



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

### FORD

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Inspection Date                      Tuesday 8<sup>th</sup> February 2011

Inspectors                                Mrs. Denise Hegarty Mrs. Dorothy Martin

Unique Reference Number: 104910

Inspection carried out under Section 48 of the Education Act 2005

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Type of School                          Catholic Primary

Age range of pupils                    3–11

Number on roll                          184 plus Nursery

Chair of Governors                    Rev. Fr. John Harris

School address                          Poulson Drive,  
Ford,  
Bootle,  
L30 2NR

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Date of last inspection                25 September 2007

Head teacher                            Mr. Paul Davenport

## Introduction

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

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.

## Description of the school

Holy Spirit is an average sized Catholic Primary school serving the parish of Holy Spirit, Ford in the Sefton District of the Archdiocese. The vast majority of pupils come from this parish. The school is situated in an area with above average levels of social and economic deprivation. There are currently 211 children on roll, including nursery, of whom 198 are baptised Catholic. There are no children from other Christian denominations or of 'Other Faith' traditions. Thirteen children are of no specified faith background. The vast majority of children are of a White British heritage. Of the 9 teachers at the school who all teach Religious Education, 7 are Catholic and 5 have a qualification in Religious Education. The headteacher and Religious Education co-ordinators have been in post since the last inspection. A fire caused serious damage to the school in August 2009 when the reception classroom and its contents were completely destroyed.

## Key for inspection grades

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

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Further copies of this report are obtainable from the school.

# Inspection Judgements

## Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

3

## Main Findings:-

Holy Spirit is a good Catholic school. There is a clear vision for Catholic Education which is embraced by the whole school community and reinforced by the school's Mission Statement. Its values and ethos are reflected in the positive relationships that exist across the school as all are made to feel welcome there, valued and respected. Children are nurtured in the caring environment the school provides and are encouraged to develop into responsible members of the community. Those with profound learning disabilities are fully included in the community and supported well by their staff and carers. Since the last inspection there has been great improvement in monitoring and evaluation processes and in community cohesion as children are given further opportunities to become more aware of the beliefs and values of other faith traditions. The self evaluation document gives an accurate account of the school's priorities for improvement and feeds into the School's overall Development Plan.

Achievement in Religious Education is good. Most children make very good progress from a low starting point. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. Assessment procedures are at an early stage in development. Addressing these aspects would ensure that more able pupils are sufficiently challenged and that tasks are supportive of those with special needs. Pupils behave well, have a positive attitude to learning and are happy in school. Most pupils are keen to participate in school activities and take on responsibilities which contribute to the life of the school. Pupils enjoy taking part in assemblies and celebrations.

Teaching and learning in Religious Education is good which promotes good progress. Ongoing monitoring procedures are having a positive impact on pupil progress. Staff members are good role models for the pupils and offer a range of opportunities for prayer. The quality of Collective Worship provided by the school is satisfactory with good elements.

The school is successful in addressing the areas it has identified for improvement. The leadership team is motivated and communicates its expectations well to staff in order to secure improvement to outcomes and provision. Staff are encouraged and supported in their ongoing development. Governors are justly proud of their school and are loyal to it. The school has excellent relationships with the parents, the parish and the local community. Parents are very appreciative of all the school does.

The dedicated headteacher and senior leaders are committed to the Catholic life of the school and there is a satisfactory capacity for sustained improvement.

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

- Improve pupils' learning opportunities and raise standards by:
  - making use of the language of the levels of attainment and the driver words in planning, questioning and reporting to parents;
  - making better use of information gleaned in assessments to inform planning and track pupil progress;
  - keeping governors better informed of standards achieved to enable them to challenge underachievement and celebrate success;
  - continuing to encourage staff attendance at Archdiocesan topic and training days, co-ordinator briefings and CCRS.
- Provide opportunities and In-service for staff to develop their own skills in planning and leading Collective Worship and, in turn, provide the resources and opportunities to help children, themselves, to develop the skills necessary to plan, lead and participate more actively in Collective Worship.
- Continue to implement other targets set out in the school's Self-Evaluation Document. That includes:
  - moderating and levelling work;
  - develop opportunities for learning through a range of activities e.g. use of ICT;
  - updating the school's Mission Statement and subsequently reviewing policies;
  - continuing to develop monitoring and evaluation processes;
  - involving the governors more fully in evaluating the Catholic Life of the school and Religious Education.

## **How good outcomes are for individuals and groups of pupils**

Pupils' achievements in Religious Education are good. On entry to school many children have little knowledge and understanding of the Catholic faith and they make very good progress in relation to their starting points and capabilities. Pupils' attainment in Religious Education is satisfactory. Analyses of assessments undertaken to date and scrutiny of their work provide evidence of most pupils generally attaining appropriate levels for their age and stage of development in each key stage. Children in Foundation Stage make excellent, rapid progress as Religious Education is clearly the core subject in their curriculum. There is no real difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are very good. Pupils become increasingly religiously literate as they become familiar with the key words from the topics and relate their own life experiences to the Christian understanding of these topics. Their knowledge, understanding and skills are appropriate to their age or capacity. Children work well independently and collaboratively showing interest and enthusiasm. They enjoy learning together and respect each others' view and opinions.

Pupils show a good understanding of what is right and wrong and behave well. They take an increasing responsibility for their actions and are considerate of others both in school and the wider community. They are actively involved in outreach work locally, nationally and globally e.g. through promoting and supporting the work of CAFOD and Nugent Care. Pupils benefit from and enjoy learning outside the classroom in educational visits and residential holidays e.g. on their visits to Crosby Hall.

Pupils respond to, and participate well in prayer and worship. Their knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles. Their liturgical formation needs further development. They join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils now need the opportunity to acquire a range of skills which will enable them to prepare and lead celebrations, themselves.

<b>How good outcomes are for individuals and groups of pupils</b>	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> <li>• pupils' standards of attainment in Religious Education</li> </ul>	3
<ul style="list-style-type: none"> <li>• the quality of pupils' learning and their progress in Religious Education</li> </ul>	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
How well pupils respond to and participate in the school's Collective Worship	3

### **How effective the provision is for Catholic Education**

The quality of teaching is consistently effective in ensuring that pupils are interested and engaged in their work and make very good progress. Teachers plan to provide opportunities for pupils to work independently and collaboratively. Planning is monitored regularly and general findings are shared collectively with staff. It is, however, important that the planning is annotated and differentiated consistently to meet the needs of each particular group. Effective use is made of time and resources are well-deployed. Teachers and other adults provide a variety of strategies to sustain and motivate pupils e.g. in how learning styles are considered and in their use of praise and rewards. It is recommended that more opportunities are provided for children to use Information and Communication Technology in their work.

The assessment of pupils' work in Religious Education is at an early stage of development and is satisfactory. Teachers are becoming increasingly aware of the levels of attainment, and how to use assessment to identify and tackle underachievement. They need to use the information gleaned in their future planning more effectively to ensure that given tasks are pitched at correct levels. Redressing this would ensure that more able pupils are sufficiently challenged and that given tasks are supportive of those with special educational needs. Formal assessment tasks are undertaken appropriately and are now being recorded in line with guidance given by the Archdiocese. Work is now moderated and this is leading to more accurate levelling. Assessment information should be collated by the subject leaders and shared with the leadership team, governors and parents to keep them all fully informed about the standards achieved by the children. Achievement and effort are celebrated and pupils affirmed through the use of praise and positive marking. They know how well they are doing, but need to know what to do to improve further. It is recommended that teachers refer to the learning objective when marking and indicate the next steps the children should take in their work.

The curriculum meets the pupils' needs well. The school using the '*Here I Am*' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in the 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. The school implements new curriculum developments as appropriate. Enrichment activities such as inviting visitors to come into school to share their experiences e.g. Hindu dancer and also visits e.g. trips to the local synagogue all have a positive impact on the curriculum. Parents are kept informed of what is happening in Religious Education through e.g. the headteacher's weekly newsletter and their views and opinions are valued. The '*Wednesday Word*' is provided for families to share at home. The Religious Education curriculum provides good opportunities for pupils' spiritual and moral development. Emotional intelligence is a strong feature of the school's work and this enhances provision. A 'Star of the Week' assembly takes place on Fridays to reward good work and behaviour.

The quality of Collective Worship provided by the school is satisfactory. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils. Collective Worship and the prayer life of the school play a key part in meeting the spiritual needs of the pupils. Children are enabled to pray formally and informally. It is recommended that the school provides opportunities and in-service for staff to develop their own skills in planning and leading Collective Worship and, in turn, provide the necessary resources and opportunities to help children, themselves, to develop the skills needed to plan, lead and participate more actively in Collective Worship. Opportunities are provided for parents, carers and the local and wider Faith communities to join in a variety of celebrations of the '*Here I Am*' programme and the Church's liturgical year. The parish priest is generous with his time and provides many opportunities throughout the year for celebrations and liturgies. Pupils have had the opportunity to participate in services at the cathedrals e.g. Advent and Epiphany services.

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	3
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	3

### **How effective leaders and managers are in developing the Catholic Life of the schools**

Leaders and managers promote and develop the Catholic life of the school well and show a good understanding of and commitment to, the Mission of the Church. This is reflected in the school's Mission Statement, in the way staff members provide good role models for the children to emulate and in the distinct Catholic ethos that exists. It is recommended that all who form part of

the school community be involved in the development and review of the Mission Statement and put in place aims and practical objectives to direct and guide every aspect of school life. This will enable the Catholic life to be effectively monitored and evaluated. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. in Sacramental preparation for Holy Eucharist and Reconciliation, in outreach and charity work, in raising awareness of the needy etc. There is commitment and drive for improvement demonstrated by the headteacher and subject co-ordinators. Ongoing monitoring and self evaluation ensures that improvements are regularly made in all aspects of the Catholic life of the school. The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is comprehensive and accurate. This analysis provides a basis to celebrate the schools strengths and outlines areas for development. A range of opportunities for Spiritual and Moral development are provided for staff and pupils.

Leaders and managers are becoming skilled in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The co-ordinators have good written evidence of what has taken place to date. They fulfil the role with enthusiasm and great commitment. Teachers have observed good practice and there is an action plan in place for improvement. New initiatives are introduced when appropriate and good documentation guides and directs all staff in their delivery of the subject. This is updated as necessary.

Governors discharge their responsibilities in a satisfactory manner. They are very committed to the Catholic life of the school. The long standing chair of governors visits the school very frequently and knows the school, the staff and the children very well. As the school tracks pupil attainment more formally in Religious Education, they will have the data to be able to understand the school's performance in the subject and monitor what is done to raise standards further.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. There are positive relationships at every level leading to a warm, caring learning environment for staff and pupils. Leaders and managers facilitate pupils' involvement in service to the immediate neighbourhood served by the school and the wider community. The use of the Religious Education Programme, *'Here I Am'*, supports community cohesion well. Children have had opportunity to explore the beliefs and values of other faiths - Judaism and Hinduism have been studied this year. These experiences have helped the children understand how others make sense of the world in which we live. This helps to promote tolerance and respect for those who think differently and was further enhanced and enriched by visits made to a local synagogue and by a visitor from the Hindu faith.

The pupils are developing an understanding of the common good and an awareness of global responsibilities. The school community shows a concern for the well-being of those less fortunate than themselves both by becoming better informed and by raising funds and resources for local, national and global charities e.g. in their donations to the Good Shepherd fund for Nugent Care and CAFOD. It was wonderful to see how accepting and encouraging all members of the community are with the pupils with profound learning disabilities. They demonstrated great patience and consideration of those with

special needs. The school and the parish work closely together in their mission. Many opportunities are given to parents and carers to involve them in the life of the school.

<b>How effective leaders and managers are in developing the Catholic Life of the School</b>	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	3
How effectively leaders and managers promote community cohesion	2