

Faith Primary School

Prince Edwin Street, Liverpool, Merseyside, L5 3LW

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from starting points that are well below those expected of three-year-olds and attain standards that are broadly in line with schools nationally by the end of Year 6 in English and mathematics.
- Teaching is good. Teachers set clear learning intentions for pupils at the start of lessons and, as a result, pupils know what it is they are learning.
- Support staff are well experienced and provide good guidance to pupils.
- Pupils are happy at school and have positive attitudes to their work. Staff at every level work hard to ensure all pupils feel fully included and valued. As a result, this is a caring school. Pupils behave well and feel safe in school.
- The leadership of the headteacher is strong. She has high expectations and a clear vision for the school. Governors are both supportive and challenging. All staff work closely together as a strong team. The quality of teaching and pupils' achievements are regularly checked and are improving well.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Activities in lessons are not always matched closely to the different abilities of pupils. This slows the progress that some pupils make.
- Teachers do not make enough use of the individual targets that pupils have in literacy and numeracy. As a result, pupils are not always clear about what it is they need to do next to improve their work.
- Subject leaders, some of whom are relatively new to their post, are only at the early stages of checking closely enough the areas they lead and then taking actions to improve the progress that pupils make.

Information about this inspection

- The inspector observed seven lessons. One lesson was jointly observed with the deputy headteacher.
- Meetings were held with groups of pupils, senior leaders, and teachers with responsibilities for leading and managing subjects and key stages. A meeting was held with governors and a representative from the local authority.
- There were no responses to the online questionnaire (Parent View). The inspector spoke with a small number of parents and took into consideration information from 21 questionnaires completed by the school during the inspection.
- The inspector observed the school's work and looked at a number of documents including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- Most pupils are of White British background. A small proportion of pupils are of mixed, Other White, Black and Chinese heritage. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average. Pupils' needs relate mainly to specific learning difficulties and behavioural, emotional and social difficulties.
- A very small number of pupils are currently educated off site at a neighbouring primary school.
- The proportion of pupils known to be eligible for the pupil premium funding is above average. (This is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There is a breakfast club for pupils to use which opens from 8.15 am each week day.
- The school has an uneven number of pupils in classes across the school.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - ensuring activities in all lessons are closely matched to the different abilities of pupils
 - ensuring that teachers use the individual targets that pupils have in literacy and numeracy in lessons so that pupils know precisely what it is they need to do to improve their work.
- Improve the impact of subject leaders on the progress pupils make by checking more closely all aspects of the areas they lead and then taking appropriate actions.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery with a wide range of skills but, overall, they are well below those expected of three-year-olds. Children's skills are particularly low in their personal, social and emotional development and in their levels of communication. Children make good progress in the Early Years Foundation Stage and, by the time they enter Year 1, most are in line with expectations.
- Standards at the end of Year 6 are broadly in line with the national picture in reading, writing and mathematics. The small numbers of pupils from one year to the next, and the above-average proportion of pupils with different specific needs, make accurate comparisons over time difficult. The current Year 6 have made good progress from their individual starting points.
- The percentages of pupils making expected and more-than-expected progress in all areas from Year 1 to Year 6 compare favourably with the national picture.
- There is no significant gap in the progress made by any group of pupils, including those who are disabled or who have special educational needs, or who are from different backgrounds. This is because staff check pupils' progress half-termly and quickly identify any who are falling behind. There is excellent attention to the promotion of equality of opportunity.
- There is no significant gap in the performance of pupils who are entitled to the pupil premium. In particular, there is no significant gap between the performance of pupils known to be eligible for free school meals and that of other pupils in either English or mathematics.
- The proportion of pupils who attained the expected standard in reading in the Year 1 phonics (the sounds that letters make) check was better than that found nationally in 2012. Improving achievement in reading has been a focus for the school and positive impact is beginning to be demonstrated. Parent workshops have been established, better reading resources have been purchased and specific small-group support for pupils is provided.

The quality of teaching is good

- Teachers are enthusiastic about their teaching and make learning fun for the pupils. This was evident in a Key Stage 2 numeracy lesson where the teacher was reinforcing times tables with the pupils. They played a game outdoors where all pupils were given their own individual numbers. If their number came up they had to complete a forfeit. This kept the pupils focused and attentive and had a good impact on their understanding and recall of times tables.
- Teachers provide good opportunities for pupils to take a lead in their own learning. For example, in the Early Years Foundation Stage the teacher emptied a bag of pine cones on the floor and asked the children if they could find a way of counting them. This prompted much thought and discussion for the children.
- There is a strong focus on language to ensure pupils make good progress in literacy. For example, in a Key Stage 1 literacy lesson teachers asked the pupils to read well-known nursery rhymes and to change key words. The pupils had to concentrate hard to ensure that the words they chose still rhymed.
- The presentation of pupils' work has improved since the last inspection due to a focus on handwriting as well as higher expectations from teachers.
- Disabled pupils and pupils who have special educational needs receive good support in the classroom, as well as a wide range of individual and small-group support in literacy and numeracy. In addition, they have individual plans with specific targets which are reviewed regularly to ensure they make progress towards them. As a result, they achieve well.
- Although teachers try to adapt activities to the different abilities of pupils, this is not always successful. For example, in a Key Stage 1 literacy lesson pupils were asked to spell key words from a well-known reading book. Lower-attaining pupils were not able to spell these words as

they were too challenging for them. As a result, they made little progress in this activity.

- In a Key Stage 2 numeracy lesson the teacher had written a set of steps for the pupils to undertake. The steps became more challenging as they progressed. However, the more-able pupils were not told to focus on the steps that required more difficult thinking. Consequently, they did not make sufficient progress.
- Teachers set individual targets for pupils in literacy and numeracy. However, these are not always used by teachers in lessons and, as a result, pupils are not always sure about what it is they need to do next to improve their work.

The behaviour and safety of pupils are good

- At Faith Primary there is a real sense of community. Staff provide excellent support to pupils and they help parents too. As one pupil who represented the views of many said, 'There are loads of people to talk to if you are upset because adults really care.'
- Pupils feel safe. They know about gun crime, illegal drugs and about the importance of fire drills. Pupils say bullying is not an issue for them. Racism is not tolerated and pupils from different backgrounds get on well with one another. One pupil explained the unity of all pupils well when she said, 'We don't notice the difference.'
- Pupils are proud of their school and participate in a range of opportunities. For example, 'eco warriors' water plants in school, the school council has improved activities and equipment at break and lunchtime, and 'playground friends' help the Nursery children at lunchtime.
- Effective mentoring provides good support for vulnerable pupils to help them develop good confidence and self-esteem and to ensure they are able to communicate their feelings effectively, for example via the 'Think Yourself Great' programme. Pupils are polite and behave well in and around school.
- There are a small number of pupils who require additional support with their behaviour and these pupils are managed well by the school. Individual plans are in place to ensure that their behaviour is closely monitored and support is provided when needed. The needs of pupils currently on roll who are educated off site are met well in the good alternative provision.
- Staff do all that they can to improve attendance. Since the previous inspection staff have worked tirelessly to reduce persistent absenteeism. Stickers and awards are given on a regular basis to encourage good attendance. Pupils receive a free breakfast and staff provide a 'walking bus', whereby they walk around the local area to pick pupils up from their homes in the morning. Strong action has also been taken including issuing fixed-penalty notices for persistent non-attendance. Despite all these efforts, attendance is below that of schools nationally and remains an important focus.

The leadership and management are good

- Staff, governors and parents are highly supportive of the headteacher. Correct priorities have been identified in the school development plan which is checked and reviewed regularly to ensure the school moves forward. Leaders have an accurate view of all aspects of the school's work.
- Teachers are accountable for the progress that pupils in their classes make. The performance of teachers is regularly checked. Targets are set for teachers which are linked to whole-school priorities as well as pupils' progress. Those teachers whose practice is less than good are supported by senior leaders through regular reviews and training.
- The curriculum is carefully and thoughtfully planned. Music is a particularly strong feature and has an outstanding impact on the personal and spiritual development of pupils, as they all receive four and a half hours of music support per week. Pupils are not only learning to play musical instruments but are developing a deep appreciation of music. Staff learn to play musical instruments alongside the pupils and they also perform together to a wide range of audiences,

thus establishing an excellent learning community.

- Staff work hard to support parents. A range of systems are in place to keep parents informed of the school's work, such as the website and newsletters. Workshops are held in key areas such as mathematics and reading so that parents can support their children with their learning.
- Subject leaders are conscientious. However, some are new in post and not all are currently checking all aspects of the area they lead closely enough. This means that they are not taking the required actions to improve further the progress that pupils make.
- The local authority has helped the school to improve and keeps a close check on its performance. It offers support for school leaders when necessary.
- Safeguarding arrangements meet requirements.

■ **The governance of the school:**

- Governors have a good understanding of the school. They know about its strengths as well as areas that require development. Governors have a good understanding of data as well as the quality of teaching. They participate in the performance management of the headteacher, listen to readers, contribute to the school's self-evaluation and monitor the school development plan to ensure improvements are made. They support and challenge school leaders when appropriate, for example in relation to pupils' progress. Governors know how the pupil premium funding is being used and the impact this is having on achievement. Finances are in good order.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134723
Local authority	Liverpool
Inspection number	412164

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Ms Erica Hedley
Headteacher	Sr Moira Meeghan
Date of previous school inspection	15 July 2010
Telephone number	0151 233 5092
Fax number	Not applicable
Email address	faith-ao@faith.liverpool.sch.uk

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