

Faith Primary School

Inspection report

Unique Reference Number	134723
Local Authority	Liverpool
Inspection number	341513
Inspection dates	15–16 July 2010
Reporting inspector	Frank Carruthers

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	106
Appropriate authority	The governing body
Chair	Dr B Denton
Headteacher	Sr Moira Meeghan
Date of previous school inspection	28 February 2007
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Introduction

This inspection was carried out by two additional inspectors. Ten lessons or parts of lessons were observed involving five teachers and three visiting music specialists. Meetings were held with pupils, governors, staff and the School Improvement Partner. Some parents and carers were interviewed after a workshop meeting held in school. Inspectors observed the school's work and looked at a range of its policies, the school development plan, minutes of the governing body's meetings and reviews of the school by the local authority and Her Majesty's Inspectors (HMI). They scrutinised pupils' work and examined assessment information on pupils' progress. Inspectors read and analysed 37 questionnaires from parents and carers and 57 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all pupils, especially the progress made by those in Key Stage 1
- the levels of attendance and the procedures for improvement
- the strengths of the school's provision and the effectiveness of safeguarding procedures.

Information about the school

This ecumenical school is smaller than the average-sized primary school and its roll is rising. The proportion of pupils known to be eligible for free school meals is well above average. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils who join or leave the school at other than the usual times is above average. Children in the Early Years Foundation Stage are taught in two mixed-aged classes: the Nursery/Reception class and the Reception/Year1 class. The school has Healthy Schools status, the Dyslexia Friendly School award, the Inclusion Charter Mark and the Activemark. Since the last inspection the unit for pupils with complex needs has closed. The school expects to move to a new building nearby in the coming school year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils, who achieve well and enjoy school. When they start in the Nursery/Reception class, the level of children's skill varies but overall it is well below average. Pupils make good progress from their starting points to the end of Year 6. It is a similar picture for those pupils with special educational needs and/or disabilities and those who start at the school part-way through the school year. At the end of Year 6 attainment is in line with the national average overall but in English it is above average. The rate of progress that pupils make in Key Stage 1, however, has not been fast enough but it is now at least satisfactory and improving quickly.

Pupils have a good awareness of how to stay safe and lead a healthy lifestyle. Their behaviour is good and the few examples of challenging behaviour by individual pupils with behavioural difficulties are handled well. Of special note is pupils' outstanding spiritual, moral, social and cultural development and their outstanding contribution to school and the wider community. The ecumenical nature of the school is a key factor in promoting these outstanding outcomes. Attendance of the great majority of pupils is average or better. However, it is low overall because the levels are adversely affected by a very small minority of persistent absentees who stubbornly resist all the school's efforts to raise levels of attendance. This remains a concern for the school but nevertheless it continues in its efforts.

The overall quality of teaching is good and staff are making better use of their assessments of pupils' learning to set challenging targets and objectives for lessons. Staff's expectations of how pupils present their work are inconsistent and on occasions in Key Stage 1 work is not always challenging enough for the different levels of ability. The curriculum is good. Links are being forged between subjects successfully and an outstanding element of the curriculum is music. The school's involvement in a national music project is reaping exceptional rewards, especially in how it engages pupils in their learning and motivates them. All aspects of care, guidance and support for pupils are good. For example, the school is particularly effective in helping pupils and their families to overcome any problems they might have.

Leadership by the headteacher and senior leadership team is good. The school promotes community cohesion exceptionally well. Since the last inspection the school has improved from being satisfactory overall to good, attainment is rising and the quality of provision has improved. The school's self-evaluation is robust and accurate and the governing body provides valuable support and challenge. As a result, the school's capacity to sustain improvement is good.

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What does the school need to do to improve further?

- Improve attendance by continuing to do as much as possible to reduce the persistent absenteeism of a very small minority of pupils.
- Build on the improving rate of pupils' progress in Key Stage 1 by ensuring that work better challenges pupils of all levels of ability.
- Improve pupils' handwriting and the presentation of their work by ensuring that all staff promote higher expectations of pupils.

Outcomes for individuals and groups of pupils

2

In lessons almost all pupils engage well with staff and one another. They report that they enjoy school work and find staff friendly and helpful. They gain good skills of independence and cooperation. This was illustrated in a Year 6 lesson in the computer room when pupils worked very well in a small group editing a piece of audio recording for later use on the school's radio station. They took turns well and some pupils helped others whose computer skills were not as strong as their own. At the end of the lesson they reported confidently to the class on what they had achieved.

Unlike attainment in Year 6, which has been rising, attainment at the end of Year 2 has been too low for the past few years. This year, however, it has shown considerable improvement, indicating that pupils' progress is improving quickly. For example, more pupils now achieve the level expected of them at this age and pupils with special educational needs and/or disabilities are achieving better than predicted. In addition, more pupils are reaching above the expected levels for their age.

An outstanding outcome for pupils is their spiritual, moral and social development. They understand clearly that racist attitudes are not acceptable. As one pupil commented, 'This is a telling school,' where bullying is not tolerated. Attending a dual-faith school, Catholic and Church of England, provides the pupils with very good opportunities to learn about the beliefs of others, including world religions such as Islam and Judaism. Pupils show a lively interest in the needs of others, especially through the school's links with charities and schools overseas. Their performances in concerts at the Royal Festival Hall and the Liverpool Philharmonic Hall contribute significantly to their developing cultural awareness. As a result, pupils' profile in the local community is very high and they have pride in both their school and the local community. In addition, in school older pupils take on roles to help younger ones and contribute well to decision making. Attendance is low overall. The school works hard to raise the levels of attendance and most pupils respond well but the levels are affected by the very small minority of persistent absentees.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Strong features of teaching include the subject knowledge of teachers and their good use of interactive whiteboards to stimulate pupils' interest. Teaching assistants generally make a valuable contribution to pupils' learning. At times, however, they take too prominent a lead in helping pupils with special educational needs and/or disabilities rather than letting them be more independent. The work set for groups in Key Stage 1 classes does not always challenge pupils enough. Procedures to assess pupils' progress have been developing well during the current school year and are satisfactory overall. Pupils gain a good understanding of their targets and the next steps in their learning. Staff's expectations for the quality of presentation and handwriting in pupils' work, however, are inconsistent.

The curriculum covers English, mathematics and science well and promotes pupils' personal development strongly through personal, social and health education lessons, and physical education. Information and communication technology has a high profile in the school. For example, a radio station has been developed, which extends pupils' skills exceptionally well. Links between subjects are being embedded satisfactorily in teachers' plans and staff are working towards an international school curriculum to promote pupils' wider awareness of other cultures and global issues. All pupils from the Nursery/Reception class onwards receive exceptional instrument tuition from visiting specialists as part of the music project. The range of clubs, visits and visitors to school is extensive. Parents and carers report they are pleased with the care, guidance and support that their children receive. Efforts to reach out to the most reluctant attenders are thorough, although a small minority still resist. The work of the learning mentor is

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especially valuable in addressing the needs of those pupils whose circumstances make them the most vulnerable and in helping them to achieve well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team is developing well. There is a clear shared vision among the team and the strong governing body about how the school is to go forward. The school's improvement planning is good and the monitoring of teaching and learning is regular and leads to improvement. Links with parents and carers help them to learn more about their children's education and include workshops, courses and open days. Partnerships with the local authority and agencies such as the education welfare service and special needs service have also been effective in improving outcomes for pupils. The school promotes equality of opportunity well and through effective programmes of support for those whose circumstances make them vulnerable and for those with special educational needs and/or disabilities helps them to achieve well. All procedures to safeguard the welfare of pupils, including the safe recruitment of staff and child protection, are good. The training of staff and governors in such aspects is a high priority and kept up to date. Through links between the two faiths, its work in the wider community and its partnerships with schools beyond the immediate experience of pupils, the school promotes community cohesion exceptionally well. By its success in musical performances the school is raising the self-esteem and pride of pupils and their parents and carers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. This is the result of good teaching in the two mixed-aged classes. The setting is vibrant, attractively presented with children's work and stimulates children's curiosity and interest both indoors and outside. Access to the outdoor area is restricted and reduces the opportunity for continuous learning to take place. Staff take appropriate steps to compensate for this shortcoming. Staff are very skilful at promoting children's language skills, which are very limited for most children when they start in the Nursery/Reception class. Through joining in with children's imaginative play adults promote speaking and listening skills well and develop children's ability to think. For example, they intervene in small-world play to help the children articulate their thoughts; one teacher asked the children to explain their thinking and extended their understanding well. Older reception-aged children were asked whether they preferred the big book or the DVD of a story and to say why. The teacher modelled well how the children should reply. Later the children performed their version of the story to the delight of the younger children. The children watching were asked to say which part they liked best. Children in the Reception/Year 1 class benefited from working alongside older classmates and enjoyed investigating which material for a bucket makes the best sandcastles. All of this helps children to achieve well, though most are still working towards the early years goals for learning expected at the end of the Reception Year. All aspects of care and welfare of the children are carefully addressed. Leadership by the Early Years Foundation Stage leader, who is also a member of the school's senior leadership team, is good. The tracking of children's progress is thorough and regular assessments are made and kept in the children's profiles.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Parents and carers have positive opinions of the school. They speak particularly highly of the care, guidance and support the school provides for their children and the exciting music project the school is involved in. Very few concerns were expressed by parents and carers. Inspectors support the positive views expressed by parents and carers about the school and the progress that their children make.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Faith Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	57	15	41	0	0	0	0
The school keeps my child safe	29	78	8	22	0	0	0	0
The school informs me about my child's progress	22	59	14	38	1	3	0	0
My child is making enough progress at this school	26	70	11	30	0	0	0	0
The teaching is good at this school	30	81	7	19	0	0	0	0
The school helps me to support my child's learning	26	70	9	24	2	5	0	0
The school helps my child to have a healthy lifestyle	27	73	9	24	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	70	10	27	0	0	0	0
The school meets my child's particular needs	25	68	10	27	1	3	0	0
The school deals effectively with unacceptable behaviour	26	70	7	19	3	8	1	3
The school takes account of my suggestions and concerns	27	73	7	19	2	5	0	0
The school is led and managed effectively	26	70	9	24	1	3	0	0
Overall, I am happy with my child's experience at this school	27	73	10	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 July 2010

Dear Pupils

Inspection of Faith Primary School, Liverpool, L5 3LA

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. Some of the work of the school is outstanding, for example the way the school works in the local community and how it helps your personal development. Your achievement in playing musical instruments and performing in concerts as The West Everton Children's Orchestra is astonishing. I enjoyed your concert at the Lighthouse very much indeed. Your behaviour in lessons is good and this means you learn well and pay good attention. You told us bullying is rare and if it happens the staff deal with it promptly. You take responsibilities around school and look out for one another exceptionally well. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach above average standards in English and average standards in mathematics and science. This is because the teaching you receive is good and you work hard. You know your targets for learning well and enjoy the clubs and the activities out of school and the visits you make to places of interest. Your headteacher, teachers and teaching assistants take good care of you all and make sure that you all feel safe and secure. Part of my job is to identify how the school can be even better. There are three improvements for staff to make.

- A very small number of pupils are not attending school enough and they are missing so much! I have asked the staff to do all they can to get them to come to school regularly.
- Although pupils in the Key Stage 1 classes are making better progress, this still needs to be improved.
- The staff need to make sure that you present your work as well as you can and improve your handwriting. So do try your best to make your work as neat as possible.

Please continue to work hard and enjoy school. I send you all my best wishes for the future, especially when you move to your new school.

Yours sincerely

Mr Frank Carruthers

Lead inspector

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