

# Inspection of Our Lady and St Philomena's Catholic Primary School

Sparrow Hall Road, Liverpool, Merseyside L9 6BU

---

Inspection dates: 8 and 9 February 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils feel happy and safe at the school. They know that any challenges that they may experience in the world outside do not shape their lives in the school. Classrooms are calm yet 'buzzing' with eager pupils learning, while music can be heard playing gently in the background. Pupils cooperate well together in learning activities and in their play. They eat healthy snacks and meals, including at the popular breakfast club, and are ready for their lessons.

Pupils talk a lot about the importance of respect; for themselves, their peers and adults. They know that leaders expect them to do their very best. Pupils' behaviour at school is positive. They clearly understand what actions staff will take if the widely explained behaviour guidelines are not followed. Pupils' disagreements and conflicts are addressed quickly by leaders and staff. Bullying is resolved well.

Pupils, include those with special educational needs and/or disabilities (SEND), make friends and feel included. They achieve well in the curriculum because of leaders' and staff's high expectations. Pupils know the importance of working hard to learn even more.

Pupils benefit from extra activities, such as yoga, paper folding and gardening. They enjoy their special roles, such as being door monitors, playground leader and prefects.

## **What does the school do well and what does it need to do better?**

Leaders have established ambitious, logically ordered subject curriculums for all pupils. Their curriculum for children in the Reception class is exceptionally well thought out. Teachers in each year group understand what knowledge to teach pupils and when. Starting in the early years, staff skilfully use the curriculum to develop children's communication and language.

Teachers choose lesson content carefully. They make sure that pupils' learning is interesting and demanding. Teachers use assessment strategies effectively to support pupils' grasp of important knowledge in lessons. Nevertheless, in a few subjects, staff do not help pupils well enough to retrieve some of their prior learning from their memory. This means that pupils sometimes find it hard to build their understanding of new knowledge based on what they have already learned.

Leaders have extensively and successfully revised the teaching of early reading. Pupils learn to master the basics of reading quickly and securely. Leaders and external experts skilfully support staff to understand and deliver the phonics curriculum. Leaders ensure that pupils who find reading difficult receive the extra help and precise teaching of phonics that they need. Throughout the school, pupils enjoy reading and experience success in doing so. In most year groups, including in the early years, staff share with pupils a wide range of literature. Nevertheless, staff

do not ensure that pupils in upper key stage 2 are familiar enough with the work of a wide and diverse range of authors. This holds back some older pupils' learning.

In 2022, the attainment of approximately half of the pupils in Year 6 was much lower than the national averages in reading and writing. However, this data does not reflect the progress that many pupils make, across a range of subjects. Teachers carefully adapt their delivery of the curriculum. This means that pupils who join the school later than most other pupils, often in upper key stage 2, learn successfully. In addition, leaders have carefully improved subject curriculums and teachers' support for individual pupils. This has further enabled current pupils to achieve well.

Staff quickly identify pupils with SEND, including in the early years. Leaders know the needs of each of these pupils in detail. They ensure that pupils with SEND study the same ambitious curriculum as their peers. Leaders make sure that staff are well trained to adapt their teaching to meet pupils' needs. Pupils with SEND are supported effectively and experience success.

Pupils demonstrate positive attitudes to learning. For instance, in Year 6, while the classroom door is often open to the busy corridor, pupils can be seen wholly focused on their learning activities. Such positive behaviour enables staff to focus their energies on teaching.

Leaders ensure that pupils benefit from a wide range of additional learning and experiences. For instance, staff help pupils to learn about the value of further and higher education to help them to aspire highly for their future education. Staff teach pupils carefully about fundamental British values. Pupils eagerly and knowledgeably spoke with inspectors of their learning about respect and responsibility. They are well prepared for their lives in modern Britain.

Staff enjoy working at the school. They value the actions of leaders to build their expertise, develop their potential and listen to their points of view. Leaders give staff a reasonable workload. Governors understand their roles well and bring valuable expertise to their work. They challenge and question the work of leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders on the safeguarding team are fully informed about local and national safeguarding issues. They stay up to date through regular training. Leaders ensure that staff are equally well trained and knowledgeable. Staff are alert to any changes in pupils' comments, appearance or behaviour that might indicate that they need help. Where necessary, leaders and staff record safeguarding information thoroughly. The safeguarding team links carefully with other agencies and services in support of pupils and families, including through the local children's centre.

Pupils feel able to share their worries with adults because they feel valued, respected and listened to by leaders and staff. Pupils know how to protect

themselves when faced with common dangers, including those that they experience when online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, staff do not ensure that pupils can recall what they have learned in the past. Pupils then struggle to link their previous learning to what they are learning now and next. Leaders should make certain that staff build pupils' memory of the content of the curriculum. This will enable pupils to have better recall and be able to use their knowledge to learn new information more successfully.
- In upper key stage 2, leaders do not make sure that all pupils read a wide range of literature by a diversity of authors. This holds back pupils in developing their ability to talk in breadth and depth about a wide variety of authors, poets and playwrights and their works. Leaders should ensure that the content and delivery of the reading curriculum enable all pupils to read widely.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	131837
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10242084
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Frances Sibert
<b>Headteacher</b>	Anne Radford (executive headteacher)
<b>Website</b>	<a href="http://www.olasp.co.uk">www.olasp.co.uk</a>
<b>Date of previous inspection</b>	4 and 5 July 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders provide a breakfast club for pupils.
- Almost all staff at the school are new since the previous inspection.
- The executive headteacher and the governing body are shared between the school and one other local school through a hard federation arrangement.
- The school is part of the Archdiocese of Liverpool. It was last inspected under section 48 of the Education Act 2005 in June 2016.
- Leaders do not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors completed deep dives in these subjects: early reading, mathematics and history. They met with subject leaders, visited lessons, including in the early years, reviewed pupils' work and spoke with staff and pupils.
- Inspectors considered information about some other curriculum subjects and spoke with subject leaders and pupils.
- Throughout the inspection, inspectors met with leaders to gather evidence of their work, including SEND, early years, behaviour and provision for pupils' personal development.
- Inspectors spoke with several groups of pupils, including those on the school council, to hear their views about the school. Inspectors considered pupils' responses to an Ofsted survey.
- Inspectors spoke with a sample of staff and reviewed staff's responses to an Ofsted survey.
- Inspectors spoke with some parents and carers as they arrived at school with their children. Inspectors also considered responses to Ofsted Parent View, Ofsted's online survey.
- The lead inspector met in person with five members of the governing body. He spoke by telephone with the chair of governors.
- The lead inspector met with a representative of the Archdiocese of Liverpool and with an officer from Liverpool local authority.
- To review safeguarding, inspectors spoke with pupils, parents, staff and leaders. Inspectors reviewed examples of leaders' records of safeguarding issues and their checks on the suitability of staff.

### **Inspection team**

Tim Vaughan, lead inspector

His Majesty's Inspector

Shameem Patel

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023