISTIAN LIFE

How well the school is developing its distinctive Christian Life	
How well the school's distinctive Christian values enable the pupils and staff to develop as individuals	1
How well the distinctive Christian values support the Spiritual, Moral, Social and Cultural development of all members of the community	1
How well the distinctive Christian nature of the school (including R.E.) encourages pupils' sense of belonging and motivates relationships in the whole school community	1

COLLECTIVE WORSHIP

How effective Collective Worship is	
How the importance of Collective Worship is reflected in its provision throughout the school	1
The response to Collective Worship and Liturgies	1
The extent Collective Worship supports the Spiritual and Moral development of the school community	1
How well Collective Worship and other liturgies develop pupils' understanding of Anglican and Catholic faith and practice	1

RELIGIOUS EDUCATION

How effective Religious Education is	
How high standards in RE are and how well all pupils achieve	2
How good the opportunities offered to pupils are in curriculum RE - TEACHING	2
How good the opportunities offered to pupils are in curriculum RE - LEARNING	2
How good the opportunities offered to pupils are in curriculum RE – CURRICULUM	2
How good the opportunities offered to pupils are in curriculum RE – LEADERSHIP & MANAGEMENT	1

LEADERSHIP AND MANAGEMENT

How effective leadership and management are in developing the Christian life of the School	
How well the head teacher, senior leaders including governors promote a distinctive Christian vision for the school	1
How effective the head teacher, senior leaders including governors challenge the school community to implement a distinctive Christian vision	1
The extent to which the whole school community have ownership and involvement in putting the distinctive Christian vision into practice	1

Key to judgements:

Grade 1 is Outstanding, Grade 2 - Good, Grade 3 - Satisfactory and Grade 4 - Inadequate