



Faith Primary School

Inspection Report

Unique Reference Number 134723
LEA Liverpool
Inspection number 282662
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Mr Mark Madeley CfBT Lead Inspector

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

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|------------------------------------|--------------------|---------------------------|---------------------|
| Type of school | Primary | School address | Bute Street |
| School category | Voluntary aided | | 0 |
| Age range of pupils | 3 to 11 | | 0, Liverpool L5 3LA |
| Gender of pupils | Mixed | Telephone number | 0151 2071083 |
| Number on roll | 91 | Fax number | 0151 207 4993 |
| Appropriate authority | The governing body | Chair of governors | Dr B Denton |
| Date of previous inspection | Not applicable | Headteacher | Ms Sister Meeghan |

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a new school which is much smaller than average. The area it serves is one of the most socially and economically deprived in the country. This is reflected in the exceptionally high percentage of pupils eligible for free school meals. There are very few children of minority ethnic heritage. The percentage of children with learning difficulties and/or disabilities (LDD) is high. There is a small unit for five children with complex learning needs. The school is a member of the local Learning Network and the Education Action Zone (EAZ). It has gained a healthy school award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school has come a long way since it opened but significant areas for development remain. Many weaknesses were quickly identified and a substantial number of them have been improved in a short time. These actions indicate that the headteacher is able to improve the school further. Governance has yet to have a major impact on the work of the school but is now well placed to support and guide it in the future.

The school enjoys the full confidence of its parents. Despite this positive endorsement staff have to work exceptionally hard to get children to attend. Attendance figures are very low but improving. Children behave well and work sensibly and co-operatively. They enjoy exercise and often select the 'healthy option' at lunch. The school council is an effective voice for children's views.

Standards are low in all classes although in the Foundation Stage good quality teaching and learning helps children make good progress from their very low starting points. Teaching is effective here because subject knowledge is strong. Children make at least satisfactory progress in Years 1 and 2 but progress in Years 3 to 6 is much slower. Teaching and learning are unsatisfactory in Years 3 to 6 because learning tasks are not always well matched to children's abilities. The provision for children with learning difficulties and/or disabilities is effective in meeting their many and varied needs.

As a result, inspectors disagree with the school's judgement that it provides a satisfactory education for all its children. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to children's progress through Years 3 to 6 and to rates of attendance. The school offers unsatisfactory value for money.

What the school should do to improve further

- Continue to improve children's attendance.
- Improve the children's rate of progress, especially through Years 3 to 6, by providing tasks more closely suited to children's ability and by consistently challenging the most able.

Achievement and standards

Grade: 4

Children's standards when they join the school are very low. Many have very poor language and social skills. They make good progress through the Foundation Stage because their learning is well organised and teaching is skilled. Despite this, when they join Year 1 most have not achieved the standard for their age.

Progress through Years 1 and 2 is satisfactory. Children want to learn and teachers build on this positive attitude. The 2005 national assessments showed children's standards overall as below average in reading, writing and mathematics, though a high proportion of children reached the higher Level 3 in mathematics. Current standards are lower partly because half of the very small year group have learning difficulties and/or disabilities. However, all children with LDD make satisfactory progress towards the targets set for them; this includes pupils with complex learning needs.

Children's progress through Key Stage 2 is unsatisfactory. A small but significant number of children have large gaps in their knowledge caused by absence from school while others are not challenged sufficiently in lessons. This is particularly the case for those of higher ability. Children's basic literacy skills are weak and this slows their progress in other subjects. In 2005 standards were very low. Children made poor progress in mathematics and science. The school did not meet its targets for the year group. Standards are lower in the current Year 6. The school and inspectors agree that overall, children's achievement and standards are inadequate.

Personal development and well-being

Grade: 2

Children are very proud of their school. Most work hard and co-operate well with each other and adults. They say that behaviour in lessons and around the school has improved considerably because of the help and support of the learning mentor. Children feel safe in school and state that there is very little bullying. They know what to do should it happen. The school council has brought about changes in school life, for example, they asked for games equipment to use at playtimes. Children make healthy choices at lunch and take regular exercise. They have a good understanding of how to stay safe.

Attendance is very low. Despite enjoying school some children do not attend frequently enough. The school has worked very hard to improve attendance. Well thought out strategies have improved the attendance of about one third of children.

Children's spiritual, moral, social and cultural development is good. Children develop their self-esteem through involvement in enrichment activities. They gain knowledge of other religions through lessons and visits. Links with the local community are strong. The choir was commended for its spiritually uplifting visit to a local hospital to sing carols. Children know how to help each other and initiate activities, such as the games for the school fair. In this respect, they are reasonably well prepared for secondary school.

Quality of provision

Teaching and learning

Grade: 4

In all classes relationships are positive. Staff are very sensitive to children's needs and use praise and rewards well to motivate them. Children respond by being attentive, behaving well and trying their best to complete tasks.

Teaching and learning in the Foundation Stage is good. Staff have good subject knowledge and organise activities so that children can learn through play. Children always have an adult to chat to and share their games with because the ratio of children to adults is generous.

In Years 1 and 2, the quality of teaching and learning is satisfactory. Teachers plan group work well and make good use of support assistants. However, in Years 3 to 6 it is unsatisfactory because learning tasks are not always well suited to children's needs. More able children are sometimes given the same task as the least able and this doesn't help them to reach their potential. Marking praises children's efforts but does not often help them improve their work. New assessment and record keeping systems are satisfactory. Staff use the information well to identify children who have additional needs. Children with learning difficulties and/or disabilities get effective support from learning support assistants. Overall, inspectors find teaching and learning to be unsatisfactory and thus disagree with the school's view that they are satisfactory.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Recent changes by management have ensured all children now receive everything to which they are entitled. Work in classrooms is extended by visits to local museums and places of interest, funded by the EAZ. Also, they benefit from music and computer facilities in other Learning Network schools. The school is careful to ensure that all children are involved. Children are encouraged to develop a safe and healthy lifestyle with courses on relationships and drugs awareness. A satisfactory range of extracurricular activities helps children stay fit and learn life skills. These include sporting activities, art and choir. While awaiting the building of their new school, staff have worked very hard to provide the children with a clean and safe environment in spite of the very poor condition of the current building.

Care, guidance and support

Grade: 3

The school takes very good care of all its children. They trust the staff and know who to turn to if they need help. There is very good support for them if they are upset or troubled with learning support assistants and the learning mentor playing a key role. Parents and carers feel welcome in school and are strongly encouraged to become involved in their children's education. Skilled support is provided for children who find

learning difficult. The arrangements for helping children to settle into school are effective and strong links with the local secondary school support children who will transfer there. Child protection and health and safety procedures are in place. There are good links with outside agencies, which give a wide range of help to the children. However, the system of setting children learning targets is quite new and has yet to have a major impact on children's progress. Support for children's learning therefore is not yet as strong as it needs to be. The school did not take this fully into account when judging this aspect of their work as good.

Leadership and management

Grade: 3

Management has a clear picture of the strengths and weaknesses of the school and has made improvements since it opened last year. Children and parents state that behaviour has improved significantly. The school is now a calm place, which is helping teaching and learning to develop more effectively. The curriculum has been widened and now meets statutory requirements. The school is also aware that significant improvements still need to be made, especially in Years 3 to 6, to ensure that children make adequate progress.

The headteacher ensures children's learning is checked on; the school has just started keeping a thorough record of children's progress. Good use is made of the Learning Network and EAZ to extend children's experiences, especially in music and computer work. Subject co-ordinators know what to do to improve things and have made a start. The school warmly welcomes all children. It is especially successful in supporting children with learning difficulties and/or disabilities. However, the school is not fully inclusive because there are wide variations in provision between year groups. The new governing body has had little time to have an impact on the school but it is now well placed to take a more effective role in shaping the school's future and supporting the headteacher.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
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Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 4 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 3 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 3 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | NA | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 4 | NA |
| The standards ¹ reached by learners | 4 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 4 | NA |
| How well learners with learning difficulties and disabilities make progress | 3 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 4 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 3 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 4 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 4 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 4 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 4 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 4 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for making us welcome in your school and being so friendly towards us. We think that you behave well, listen attentively to your teachers and are generally keen to learn. The new rules and systems put in place by the headteacher are having a positive impact, for instance, attendance for one third of you has improved and most of you know your learning targets. All staff work very hard for you; helping you learn and making a difficult building a pleasant place to work in. You get a good start to your school life in the nursery and Reception classes where children really enjoy activities that help them learn through play. You continue to make satisfactory progress in Years 1 and 2 but this changes in Years 3 to 6. We feel that many of you would make more progress in Years 3 to 6 if your attendance was better and if learning tasks were better suited to your needs.

We are pleased that you and your parents really like your school. We agree with many of the things you and they said. However, our main finding is that children do not make enough progress through Years 3 to 6 and because of this we have given the school a 'notice to improve'. This means that the staff, governors, your parents and yourselves have to work extra hard to make the school better for everyone.

Your parents can help by sending you to school every day and supporting your learning at home. You can 'do your bit' by attending regularly, working hard in class and completing homework.

We were really pleased with how many of you know about staying healthy. Especially well done to the Year 2 children, who talked me through the qualities of their lunch and mine. You also have a good understanding of how to stay safe.

Once again very many thanks for your help during the inspection. We wish you and the school well for the future.