

Inspection of Our Lady of Pity Catholic Primary School

Rigby Drive, Greasby, Wirral, Merseyside CH49 1RE

Inspection dates: 6 and 7 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The head of school is Kathryn Dunne. This school is part of the Holy Family Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Moor, and is overseen by a board of trustees, chaired by Paul Simpson. There is also an executive headteacher, Steve Jevons, who is responsible for this school and two others.

Ofsted has not previously inspected Our Lady of Pity Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Our Lady of Pity Catholic Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils are exceptionally happy to be members of this kind and caring school community. They understand the school's values, and they do their utmost to live out the school's mission to 'do everything with love'. This is reflected in their impeccable behaviour during their lessons and throughout the school day.

Pupils learn from early on to take responsibility for their own actions. They said that they feel safe in school and that they trust staff to help them with any worries they may have.

Pupils, including those with special educational needs and/or disabilities (SEND), take every opportunity to learn new things. For example, they relish the wide range of activities on offer to them. Whether it is attending the cross-country fixtures, completing sponsored walks for charities, or attending weekly cookery lessons after school, pupils are keen to be involved. The school ensures that their interests and talents are nurtured through a wide variety of clubs, including chess, art and music.

Pupils thrive at this school. They live up to the high expectations that the school sets for their academic achievement, and they are guided well to take responsibility for their own personal development. As a result, they achieve exceptionally well, both academically and socially. Over time, pupils develop into articulate, confident individuals who are remarkably well prepared for the challenges of the next stage of their education.

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

The school has designed an ambitious curriculum that carefully identifies what pupils need to know and remember over time. This begins from the moment they join the Reception class. As a result, pupils, including those with SEND, develop a rich body of knowledge that enables them to make connections between different subjects and topics. Pupils are completely absorbed in their learning. Disruption to lessons is extremely rare.

High-quality training provided by the school, or through the trust, ensures that teachers are equipped to deliver the curriculum with expertise and flair. The school provides well-considered resources that engage and motivate pupils. Teachers design carefully crafted activities to meet the needs of all pupils. This results in pupils being able to build their knowledge systematically and securely over time. For example, pupils were able to talk about what they have learned previously and how this helps them to embark on new learning with confidence.

Teachers use assessment strategies successfully to check that pupils have firmly understood earlier concepts and ideas. When needed, teachers provide appropriate support for pupils to ensure that any gaps or misconceptions in earlier learning are addressed effectively.

The school has established clear routines and high expectations for pupils' behaviour. Pupils are polite and respectful to others. Older pupils relish their prefect responsibilities and ensure that everyone adheres to the school's high standards. Staff apply the school's attendance policies and procedures consistently. The school supports families well to make sure that pupils attend school regularly.

Reading sits at the heart of the curriculum. Well-trained staff deliver the phonics programme consistently well. Children in the Reception Year quickly learn the sounds that letters represent. Staff provide additional support for those pupils who struggle with reading. This helps these pupils to catch up quickly. The books that pupils read closely match the sounds that they have learned. This supports them in becoming confident, fluent readers by the end of Year 2.

Pupils have access to a wide variety of well-chosen, high-quality texts within classrooms and in the school library. Visits to the local library also encourage pupils to read more widely and often. Added to this, the school arranges visits from a wide range of published authors to develop pupils' understanding of important issues. For example, in recent months, an author visited the school to explain to pupils the negative impact of the racism that they experienced as a child. Pupils develop into competent readers who can discuss, with enthusiasm, the books that they have enjoyed.

The school has designed a well-crafted programme to enhance pupils' personal development. Pupils have a very clear understanding of fundamental British values, and they understand the importance of these in a modern society. Pupils discuss and debate a wide range of issues affecting young people today. They are tolerant and respectful, and they celebrate the diversity that exists within modern Britain. Through their visits to places of worship, and other activities, pupils develop a strong sense of culture and world religions. Pupils' well-being and physical health are exceptionally well promoted by the school.

Pupils embrace the variety of leadership opportunities on offer to them. They take their duties seriously. Older pupils understand that they act as role models for younger children, and they are always eager to help others. Pupils are keen to support many local and national charities. They make a highly tangible contribution to the life of the school and the wider community.

The school ensures that it considers the workload and well-being of staff in the decisions that it takes. This helps leaders to manage change in a way that does not overwhelm staff. Consequently, staff feel well supported to develop their expertise and carry out their roles effectively.

Members of the local governing body and trustees have an accurate oversight of the school. They fulfil their statutory duties and carry out their roles diligently. This enables those responsible for governance to hold the school to account fully for the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140458
Local authority	Wirral
Inspection number	10242328
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The Board of trustees
Chair of trust	Paul Simpson
Headteacher	Steve Jevons (executive headteacher) Kathryn Dunne (head of school)
Website	www.lopschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Our Lady of Pity Catholic Primary School converted to become an academy school in December 2013. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Holy Family Catholic Multi Academy Trust.
- The school has a Reception class that is situated 3.5 miles away from the school.
- The school is part of the Diocese of Shrewsbury. Its last section 48 inspection took place in 2021. The next section 48 inspection will be scheduled to take place by the end of 2027.
- Since the last inspection, a new executive headteacher, head of school, chair of trustees and chair of the local governing board have been appointed.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with representatives of the board of trustees and of the local governing board, including the chair of governors. She also spoke with representatives of the local authority and of the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, and spoke to teachers and with some pupils about their learning. Inspectors also looked at samples of pupils' work. The lead inspector listened to pupils reading with a familiar adult. Inspectors also discussed the curriculum with leaders in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times of the school day. This included during lessons and at lunchtime.
- Inspectors considered the views expressed by parents and carers in their responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with parents as they brought their children to school at the start of the school day.
- Inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Pat Speed, lead inspector

His Majesty's Inspector

Michelle Joyce

Ofsted Inspector

Juliet Francis

Ofsted Inspector

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