

Our Lady of Good Help Catholic Primary School

South Drive, Wavertree, Liverpool, Merseyside L15 8JL

Inspection dates

11–12 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The new leadership team has reinvigorated the school community to create an ambitious and welcoming culture.
- Leaders' strategy of providing targeted development for staff has led to consistently effective teaching, learning and assessment.
- Leaders have successfully developed a broad, balanced and engaging curriculum. Pupils achieve well across a range of subjects.
- Pupils are well prepared for life in modern Britain because of the effective curriculum and good provision for their personal development.
- Attendance has improved greatly, along with significant reduction in the rate of persistent absence. This is due to the tenacity of school leaders in building positive relationships between the school and parents and carers.
- Pupils' behaviour is good. They are motivated to learn and have excellent relationships with the staff at the school. Pupils feel safe.
- Senior leaders have demonstrated a clear capacity to rapidly improve all aspects of the school's work. Consequently, standards at the end of early years, key stage 1 and key stage 2 are rising.
- All leaders have been appointed to their leadership roles since the last inspection. Although they contribute to improving the school, they do not carefully evaluate the impact of their actions on pupils' outcomes.
- The governing body has astutely recruited new governors to add to the existing knowledge and skills of governors. Governors understand the school well.
- Disadvantaged pupils make good progress because of the additional support that they receive for their learning.
- Pupils who have special educational needs (SEN) and/or disabilities also make good progress in subjects across the curriculum. The school works well with other agencies to meet pupils' needs.
- Early years is led well. There has been a significant amount of staff development to ensure that children make good progress in all aspects of their learning.
- Pupils make good progress in reading, writing and mathematics. However, some of the most able pupils are not challenged well enough to reach greater depth in writing and mathematics, particularly in key stage 1.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that leaders carefully evaluate the impact of their actions on improving pupils' outcomes.
- Further extend the most able pupils' learning in writing and mathematics, particularly in key stage 1, by:
 - providing pupils with greater challenge in their written work
 - providing further opportunities for pupils to apply their reasoning skills in mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have established an ambitious and inclusive ethos based on strong Christian values. Leaders set high expectations for staff and pupils alike. This has contributed to a culture of achievement. Pupils are engaged in their learning, and standards across the school are improving. A typical comment from pupils was that leaders 'have helped us grow back to be the school we should be'.
- Leaders have addressed weaknesses in teaching by introducing a system of targeted staff development. Staff appreciate the opportunities that they have to improve their skills. They feel valued and supported. As a result, there is far greater stability among the staff following a turbulent period of high staff turnover.
- Senior leaders have demonstrated capacity to bring about rapid improvements to all aspects of school life. Parents speak highly of school leaders. They have seen the effects of positive change on their children. Parents appreciate the genuine warmth with which staff welcome pupils into school each morning. Leaders have worked tirelessly to build a strong sense of community in the school. They value their relationships with parents.
- The new leadership team has designed the curriculum with thought and purpose so that pupils make good progress across a range of different subjects. The curriculum promotes pupils' spiritual, moral, social and cultural development well.
- All leaders are new to role since the last inspection. Those with experience, such as the leaders for physical education, science and early years, understand the strengths and weaknesses in their subjects well. However, some leaders have not had the opportunity to evaluate the effect of their actions to improve the quality of teaching and learning in their areas of responsibility. As a result, their plans for improvement are not based upon a clear understanding of what is working well and what needs further development. This is leading to slightly uneven rates of progress for different groups of pupils. For example, the progress of the most able pupils in key stage 1 has not improved as much as for other groups.
- Senior leaders have used the pupil premium well. Leaders and staff have a sound understanding of the barriers to learning that disadvantaged pupils face. Funding is used well to provide targeted support to groups of pupils. As a result, disadvantaged pupils make good progress in line with their peers.
- All pupils are made to feel welcome at this school. Leaders welcome new arrivals from overseas with open arms. These pupils are quickly and seamlessly integrated into the school community. The many different countries from which pupils originate are celebrated across the school. Pupils are prepared well for life in modern Britain, not least because they are taught to respect the beliefs and cultures of others.
- Pupils who have SEN and/or disabilities are supported well. Additional funding is used to provide staff with appropriate training to support these pupils' individual needs.

Governance of the school

- Since the previous inspection, new governors have been appointed based on their expertise and knowledge and how they can add to the strengths of the governing body. Governors are dedicated and well informed. They have a good understanding of the school's strengths and weaknesses.
- Governors have made the best use of the support provided jointly by the local authority and the archdiocese to review school priorities for improvement and to establish a challenging and supportive relationship with senior leaders.
- Governors are aware of the benefits that the primary school physical education and sport premium provides. They are proud of the way in which pupils are encouraged to adopt healthy lifestyles and of the clubs and competitions leaders have put in place.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff, including those who work in the before- and after-school provision, receive up-to-date training to ensure that the culture of safeguarding in the school is one of constant vigilance.
- Pupils are aware of how to keep themselves safe when online. They understand the need to keep personal information safe.
- Pupils say that they feel safe. Strong relationships between staff and pupils engender trust and respect. Pupils feel comfortable to approach staff with worries and concerns because these are acted upon swiftly.
- Parents with whom inspectors spoke have been very positive about the changes to safeguarding. Leaders safeguard pupils' mental health and well-being by working closely with other agencies to meet their needs.

Quality of teaching, learning and assessment

Good

- Effective and targeted training for teachers has ensured that the quality of teaching has improved and is now consistently good.
- Teachers build systematically upon pupils' prior knowledge and skills. The result is that pupils in all year groups make consistently good progress in their learning across the curriculum.
- Teachers make informed assessments of pupils' learning to identify where pupils require additional support. This is effective in helping pupils to catch up if they fall behind.
- Pupils' work in mathematics demonstrates good overall progress in all year groups. However, teachers do not provide sufficient opportunity for pupils to apply their mathematical reasoning skills and challenge their thinking further.
- Pupils make good progress throughout the school in their written work. Teachers have benefited from training to ensure that there is greater consistency in their expectations

of pupils. The writing curriculum is well planned and ensures that there is no needless repetition in learning, such as in the teaching of spelling, punctuation and grammar. Teachers also provide pupils with opportunities to edit and reflect on their own writing. Despite these improvements, some of the most able pupils are not challenged sufficiently.

- Improvements to pupils' reading have been brought about following a review of the curriculum. In response to this review, leaders have developed the reading curriculum and invested in a range of challenging texts that pupils find interesting and stimulating. Pupils have responded well to the new curriculum. They read with impressive fluency and understand texts well. Many pupils say that they read for enjoyment and are eagerly awaiting the opening of the new library.
- Teachers model, question and structure learning well so that pupils feel challenged and engaged across the full curriculum. Pupils' work across different subjects demonstrates that they develop their subject-specific knowledge and understanding well.
- The teaching of phonics is a strength of the school. Improvements in teaching have led to a greater consistency in pupils' understanding and use of phonics across the school. Pupils apply their phonics skills effectively when encountering new and challenging vocabulary.
- Pupils who speak English as an additional language are supported well by the school. Leaders work well in partnership with outside agencies to support international new arrivals.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take pride in being part of the school. This sense of belonging has been fostered by leaders and governors, for example through the introduction of a new school uniform. Leaders have ensured that the school's moral values are used to unify the school community. Pupils regularly reflect on the school's values and how these inform their everyday decisions and actions.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils benefit from regular visitors to the school, such as followers of other faiths and regular visits from the local Member of Parliament. Pupils have a good understanding of democracy and their role in society and they are respectful of the opinions of others.
- All staff receive training in mindfulness and resilience, so they are equipped to help pupils deal with issues related to their social, emotional and mental health. This work is evident in the mature, confident way in which pupils talk about how the school has helped them to overcome difficulties in their lives. The support pupils receive for their well-being is especially appreciated by parents.
- Leaders have ensured that pupils and their families have a good understanding of how to lead healthy lifestyles. For example, school leaders commissioned a survey by the

Liverpool School of Tropical Medicine to make parents and pupils more aware of what healthy meals and healthy lunchboxes should contain.

- Teachers ensure that pupils are aware of their role in society and are well prepared for the next stage of their education.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons and around the school is mature and shows consideration for others. Pupils say that teachers deal with the rare instances of poor behaviour quickly and that they feel safe from bullying.
- The school environment is ordered and calm, which reflects the careful and considered leadership of the headteacher and assistant headteacher. Leaders have ensured that pupils feel valued and appreciated. For example, each pupil is greeted by name and with a warm smile at the start of the school day. Pupils respond positively to these strategies. In return, they are engaged and interested in their learning, and keen to do well.
- During the last year, leaders have worked tirelessly to improve attendance. Their tenacity has underpinned the improvements that have been secured in this area. They have worked closely with pupils and families to help them to understand the importance of regular attendance. They have challenged and supported those parents who have allowed their children to take unnecessary time off school. As a result, rates of absence have reduced significantly, as has the proportion of pupils who are regularly absent from school.

Outcomes for pupils

Good

- The provisional results of pupils in Year 6 in 2018 showed a marked improvement in pupils' attainment in reading, writing and mathematics from previous years. This improvement is also evident in pupils' current work in writing and mathematics in all year groups across the school. However, the most able pupils, especially in key stage 1, do not achieve as highly as they might in writing and mathematics.
- Pupils' progress by the end of key stage 2 has been broadly average over the last three years. In 2018, unvalidated data shows that pupils in Year 6 made above-average progress in reading and mathematics, and broadly average progress in writing across key stage 2.
- The proportion of pupils reaching the expected standard in reading, writing and mathematics in key stage 1 is also improving. Although pupils make good progress in key stage 1, the attainment of pupils previously in Year 2 has been below historic national averages.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check rose in 2018 to above the 2017 national average.

- Disadvantaged pupils make good progress in English and mathematics. Carefully planned interventions ensure that pupils receive targeted and timely support.
- Pupils who have SEN and/or disabilities make good progress. Evidence from pupils' books indicates that pupils achieve in line with their peers.
- Pupils who have recently arrived in the country and those pupils who speak English as an additional language also make good progress from their various starting points.
- Pupils make good progress in subjects other than English and mathematics. For example, the work in pupils' science, history and geography books indicates that they make good progress with the development of their subject-specific knowledge and skills across the curriculum.

Early years provision

Good

- The early years leader has a clear understanding of the strengths and weaknesses of the provision. There have been focused actions to ensure that the quality of teaching and learning in the Reception class is good.
- Comprehensive support to develop the expertise of staff has resulted in better outcomes for pupils. In 2018, the proportion of pupils achieving a good level of development rose to above the 2017 national average, breaking a previous trend of low achievement.
- Children enter early years with skills that are broadly typical for their age. Teachers quickly assess children's needs, for example, in their speech and language. If appropriate, they involve outside agencies to ensure that children are supported well.
- Children listen carefully and follow instructions well. New children settle quickly, follow established routines and work well with other children and adults.
- Children start their time in the Reception class by writing their names or making simple marks. They make good progress to write in sentences by the end of the year. Their books are pristine and presented well, reflecting the pride that staff and children take in children's achievements.
- Leaders have ensured that the actions taken to improve early years are sustainable by investing in resources and training for staff. For example, new equipment has enabled children to develop a deeper understanding of shape, space and measure. In turn, this has helped to improve the progress that children make in mathematics.
- The staff in early years have excellent relationships with the children in their care. The high standards of supervision ensure that children behave well at all times and that they feel safe.
- The classroom is well organised, with many opportunities for children to develop a range of skills. Children have many opportunities to build, create, design and write and to explore mathematical concepts through a wide range of activities.
- The improvements to children's learning in early years have ensured that a greater proportion have the skills and knowledge to confidently approach their work in Year 1.

- Parents feel involved with their children's education due to the emphasis that leaders place on helping them understand their child's learning. Parents are helped to support their children's learning at home, as well as being provided with regular updates on what is being learned in class. Parents greatly value this input and speak positively of their children's time in the Reception class.

School details

Unique reference number	104670
Local authority	Liverpool
Inspection number	10052859

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Mrs Johanne Hennigan
Headteacher	Miss Sarah Peacock
Telephone number	0151 733 6937
Website	www.olgh.co.uk
Email address	schooloffice@olgh.co.uk
Date of previous inspection	6–7 July 2016

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils who come from minority ethnic groups, including those who speak English as an additional language, has declined since the last inspection to below the national average.
- The proportion of pupils who have support for SEN and/or disabilities is broadly average. A small proportion of pupils have an education, health and care plan.
- The school has benefited from the focused support provided by the local authority and the archdiocese.
- In the academic year 2017/18, the school had an influx of international new arrivals in Year 2, many of whom spoke English as an additional language.

- The governing body runs a breakfast club for pupils from 8am and after-school care until 5.30pm on the school site.
- The school's most recent section 48 inspection for schools with a religious character took place in November 2017.

Information about this inspection

- Inspectors observed teaching and learning in each class, including joint observations with the senior leaders.
- Inspectors examined a range of pupils' work in mathematics and writing and from across the curriculum.
- Inspectors listened to individual pupils from across the school read, and also heard other pupils read as part of classroom activities.
- Inspectors spoke with pupils formally in groups and informally around the school.
- Inspectors made observations of pupils' behaviour during lessons, at breaktimes and when pupils were moving around the school.
- Inspectors took account of the views of eight parents who responded to Ofsted's online survey, Parent View, and of 57 parents who responded to the survey on paper.
- Inspectors took account of responses from 11 staff who completed the staff survey.
- Meetings were held with governors, senior leaders and subject leaders.
- Inspectors considered a range of documentation, such as the school's evaluation of its own performance, including its areas for development.
- Inspectors looked at attendance and behaviour records.
- Inspectors reviewed safeguarding documentation, considered how this related to daily practice, and spoke with staff and pupils.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

John Donald

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018