



Archdiocese of
Liverpool



Diocese of Liverpool

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

HOPE PRIMARY SCHOOL
A JOINT CATHOLIC AND CHURCH OF ENGLAND PRIMARY SCHOOL

Lordens Road
Huyton
L14 8UD

Inspection date:	Thursday 30 th November 2017
Date of previous inspection:	Tuesday 6 th November 2012
URN	135796
Inspectors:	Denise Hegarty David Thorpe Pat Peel

Type of School:	Primary
Age range of pupils:	2 - 11
Number on roll:	348
Chair of Governors:	Tim Molton
Headteacher:	John Casson
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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

Hope Primary is a larger than average joint Catholic and Church of England Voluntary Aided School with a nursery class. It serves the parishes of St. Dominic's and St. Luke's. Both the Head-teacher and Religious Education Co-ordinator are new to their posts since the last inspection. Currently, there are 348 pupils at the school approximately 67% of whom are baptised Christian. The number of pupils known to be eligible for free school meals is well-above average. The number of pupils of ethnic minority heritage is small with the majority being White British. Pupils with learning difficulties and/or disabilities are above average in number as is those with statements of special educational needs. Six children have recently joined the school as part of the Government's resettlement of refugees programme. The school has achieved the Church School Partnership Award 1.

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 Hope Catholic and Church of England Primary School as a Christian school are outstanding.

The distinct Christian ethos of this school is valued by the whole community and appreciated by visitors. Its Christian character has a high profile and makes a positive impact on the personal development, well-being and achievement of all. Christian values are embedded into every aspect of school life and are clearly evident in the outstanding relationships that enable all members of the community to flourish. Hope Primary is a very inclusive school and an oasis of calm and safety for all. The school environment is exceptional. It is vibrant and celebrates the creativity of staff and pupils. Passages from scripture and inspirational quotations grace the walls and windows and give spiritual comfort and encouragement to those who pass.

Grade: 1

Improvement since the last inspection

Since the last inspection, the school has grown from strength to strength. There has been a smooth change of leadership both of the school and of Religious Education and standards have continued to rise. Strategic plans are in place for future development of the Christian nature of the school, for worship and for Religious Education. Leaders know their school and indeed, every member of their community exceptionally well. Their aspirations and expectations are high and these are communicated in a Christian manner to which staff and pupils respond willingly and wholeheartedly.

Capacity to improve

There continues to be outstanding capacity for further development in all areas. Strategic plans are in place for future growth. Previous recommendations have been acted upon and significant improvements have taken place in the quality of provision and outcomes since the last inspection. A generous budget is available for staff development and new resources. Governors are incisive in challenging and supporting the school.

Grade: 1

Focus for development:

- Improve provision for collective worship by devoting time for communal prayer or hymn singing to ensure maximum participation.
- Consistently use the driver words from the current levels of attainment in Religious Education (skills ladder) in the lesson objectives to further raise standards in Religious Education.
- Continue to implement the areas identified for development in the Self-evaluation form. These include:
 - Providing the Religious Education co-ordinator with continuing professional development opportunities so she can continue to lead effectively and enhance the distinctive vision of the school;
 - Introducing joint moderation with other schools to quality assure outcomes for learners.

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

Distinctive Christian values underpin the learning and ethos of the school and are lived out on a daily basis. They are embodied in the adults working within the school who are excellent role models for the pupils in their care. Relationships across the board are outstanding. Leaders are real servants of the community and give generously of their time and energy. Staff members are dedicated to the school and work cohesively for the good of all. All members of the community do their utmost to prepare pupils for life and they respond accordingly by being loyal ambassadors for their school. At interview on the day of inspection, one child told the inspector that their school motto, *Believe, Respect, Achieve* was more than words, but was the key to success in life. Pupils are happy coming to school, understand that they have to work hard to achieve and are gaining in aspiration. Attendance levels are rising. Staff members recognise the uniqueness of each child as they celebrate and develop each individual's gifts and talents. Children here understand that they are known and loved by God. They follow Christian values in the way they show empathy, courtesy, consideration and kindness to others. A creative display of such values has enabled the children to understand them more fully. Pupils understand the part they play in living the school's mission and this is evident in the respect they show to others, the way they take responsibility for their actions and in their belief in God and their own abilities. Their behaviour is very good and pupils are quick to point out when others do not meet the school's high expectations. Pupils have positive attitudes to their work and co-operate well with others. The pastoral support for children and their families is outstanding and truly reflects the school's Christian character. The ethos has a profound impact on the personal development and well-being of all children, particularly the most vulnerable. Residential holidays to Crosby Hall (Y2) and Plas Caerdeon (Y6) help pupils to develop a sense of co-operation, increases self-confidence and impacts greatly on their social, moral and cultural development. Children display positive attitudes to difference and diversity. They have enjoyed learning about Judaism and Hinduism during 'Other Faiths and Religions Weeks' and developed an appreciation of other beliefs and cultures.

Grade 1

The effectiveness of the provision for Collective Worship is outstanding

Collective Worship is clearly central to the school's Christian identity and takes place daily in a variety of forms. Worship is very well-planned and has a common structure throughout the school which leads to pupils having a good knowledge and understanding of the main elements for worship. Children enjoy these times together especially when they have the opportunity to plan and lead it themselves. They come together to share and reinforce Christian values and to celebrate the Church's seasons and feasts, acknowledging the presence of God through scripture, prayer and reflection. Leaders, teachers and pupils, plan, lead and evaluate Collective Worship conscientiously. They gather reverently and listen attentively and respectfully. They are keen to take an active part and thoroughly enjoy singing especially in 'Worship with Song' sessions. Pupils are able to articulate the presence of the Trinity in their lives. Pupils talk about God as father, Jesus and the Holy Spirit with confidence and

understanding. Collective Worship makes a significant contribution to the school's Christian vision, values and ethos. There are very clear links between Collective Worship and also Religious Education to pupils' Spiritual, Moral, Social and Cultural development. Themes used, the organisation, leadership, resources and variety of experiences impact greatly on this curriculum. Quiet reflection time is planned for inclusion across the curriculum as well as in worship. Opportunities are provided for pupils to contribute and lead worship through prayer, scripture, song, dance and role play. They are skilled in planning, leading and evaluating worship in an age appropriate manner. The school has introduced 'Worship Warriors' and following their training sessions and delivery, members of the group formed a Bible Club. The presence of a focal area in each classroom enables the children to have a deeper understanding of the current theme for worship. Opportunities are taken to share worship and celebrations in St Luke's Church, in the spiritual garden and in 'pop-up' worship and sacred prayer spaces. Frequent input from the vicar strengthens children's understanding of Christian spirituality. Parents and carers are regularly invited to worship sessions and are very supportive particularly of class 'Stay and Pray' sessions. Staff development has a high priority and training from the Diocese has been very well received and has had a powerful impact on provision. Monitoring and evaluation systems are in place and outcomes reported to governors.

Grade: 1

The effectiveness of Religious Education is outstanding

Religious Education makes a significant contribution to the distinctive Christian character of the school. Leaders are committed to ensuring that it is seen as the core subject and is an integral part of school life. Typically, pupils arrive at the school with little or no knowledge of the Christian faith. Progress across the school is outstanding and pupils achieve well. Their knowledge, understanding and skills are appropriate to their age and capacity and pupils are aware of the demand Religious Education makes on their personal and social lives. Standards of attainment are good. Monitoring of lessons indicates that pupils are highly motivated and enthusiastic about their work. They thoroughly enjoy Religious Education and are often excited about their tasks and eager to finish them. Children's attitude and behaviour for learning is very good. Behaviour is managed exceptionally well in a very positive and respectful manner. Teaching is at least good and mostly outstanding. Teachers plan in detail and ensure a balance of learning about and learning from religion. A variety of teaching and learning strategies are deployed to engage and enthuse pupils. Teachers use excellent questioning techniques to probe for answers and encourage children to talk about their experiences and give reasons for their views and opinions. Teachers build on prior knowledge and most make excellent use of the driver words from current levels of attainment in Religious Education to differentiate work thus meeting the needs of all. Lessons are challenging and enjoyable. Resources, including additional adults in the classroom, are deployed extremely well. Time is used very efficiently and pace of lessons is swift. Key words from the topics are displayed and reiterated during lessons thus building up children's impressive religious literacy. Marking is very effective and feedback helps pupils to understand their next steps. Pupils are assessed formally each term and informally at the end of each topic from the 'Come and See' programme. Attainment levels are shared with pupils and parents. Exemplary tracking and

records of attainment are kept. Teachers' planning and pupils' work are scrutinised as part of the monitoring and evaluation process. The rigorous monitoring and evaluation cycle ensures accurate self-evaluation and the formulation of a robust action plan. Monitoring includes peer monitoring and this has enabled excellent practice to be shared with others. Continuing professional development is accessed from the Diocese and Archdiocese. The governors are very supportive and kept well-informed by the highly effective subject co-ordinator who has a clear view of development strategies for the future.

Grade: 1

The effectiveness of the Leadership and Management is outstanding

The head-teacher is a strong Christian leader who has successfully led the school in building on and strengthening its Christian distinctiveness. He works with vision, energy and Christian commitment to build a positive atmosphere in which every person is important. He is exceptionally well supported in this by the staff and the governing body. The foundation governors provide excellent support and challenge to the head-teacher. They are integral to maintaining the Christian character of the school. Succession planning has been meticulously undertaken by governors and this has ensured the smooth transition of the leadership of the school to the new substantive head-teacher. There is a common clarity of vision where all leaders strive for excellence in all areas and aspects. The staff team are fully committed to the Christian vision. All are keen to undertake training and are supported and encouraged to take on responsibilities. The school's self-evaluation is thorough and accurate and includes the views of all stakeholders. Parents are welcomed to worship and other school events and they know that their opinions are listened to and valued. The school's mission statement is at the heart of all that happens in the school. 'Believe, Respect, Achieve' is known, owned, and lived out by all members of the community in the particular roles they play. All stakeholders were involved in its creation. Pastoral support for adults, children and their families is outstanding. School leaders do their utmost to promote home school, parish links and to break down barriers for learning. Leaders communicate high expectations and aspirations of both staff and pupils and they all respond loyally and enthusiastically.

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	1
How good the opportunities offered to pupils are in curriculum RE - LEARNING	1
How good the opportunities offered to pupils are in curriculum RE – CURRICULUM	1
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

<p>Key to judgements: Grade 1 is Outstanding, Grade 2 - Good, Grade 3 - Satisfactory and Grade 4 - Inadequate</p>
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