School report

Inspection of Holy Spirit Catholic and Church of England Primary School

Gardenside, Leasowe, Wirral, Merseyside CH46 2RP

Inspection dates: 28 and 29 November 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy being part of this caring and welcoming school. They behave exceptionally well. Pupils are kind, considerate and extremely well mannered. They are highly respectful towards others.

Pupils realise the school's vision for them each day. They are 'happy and successful'. The school is an oasis of calm. Pupils enjoy playtimes with their friends. Older pupils delight in playing with younger children.

Pupils take pride in their learning and, typically, rise to the school's high expectations. They are especially proud of their work in art and design. Pupils' inspirational pieces are displayed prominently around the corridors. Their work is remarkable. They told inspectors that they strive to do well at school and that learning will help them to be successful in the future. Pupils, including those with special educational needs and/or disabilities, achieve well.

Pupils benefit from an extensive range of activities that enhance the curriculum. Specialist teachers are commissioned to support pupils' learning in subjects such as science. This has inspired pupils to develop an aquaponics programme.

Pupils have rich experiences to develop their leadership skills. They thrive through numerous ambassador roles that give them opportunities to make a tangible difference to school life. For example, 'school of sanctuary ambassadors' have a clear plan on how to provide pupils and the wider community with a safe haven.

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

The school has designed a well-ordered curriculum that helps pupils to engage well in their learning. It has clearly defined the knowledge that pupils should learn in each subject and when. Staff check how well pupils learn with precision to ensure that there are no gaps in pupils' knowledge. As a result, pupils develop a detailed understanding of the topics that they study. The school has reviewed the provision for writing to help pupils to achieve well across the curriculum.

The school identifies pupils' additional needs quickly but, sometimes, without accuracy. Staff successfully adapt the delivery of the curriculum with the needs of pupils in mind. However, the school does not meet the needs of some pupils with SEND as well as it should. This means that these pupils miss out on the support that they need to become successful learners.

The school has prioritised reading. Children in the early years learn about letters and the sounds that they represent as soon as they start in Reception. Staff receive regular and appropriate training to deliver the phonics programme effectively. Pupils read from books that match the sounds that they have already learned. This enables most pupils to practise their reading knowledge and skills regularly. Staff check that

pupils are on track with their reading and provide effective support to help pupils who fall behind to catch up quickly.

Pupils benefit from a wide range of engaging texts that spark their interests. This helps pupils to develop a love of reading. Carefully chosen texts support pupils in their learning across the curriculum. Pupils are inspired and motivated to become writers themselves.

Children in the early years, including those in the provision for two-year-olds, and pupils through the rest of school have impeccable behaviour. Their eagerness to learn is shown through their high levels of engagement and curiosity.

The school's programme to support pupils' wider development is exemplary. Pupils learn to become responsible young people. For example, they develop an excellent knowledge of fundamental British values, such as the need to have respect for other faiths and religions. Pupils recognise each other's opinions and value the many differences between themselves and others. There is a breadth of clubs on offer, such as science and eco-clubs. These are carefully tailored to meet pupils' needs. Where appropriate, staff provide specialist support for pupils' mental health.

The school provides meaningful opportunities for parents and carers to get involved with their children's education. For example, in the early years, the school offers weekly sessions that help parents to support their children's learning at home. This also helps parents to build effective relationships with the school's pastoral team.

Governors perform their roles well. They focus strongly on improving the quality of education that pupils receive. Staff appreciate the efforts that the school takes to consider their workload and well-being. For example, their views and opinions are taken into account during decisions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The additional needs of some pupils with SEND are not identified and met with sufficient rigour. Consequently, these pupils do not learn as well as they should. The school should ensure that staff are suitably equipped to identify and consistently support the needs of pupils with SEND.

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	136124
Local authority	Wirral
Inspection number	10290161
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Kate Dolmor
Headteacher	Joanne Cartmell
Website	www.holyspiritwirral.com
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- This is a joint church school within the Roman Catholic Diocese of Shrewsbury and the Anglican Diocese of Chester. Its recent section 48 inspection, for schools of a religious character, took place in June 2017. The next section 48 inspection is due to take place before September 2024.
- A new chair of governors has been appointed since the previous inspection.
- The school has provision for two-year-old children.
- The school runs a before- and after-school club for pupils.
- The school does not make use of alternative provision.

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 that into account in their evaluation of the school.
- Inspectors conducted deep dives in English, including early reading, mathematics and art and design. They met with subject leaders and teachers. Inspectors visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed some pupils' work in these subjects.
- The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with representatives of the local authority and of the diocese.
- Inspectors talked with staff about their workload and well-being.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documents relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around the school.
- 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 took account of the responses to Ofsted's online survey for staff and pupils.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Helen Friend, lead inspector	His Majesty's Inspector
Tim Sherriff	Ofsted Inspector

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