



Holy Name Catholic Primary School

URN: 104634

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

07–08 March 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- Strong and effective leadership results in pupils being at the heart of school life.
- All members of the school community own, understand and live out the values embedded in the school's mission, thereby creating a distinctive Catholic ethos.
- Catholic social teaching is embedded, giving pupils and adults a plethora of opportunities to help others on a local and global scale.
- The levels of pastoral care for staff, pupils and their families are a strength; community outreach work is to be highly commended.
- The entire curriculum has gospel values as the foundation of all learning.

What the school needs to improve

- Provide more creative opportunities for teaching and learning in religious education as the Religious Education Directory is gradually introduced.

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- Continue to offer more opportunities for pupils to lead and actively participate in prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

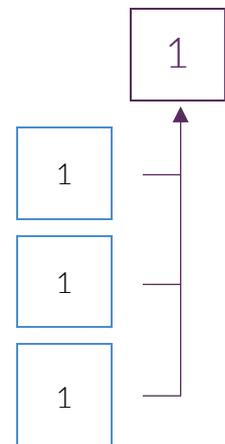
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are central to the life of the school and every decision made has their best interests at heart. Pupils fully embrace the Catholic identity and the school's mission to 'shine like the stars' and to 'follow in Jesus' footsteps by treating everyone with love and respect.' Relationships are strong throughout every aspect of school life. They are fostered from the earliest ages and pupils know they are loved and cared for and feel safe, with one pupil proudly stating that, "Everyone is kind at this school." Pupils know they are unique, and difference is celebrated. Pupils have specific areas of leadership and responsibility such as prefects, school councillors, eco-committee, buddies, reading leaders and maths ambassadors. Pupils are incredibly respectful, behaviour is exemplary in class and around the school, and they enjoy celebrating the success and achievements of others. Pupils are proactive in their response to Catholic social teaching and have ample opportunity to work for the common good, both on a local and global scale; beneficiaries of their charitable acts include *Cafod*, the *Fazakerley Federation*, *Mary's Meals*, *Macmillan* and the local foodbank. Pupils are proud of their efforts to *protect the planet*.

The executive head teacher and head of school have a shared vision to demonstrate spirituality and faith in action, thereby positively enhancing the Catholic ethos. This is evident from the range of opportunities pupils are given to live the Catholic life. The mission statement is owned and understood by all and is regularly reviewed and constantly referred to. The school states that its mission is 'not merely words but the catalyst that ensures that our school fulfils our Catholic mission to serve God'. All members of Holy Name family are exemplary role models of this level of service. The quality of love, support and pastoral guidance offered is valued by all and is underpinned by Matthew's Gospel, "Let the children come to me," which is its vocation in bringing the children to meet Christ in His love. The school provides opportunities for all

members to be of service to each other and to the wider community. There is a tangible and genuine love for each other and an embedded culture of welcome and inclusivity. The school environment is well cared for and reflects its catholicity and mission. Many of the beautiful displays enhance the Catholic life, Catholic social teaching and work completed for the *LiveSimply* award. Provision for relationships, sex and health education meets archdiocesan statutory requirements. It is well planned, coherent and evidenced.

Leadership of Catholic life and mission is an absolute strength of the school and a main contributor in making Holy Name the distinctive and special place it is. The positive, loving and supportive relationships between staff strengthens the ethos and mission and provides pupils with positive role models. Staff know they are valued, and their wellbeing is of the highest importance. Staff speak emotionally of the 'family feel' Holy Name gives and state that, "Coming here is a joy." School does all it can to bring God into the lives of others. Relationships with parents are a strength and based on dignity and respect. Parents are invited into school regularly and they recognise the efforts of the staff as one parent stated, "We feel privileged that we are part of a wonderful community." Catholic social teaching is further enhanced by the work of the chair of governors and the links created with Zimbabwe. The governors' ambition for the future is the commitment of Catholic social teaching and to continue to reach out to those in need in an ever-changing society. Continued professional development is relevant, well planned and newly appointed staff speak highly of the support they have received.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

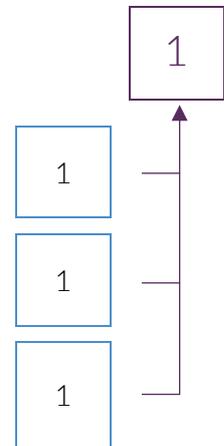
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



The Early Years Foundation Stage setting is regarded as the ‘window to the rest of the school’ and high standards can be evidenced from the start. Pupils are religiously literate and demonstrate an excellent knowledge of religious education. The development of knowledge, skills and understanding is transparent in pupils’ books and the displays around the school. Pupils know what they need to do to improve their learning through verbal and written feedback. In lessons pupils show resilience and a high level of concentration. Pupils confidently contribute to lessons and are enthusiastic in their responses and are proud of their work. Pupils are eager to talk about their learning and enjoyment of religious education. One pupil said, “We have lots of fun learning about Jesus.” Scripture is used in each lesson and pupils are confident in identifying and discussing their favourite passage from the Bible. Relevant resources are used to help pupils engage in their learning with increasing independence. As a result, pupils make good progress in line with other core subjects.

Excellent provision enables the pupils to make progress in their learning of religious education from the earliest ages and this continues throughout key stages 1 and 2. All staff demonstrate excellent subject knowledge and are fully supported by senior leaders. Planning has been adapted from the *Come and See* programme and nursery has started using the *Religious Education Directory*. Teaching is adapted to meet the needs of all learners including pupils with special education needs and those of other faiths. A range of teaching strategies is implemented across all phases and emphasis is placed on creativity with one pupil stating, “Teachers make the work fun.” Prior learning is built upon to consolidate learning in all classes; with working walls are also utilised for this purpose. Driver words are used effectively during lessons and in marking. Learning in religious education is evidenced through drama, role play, art, group work

and independent written work. Teachers use questioning effectively to deepen pupils' understanding and to maintain engagement through discussion. Teachers allow pupils to carefully consider responses and actively encourage the use of religious vocabulary. Teaching assistants are a great asset in learning and help to encourage discussion and facilitate learning; each teaching assistant being actively involved in the teaching and demonstrating a secure knowledge of the lesson objective. Resources used in every class are of the highest quality and inspire awe and wonder.

Religious education has full parity with other core subjects and leaders are proud to demonstrate how religious education is the foundation in other curriculum areas. Religious education programmes are used creatively and imaginatively with diocesan requirements being fully met. The experienced subject leader is committed to achieving the highest standards. She leads her subject with professionalism, dedication and love, working also within a cluster of schools in south Liverpool. She is proactive in striving for improvements. Leaders work hard to strengthen links between home, school and parish and often *go the extra mile* to make celebrations a special occasion, particularly when planning and preparing pupils for their sacramental journey. Excellent links are made to provide a wide range of enrichment activities to further enhance the lived experiences of the pupils and deepen understanding of their role in Catholic social teaching. Monitoring is effective and governors are informed of progress in religious education via head teacher reports. The link governor for religious education monitors pupils' books and provides *Governor Reward* stickers for motivation.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

At Holy Name prayer and liturgy are clearly embedded as part of the daily rhythm of school life and are greatly valued. Pupils are respectful and willingly engage with their prayer and liturgy sessions. It is meaningful in fulfilling and enriching the spiritual journey of the pupils which in turn positively impacts on Catholic life. Pupils gather knowing it is a special time and resources are used to add to the atmosphere and reverence, such as incense, lights, music and candles. Such resources help the pupils to be still in God's presence and focus on the Word of God. The gather, listen, respond and go forth structure is used consistently in all classes and the content is age appropriate, inclusive and accessible to all. Pupils speak enthusiastically about prayer and know that it can be of a variety of forms such as stillness, traditional, modern and song. Pupils were eager to share their experiences of prayer and reasons why prayer is important, with one child from nursery class saying, "You have to mean it from your heart." Pupils understand the cycle of the liturgical year and can recall key liturgical feasts and celebrations.

Prayer and liturgy are an integral part of school life and link with the mission and vision in developing the whole child. There is a shared commitment to prayer and liturgy between staff and all are highly skilled in delivering well planned and resourced times of prayer. Pupils have regular high quality prayerful experiences, including whole school worship, class worship and celebrations in church. Whole school themes are evident and are used in class. Age-appropriate scripture is well used and readings are chosen with careful consideration of themes and the liturgical seasons. A mixture of traditional and modern prayers is known by the pupils, together with relevant hymns and music which add to the ambiance of the session. Prayer and liturgy are greatly enhanced by the creativity of staff who make good use of space and resources. Staff give pupils time for silent reflection and communal prayer. Staff look for opportunities to bring

parents and carers into school to share prayer sessions, for example during nursery stay and pray, which was part of their mothers' day celebrations. Staff are positive role models of prayer, including teaching assistants who together engage in prayer with the pupils.

The policy for prayer and liturgy is clear and relevant in its aims and objectives. Leaders are clear about their expectations and prayer is obviously embedded in each class timetable and routines. Leaders at all levels are proactive in ensuring pupils have the best experiences and work closely together to bring God to the lives of their pupils. Parish newsletters are shared via the school website. The school reaches out to the community often and plans celebrations around the feast days relevant to school and the liturgical cycle, for example, St. Philomena's feast day and the feast of the Holy Name of Jesus. Well planned continued professional development helps leaders disseminate archdiocesan initiatives and all staff are fully supported. The monitoring of prayer and liturgy is effective and feedback drives improvement even further. Governors are kept very well informed through regular head teacher reports which include the results of evaluation. The link governor is a regular visitor to school and participates in prayer and liturgy. Leaders at all levels have high expectations and are valued by staff for the support offered in continuing to provide the very best experiences of prayer for the pupils.

Information about the school

Full name of school	Holy Name Catholic Primary School
School unique reference number (URN)	104634
School DfE Number (LAESTAB)	3413513
Full postal address of the school	Holy Name Catholic Primary School, Moss Pits Lane, Fazakerley, Liverpool, L10 9LG
School phone number	0151 525 3545
Headteacher	Anne Radford
Chair of Governors	Frances Sibert
School Website	www.holynamecatholicprimary.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	23 rd May 2017
Previous denominational inspection grade	Good

The inspection team

Lyn Rawlinson
Katherine Daly

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement