

Faith Primary School

Prince Edwin St, Liverpool, Merseyside L5 3LW

Inspection dates

5–6 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Skilled and aspirational leaders have taken effective steps to rapidly improve outcomes for pupils.
- Inclusion and nurture lie at the heart of the school's strong Christian ethos. All are welcomed and encouraged to thrive.
- Staff are motivated and hard-working. They have benefited from a carefully planned programme of professional development.
- Leaders have planned a broad and balanced curriculum. It is enriched by a wide range of trips and visits which develop pupils' learning, confidence and aspirations.
- The provision planned for pupils with special educational needs and/or disabilities (SEND) is exemplary. These pupils achieve well.
- Disadvantaged pupils make good progress. Staff provide a wide range of support for pupils' learning and well-being.
- Pupils' behaviour is excellent. No learning time is lost in lessons and pupils develop as enthusiastic and resilient learners.
- Pupils achieve well in physical education (PE). They take part in a wide range of activities and sport.
- Specialist teachers provide a wide range of opportunities for pupils to develop their skills in music.
- In mathematics, pupils gain the confidence to use their reasoning and problem-solving skills accurately. They achieve well.
- Pupils read very regularly. They enjoy reading and read with confidence and for pleasure.
- A below-average proportion of pupils reach the national benchmark in the Year 1 phonics screening check. In the early years and key stage 1 leaders are developing systems to improve phonics teaching.
- Pupils learn to write for a range of different purposes. However, they do not use grammar, punctuation and spelling accurately. Pupils' handwriting is sometimes difficult to read.
- Staff are vigilant in ensuring pupils' safety and well-being. Pupils feel safe in school.
- The early years classes are vibrant and nurturing. However, staff are still developing their questioning skills to support children in their learning.
- Pupils are proud of their school. They enjoy lessons and attend very regularly.

Full report

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Raise the quality of teaching and learning in order to increase pupils' achievements, by:
 - sharpening pupils' accuracy in using grammar, punctuation and spelling in their writing
 - improving the teaching of letter formation so that pupils develop a consistent handwriting style.
- Increase the proportion of pupils reaching the expected standard in Year 1 phonics, by:
 - embedding recent staff training in phonics across the early years and Year 1 to ensure consistency of teaching.
- Improve children's outcomes in the early years by:
 - developing the questioning skills of adults to help children embed their learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have established a culture that is very firmly rooted in the school's caring, nurturing and inclusive Christian ethos. Staff support and challenge pupils to reach their full potential and realise the school's motto of 'loving and learning in the light of the Lord'. All are welcomed and encouraged to thrive.
- The skilled leadership team has enthused and engaged the staff to improve their skills and develop teaching and learning. Standards have risen across the school. All work harmoniously together and share a determination to raise standards further, including in phonics and writing.
- Leaders have put in place thorough and effective systems to check how pupils are progressing in their learning, including disadvantaged pupils and pupils with SEND. Leaders monitor provision very regularly and carefully evaluate their findings. Their detailed knowledge of the school informs their decision-making, for example in planning further training and support for staff in teaching phonics.
- Staff appreciate the opportunities that leaders give them to develop their skills. New staff, including newly qualified teachers, are benefiting from training and support and developing their skills. Teachers work together regularly to share their ideas, plan lessons and provide support to their colleagues.
- Staff are given frequent opportunities to work with leaders and colleagues from other schools. This develops teachers' knowledge and gives staff the chance to share their expertise, including in SEND provision.
- Leaders and external professionals have provided training for middle leaders, including those new to their roles. Recently appointed staff are developing their skills and confidence. Middle leaders make regular checks on pupils' learning across the curriculum. For example, in PE leaders ensure that pupils develop their skills across different sports and activities.
- The curriculum that leaders have planned is engaging and develops pupils' skills and knowledge across a range of subjects. Leaders plan regular trips and visits to develop pupils' confidence and resilience. For example, the school's orchestra travels to other cities to perform to audiences. Pupils take part in outdoor and adventurous activities, including key stage 1 trips to Delamere Forest.
- Leaders have improved partnerships with parents and carers through regular events and better communication. Parents are welcomed into school and attend assemblies and visit lessons. Leaders plan useful information sessions, including on phonics, so that parents can support their children's learning. Parents have a very positive view of the school and recognise the improvements that leaders have made.
- Since the previous inspection, a review of the impact of spending for disadvantaged pupils has taken place. Leaders' careful use of this additional funding enables these pupils to make good progress in English and mathematics, in line with other pupils nationally. The attendance of disadvantaged pupils has improved due to leaders' actions. Leaders ensure that disadvantaged pupils receive a range of support for their

emotional well-being when needed.

- The special educational needs coordinator is skilled in ensuring that the additional support provided for pupils is precisely matched to their needs. Pupils' barriers to learning are accurately identified and addressed. For example, pupils with sensory needs have additional support to ensure that they are ready to learn. Leaders check the progress of these pupils very carefully and ensure that they are challenged to achieve well. Regular meetings with parents and other professionals are used to share information effectively.
- Leaders use the sport premium to improve pupils' skills, knowledge, health and well-being. Pupils take part in a wide range of activities including competitions with other schools. A sports coach plans regular sessions for pupils to stay active at different times, including break and after school.
- The curriculum provides pupils with a good understanding of British values, including democracy, the rule of law and equality of opportunity. The school is strongly inclusive, and pupils learn to value others and to respect different opinions. Leaders have taken a wide range of steps to improve pupils' appreciation of other cultures and to prevent racism. Pupils learn that all are equal, regardless of race, gender or disability.

Governance of the school

- The governing body is dedicated and knowledgeable. Since the previous inspection, a review of governance has taken place. The governing body has been replaced and new governors have brought a helpful range of skills and experience to support rapid school improvement.
- Governors know the school well and have an accurate understanding of its strengths and weaknesses. They use their skills appropriately to check on the effectiveness of teaching and provide challenge to leaders. Governors share leaders' determination and ambition to provide an inclusive school where pupils have the opportunity to flourish.
- Governors monitor the school's budget carefully and ask the right questions about the impact of spending decisions on pupils' learning. They keep a careful check on the difference that staff training makes to outcomes for pupils, including disadvantaged pupils and pupils with SEND.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in school. Appropriate checks are made on visitors when they arrive at the school. The school site is very safe and secure.
- Leaders ensure that pupils' safety is a high priority and that staff are vigilant. They make sure that staff receive regular and appropriate training to identify any signs of possible danger or potential abuse.
- Leaders have created a safe and caring culture in which pupils feel confident that they have someone to talk with if they are worried. Pupils spoken with during the inspection

said that they feel safe in school.

- Staff provide a range of useful safety training and advice for pupils. For example, older pupils learn about the dangers of knife crime and gang culture. Pupils learn how to stay safe in the community, such as how to protect themselves from attacks by dangerous dogs and how to keep themselves safe when cycling on the road.
- The procedures for reporting any incidents or concerns are very clear and understood by staff. Staff provide timely support when pupils miss education due to frequent absences. The school works very well with parents and other agencies to make sure that pupils are safe.

Quality of teaching, learning and assessment

Good

- Staff have high expectations for pupils' achievements and teach pupils to be successful and confident learners. As one pupil said, 'There is no such thing as I can't do it.' Across the school, pupils are cooperative and resilient, and lessons are a hive of activity with no learning time lost. Pupils listen carefully to teachers' instructions and are keen to discuss their learning with adults and their peers.
- Teachers plan lessons with a wide range of practical activities and experiences to engage pupils and to support their learning. For example, in a Year 6 mathematics lesson, pupils used catalogues in a problem-solving activity to calculate the cost of shopping. Trips such as visits to local museums to support learning in history capture pupils' interest.
- Teachers and teaching assistants use subject-specific language precisely so that pupils develop their learning in different areas of the curriculum. Teachers check pupils' understanding of difficult or unfamiliar vocabulary during lessons. They use questions to challenge pupils in their learning, for example, by asking pupils to explain how they have solved a problem in mathematics.
- In English, teachers use a range of challenging, diverse texts and novels to support pupils' learning. Across the school, staff promote pupils' love of reading. Reading areas in classrooms are bright and attractive and staff give pupils plenty of opportunities to read for pleasure. The new school library is attractive and well resourced, and visited frequently by pupils.
- Pupils use interesting vocabulary to enhance their writing. They write for a range of different purposes and across different areas of the curriculum, including history and science. However, pupils do not use grammar, punctuation and spelling accurately in their writing. The consistency of pupils' handwriting varies across the school. Some pupils have handwriting that is difficult to read.
- Since the previous inspection, staff have increased the proportion of pupils attaining the expected level in phonics by the end of Year 1, although standards are still below the national benchmark. Recent training and better reading resources have had a positive impact. However, improvements are recent, and staff are developing their skills with further training and support from leaders.
- In mathematics, pupils have a good understanding of number and their written calculations are accurate. Teachers successfully develop pupils' reasoning skills by providing pupils with a wide range of practical activities and problems. Pupils work well

together to tackle challenging work and to explain their thinking. Teachers quickly address misconceptions and make sure that pupils are secure in their knowledge. The work that teachers set for pupils is very well matched to their learning needs. As a result of improvements in teaching mathematics, standards are rising rapidly.

- Teachers plan work very precisely for pupils with SEND. They identify pupils' barriers to learning and provide a range of equipment and tools to support pupils in their learning. For example, in classrooms, quiet workstations are provided to help some pupils to concentrate. Staff work closely together to ensure that the additional support that these pupils receive is having a positive impact on their progress. As a result of effective and precise teaching, planning and assessment, pupils with SEND make very good progress from their starting points.
- Disadvantaged pupils make good progress in their learning. Teachers plan support which matches their learning needs, including additional reading with adults and extra support in mathematics.
- Specialist music teachers develop pupils' skills in singing and playing an instrument. The school choir are linked with Liverpool Cathedral and perform to a high standard. During the inspection, they sang with confidence and skill. Pupils enjoy performing to an audience.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- Staff's work to promote pupils' personal development and welfare is outstanding.
- Leaders provide a wide range of opportunities for pupils to develop as caring and considerate individuals who are keen to contribute to society. Through a wide range of leadership roles, pupils support others. For example, mathematics monitors plan and organise activities for pupils to develop their problem-solving skills. Pupil 'E-Cadets' deliver assemblies and lessons to their classmates about how to stay safe online.
- Staff, visitors and pupils plan a programme of lessons and assemblies which develop pupils' understanding of how to behave towards others. The local priest and minister teach pupils about values including respect, courage and generosity. Pupils learn to apply these values to the way they treat others.
- Leaders place a high priority on supporting pupils, including the most vulnerable. Staff provide a wide range of support for pupils' well-being, including for those with SEND. Additional support from other agencies and professionals is put in place when needed. Opportunities to develop pupils' resilience and well-being are built into the curriculum. For example, through philosophy lessons pupils share their feelings and concerns. Pupils described how they appreciate the opportunity to express their feelings through music lessons, including singing and playing instruments.
- Leaders have planned an aspirational curriculum which ensures that pupils have a wide range of experiences. Each half term, classes have trips and visits, including to museums and galleries in Liverpool and beyond.
- Leaders make sure that pupils lead healthy lives in school. An after-school healthy eating club develops pupils' understanding of nutrition. Pupils are encouraged to attend

sports clubs and increase their physical activity. Pupils enjoy a wide range of sporting opportunities, including netball, gymnastics and football. Frequent inter-school competitions develop pupils' skills and confidence.

- The school's curriculum develops pupils' understanding of other cultures and religions. Pupils learn to value differences, including ethnicities, sexualities and disabilities. By learning about the lives of important people, such as Martin Luther King, pupils appreciate the importance of equality.
- Pupils have an excellent understanding of the range of British values and how these apply to their lives. For example, pupils have the opportunity to elect their peers to a wide range of pupil leadership roles.
- Pupils are given frequent opportunities to develop their independence. Residential trips encourage pupils to take part in team-building activities and to enjoy new experiences such as canoeing and climbing. This helps to develop pupils' confidence and prepare them well for their next stage of education.
- Staff plan a curriculum to precisely match the social needs of pupils with SEND. For example, at lunchtimes pupils have carefully planned support to develop their confidence and social awareness.
- Leaders plan transition to new classes and new schools very carefully. In the summer term, pupils meet their new teachers for a week of transition work. Staff work well with secondary schools to ensure that transition is successful. Some pupils make additional visits to their new schools, accompanied by members of staff, to allay any concerns or anxieties.

Behaviour

- The behaviour of pupils is outstanding. Pupils are polite and welcoming to visitors and behave well in lessons and around school.
- In lessons, pupils work with concentration and enthusiasm. They listen respectfully to adults and their peers and no learning time is lost. Pupils skilfully support their peers with their learning and are keen to improve.
- Staff teach pupils to be resilient learners and not to give up when work is challenging. As one pupil said, 'Mistakes help us to learn.' Through a range of strategies, including partner working and using resources to support their learning, pupils persevere with their work. They are keen to achieve well.
- Leaders have developed a behaviour policy which addresses pupils' needs and prevents misbehaviour, including for pupils with SEND. Through whole-school events such as anti-bullying week and kindness day, pupils learn to respect and value others. Leaders' regular checks on behaviour incidents show that behaviour has improved significantly across the school. Pupils report that bullying does not happen. They understand the school's behaviour policy and are confident that staff deal quickly with any incidents. Staff, pupils and parents agree that pupils behave very well.
- Pupils live out the school's Christian identity, generously helping others. For example, pupils regularly organise charitable fundraising events for many charities including raising funds for a neighbouring special school. Pupil leaders take on responsibility for a wide range of activities, including running the library and delivering online safety

messages. Older pupils enjoy helping younger pupils at playtime.

- Leaders have taken a wide range of steps to improve attendance and these have had a very positive impact. Pupils' attendance has risen to above national averages, including for disadvantaged pupils and pupils with SEND. High attendance is celebrated across the school. Pupils make a daily announcement over the school's tannoy system to share which classes have full attendance.

Outcomes for pupils

Good

- Leaders have taken effective steps to improve pupils' achievements. Staff training and new appointments have had positive impact and standards are rising. Across the school, pupils make good progress in reading, writing and mathematics. By the end of Year 6, they leave school with attainment in line with national averages and are well prepared for their next stage in education.
- In mathematics, pupils develop confidence and accuracy in written calculations. Teachers provide pupils with plenty of opportunities for problem-solving and reasoning by applying their skills to real-life problems. For example, pupils learn how to read receipts and bank statements, and how to calculate costs when shopping.
- Leaders have taken a range of successful steps to raise the profile of reading. Across the school, pupils learn to read with confidence, fluency and understanding. Pupils value reading and read widely and for pleasure. Pupils' reading comprehension skills are developed well. Staff provide additional support to help pupils with lower starting points to catch up to their peers.
- Across the curriculum, pupils write for different purposes and use a range of interesting, ambitious vocabulary to make their writing more interesting to read. However, pupils do not use their grammar, punctuation and spelling skills with accuracy and consistency. The standard of pupils' handwriting is inconsistent across the school and not always good enough.
- By the end of Year 1, pupils' attainment in phonics is below the national average, although pupils make good progress from their varied starting points. Teachers plan regular activities to develop pupils' phonics skills and to help them to catch up.
- In key stage 1, pupils make good progress in reading, writing and mathematics. In the last year standards have risen sharply, particularly in mathematics. In reading and writing, pupils' attainment has improved, although the proportion of pupils reaching the expected standard is lower than for pupils nationally.
- In reading, writing and mathematics, the progress of disadvantaged pupils is in line with other pupils in school and other pupils nationally. Leaders ensure that additional funding is used effectively to help this group of pupils to catch up.
- Pupils with SEND make very good progress in their learning. This is because skilled leaders keep a very careful check on provision to ensure that the learning activities that teachers plan precisely match the needs of these pupils. Teachers develop pupils' independence in their learning by providing pupils with a range of resources to develop their confidence and social skills.
- Leaders have placed a strong emphasis on developing pupils' skills in PE and on

instilling in pupils a love of sport and exercise. Pupils take part in a wide range of sports and activities. They enjoy these opportunities and achieve well.

Early years provision

Good

- Most children join the early years with skills and knowledge that are below those typical for their age, particularly in mathematics, literacy, communication and language. As a result of well-planned learning opportunities, children make good progress through the Nursery and Reception classes. The proportion of children reaching a good level of development at the end of Reception has risen, although it is still below the national average.
- Each classroom is well resourced, and staff support children in their learning, modelling how to play. Staff have received training to improve the effectiveness of their interactions with children, such as using questioning to challenge children's thinking. The quality of these interactions is variable. Staff miss opportunities to develop children's thinking further and to help them make even better progress in their learning.
- Across the early years, staff provide a warm, safe and nurturing learning environment. Children behave well and play cooperatively. They listen to instructions from adults and play with sustained concentration. This is because staff plan activities that hold children's interest.
- Leaders have improved the systems that they use to check children's learning. They use this information to plan activities which match children's learning needs. Staff share examples of children's learning with parents on a regular basis.
- Staff plan a range of activities and trips to broaden children's experiences and develop their knowledge and vocabulary. For example, children enjoyed taking part in a nature walk, collecting autumn leaves to use in their artwork.
- Staff plan regular opportunities for children to practise their phonics skills. Leaders have provided support for teachers and staff to improve the effectiveness of phonics teaching and this is starting to have an impact. Children develop confidence in reading and read for pleasure.
- In each classroom, staff provide activities for children to develop their fine motor skills and get ready to write. During the inspection, children in Nursery were collecting small pasta shapes with great concentration. Reception children were threading beads onto pipe cleaners with precision and care. Across the classrooms children write regularly, for example, making labels in the construction area, and writing shopping lists in the role play area.
- Teachers plan a range of additional support for children with SEND. For example, staff develop children's speech and language skills through small-group teaching sessions. Leaders make sure that this group of children get the early support that they need to make good progress in their learning. They work closely with parents and with other professionals.
- The early years leader works well with colleagues from other schools. For example, she attends assessment moderations to ensure that her measures of children's progress are accurate. Staff in the early years keep their skills and knowledge up to date through

regular training provided by leaders.

- Leaders communicate closely with parents, inviting them into school regularly and sharing children's learning electronically. Learning events and workshops are well attended by parents.
- The learning environments across the early years are safe and secure. Children collect and use equipment safely and move calmly around the classrooms. Adults supervise children well in the indoor and outdoor classrooms.

School details

Unique reference number	134723
Local authority	Liverpool
Inspection number	10084075

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Elaine Ayre
Executive headteacher	Alan Williams
Telephone number	0151 233 5092
Website	www.faithprimary.co.uk
Email address	a.williams@faithprimaryschool.co.uk
Date of previous inspection	6–7 April 2017

Information about this school

- An executive headteacher is currently leading the school. This is a long-term arrangement, made by the local authority and diocese. The head of school took up her position in May 2017. The assistant headteacher was appointed in October 2017. The executive headteacher was appointed in September 2018.
- Since the previous inspection, there have been significant changes to teaching staff. The governing body has been reorganised to include nine new foundations governors.
- The school has received external support to improve leadership, teaching, learning and assessment
- This is a smaller than average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is above the national average.

Information about this inspection

- The inspectors observed teaching and learning in all classes. Some sessions were observed jointly with senior leaders.
- An inspector met with representatives of the governing body, including the chair of the governing body, and with representatives of the local authority.
- The inspectors met with the school council and talked with pupils in classes and around the school.
- An inspector listened to a small number of Year 2 and Year 6 pupils read.
- A range of pupils' books and progress records were scrutinised with the head of school.
- Inspectors spoke with a number of parents to seek their views and took into account the school's parental questionnaire.
- Inspectors met with groups of teachers, including newly qualified teachers and middle leaders.
- The inspectors scrutinised a variety of documentation, including the school's self-evaluation and development plan, minutes of governing body meetings and records relating to pupils' behaviour and attendance. A range of documentation regarding safeguarding was also scrutinised.

Inspection team

Elizabeth Stevens, lead inspector	Her Majesty's Inspector
Cole Andrew	Ofsted Inspector
Kathleen McArthur	Ofsted Inspector

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