



DIOCESE OF  
SHREWSBURY

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SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School:	Holy Cross Catholic Primary School
Address:	Gautby Road Birkenhead Merseyside CH41 7DU
Tel No:	0151 652 8454
URN:	105087
Headteacher:	Miss J Bradley
Chair of Governors:	Ms C Sindall
Date of Inspection:	10 January 2018
Inspectors:	Mrs E Inman Mrs E Robb

# Mission Statement

*Love God and Love One Another.*

Our school as part of the parish of Our Lady, Holy Cross and St. Paul provides a living experience of our Catholic faith through the teachings of the Gospel and the Sacraments.

It is our mission to create opportunities which enable each person to recognise a sense of their own worth and that of others.

The curriculum enriches the experiences of the children and promotes spiritual, moral, social and cultural development.

Everyone involved in the life of the school is valued for the contribution they make, ensuring that God is a powerful living influence in all aspects of school life.

Each day we strive to live by the teachings of Jesus and to love God and love one another.

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	15	15	22	20	20	27	16	23	158
Catholics on roll	10	8	12	11	18	22	10	18	108
Other Christian denomination	5	7	9	9	3	5	6	4	48
Other faith background	0	0	1	0	0	0	0	1	2
No stated religious affiliation	0	0	0	0	0	0	0	0	0
Number of learners from ethnic groups	2	2	3	0	1	3	1	1	13
Total on SEN Register									
Total with Statements of SEN	0	0	0	0	0	0	0	0	0
FSM		8	15	12	10	16	8	8	77
Pupil Premium ever 6		8	17	15	18	21	14	19	112

Exclusions in last academic year	Permanent	0	Fixed term	5
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady, Holy Cross and St Paul	159

### With reference to Year 6 – the Catholic schools to which your pupils transferred

PUPILS TRANSFER	
Name of School	No of Pupils
St Mary's Catholic College	11

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week	1	2	2	2	2.5	2.5	2.5	2.5	17

STAFFING	
Full-time teachers	9
Part-time teachers	0
Total full-time equivalent	-
Support assistants	10
Percentage of Catholic teachers f.t.e.	44
How many teachers teach RE (P) f.t.e.	7
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	0

### NAME OF SCHOOL

Published admission number	30
Number of classes	7
Average class size KS1	20
Average class size KS2	22

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year	Current financial year	Next financial year
RE	659.80	855.35 (1,000)	1,000
English	771.09	331.91 (1,000)	1,000
Mathematics	499.87	703.88 (1,000)	1,000
Science	439.54	246.98 (750)	750

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OUTCOMES FOR PUPILS</b>	<b>2</b>
<p>The pupils of Holy Cross Catholic Primary school are a delight. They are interested in the world around them and in the part that they can play in making the world a better place for everyone. The school offers many opportunities for pupils to be involved in the Catholic life of the school beyond their Religious Education lessons through such activities as the Inclusion Team, lunch time servers, play leaders, Helping Hands in Year 1. They support charities such as Cafod, Caritas, Cancer Research UK, British Heart Foundation, Macmillan and Save the Children.</p> <p>The teachers encourage the pupils to be articulate and to contribute thoughtfully in lessons through planned activities and clear questioning. One pupil was able to describe how the word nourishment meant more than food for the body: "This lesson offers nourishment for our minds." In one excellent lesson, the teacher questioned pupils skillfully throughout the lesson, reminding them of key facts. By revisiting prior learning and moving on, the pupils were encouraged to think more deeply about the Presentation of the Lord in the Temple in an atmosphere of openness and empathy.</p> <p>Behaviour on the day of the inspection was outstanding. Pupils were friendly, courteous, engaged and reflective. A pupil said, "We all try to join together as friends. If anyone is mean or nasty the teachers don't tell us to go away and sort it out for ourselves; they really help us."</p> <p>By the end of Key Stage 2, pupils achieve standards broadly in line with expectations in their knowledge and understanding of religion and their ability to reflect on meaning. This reflects good progress from their starting point on entry to the school. Enthusiastic pupils are keen to engage in their Religious Education lessons.</p> <p>Pupils, from the youngest to the oldest, acted with reverence when they came together for worship on the day of the inspection. They tried hard to join in with a hymn learned very recently and were very focused throughout. They sang with gusto to a hymn known and clearly loved at the end of the assembly. Pupils are happy to take part in the regular prayer life of the school and it was evident, during inspection, within some classes, that prayer is an important and special part of the school day. As yet, pupil involvement does not extend to planning, preparing and leading acts of worship. They do compose prayers which they then read out. Most leadership and initiative for prayer comes from the staff. Pupils at Holy Cross Catholic Primary School have the capacity to take increasing ownership and leadership of worship such as planning, preparing and leading times of prayer, as well as contributing to the monitoring, evaluation and development of their Catholic school.</p>	

<b>LEADERS AND MANAGERS</b>	<b>3</b>
<p>There has been a significant change of governors and staff in recent times. The relatively new, committed governing body is becoming aware of the requirement that they engage more fully in their leadership role in a Catholic school through systematic monitoring of provision and outcomes. The school has recently appointed a new Catholic deputy headteacher who will enhance the leadership team further. The Religious Education subject leader has been in role for just 4 terms and works incredibly hard, making a positive start. Her role is not currently supported with additional non-teaching time nor management status, so what she has achieved with the resources and support available to her is remarkable. She knows that pupils and teachers will benefit from a more rigorous monitoring and evaluation process and is keen to develop this alongside senior leaders in school and governors.</p> <p>There are four teachers new to the school this year and their successful induction is essential to ensure the best possible outcomes for pupils. The two newly qualified teachers attended the Diocesan day for teachers new to the profession and to the Diocese last term and they plan to take</p>	

part in the second day offered next term.

The school is aware that leaders and managers will be better placed to improve standards in Religious Education if a coherent system for tracking progress in both Religious Education attainment targets is established. The school is currently unable to analyse, and to identify, the progress of different groups of learners.

Inclusion is a strength of the school. The school has been awarded the Inclusion Quality Mark. It has also recently been recognised with the School of Sanctuary Award. Pupils, staff and governors are committed to offering a welcoming, safe, learning environment for all. Inspectors met with the Inclusion Team, a group of Key Stage 2 pupils selected by their teachers to meet weekly with the Religious Education subject leader to identify improvements. They are keen to take on more responsibility and the pupils met on the day certainly have the capacity to be planners and developers. They appreciate the support and commitment of the Religious Education subject leader.

The school issued one hundred and twelve questionnaires for parents to complete regarding their views on Holy Cross Catholic primary school, one per family. Thirteen were completed and returned.

PROVISION	2
<p>Religious Education lessons seen on the day of the inspection were good overall. The better lessons seen were characterised by secure subject knowledge and an understanding of where a lesson needs to be pitched to assure progress and good achievement for all pupils. During the inspection, lessons seen were of an appropriate length and pupils were engaged and enthusiastic participants. The school is aware that it does need to review the timetabling of RE lessons to ensure that one, overly long lesson per week is not the norm despite the challenge of delivering the curriculum to single year groups. Whilst the school does endeavour to devote 10% of curriculum time to Religious Education, learning is enhanced if shorter lessons are spread more evenly throughout the week.</p> <p>Books offered to inspectors for scrutiny had one term's work in them, from the start of this academic year. Assessment profiles have been highlighted in each pupil's work book. This will help the school in evaluating pupil progress as the information builds up over time. Pupils were unable, so far, to say how these sheets help them to progress in their learning.</p> <p>The school is well supported by a team of teaching assistants who made a valuable contribution in all lessons seen. They unobtrusively supported and challenged pupils.</p> <p>Religious Education lessons have been enriched by the Creative RE Curriculum training offered through the Diocese and a widening variety of teaching styles and activities is now used by all teachers to improve lessons. Pupils take part in a range of activities to enhance their learning such as drama, circle time, reflection, celebration and discussion.</p> <p>Sacramental preparation is school based. Classes are held after school and are run by the Religious Education leader and parish catechist, supported by the Head Teacher. The timing of these classes is popular and the number of pupils attending is rising.</p> <p>Mass is celebrated every two weeks in school. Every other week Mass is celebrated after the end of the school day and attendance is voluntary. Parents and the wider parish community are invited to attend and welcomed. The parish priest is a frequent visitor to the school.</p> <p>In addition to class times of prayer the school worships together through the week. Church seasons and feasts are commemorated or celebrated, including Remembrance in November, Advent, Christmas, Lent and Easter. The school endeavours to be open during Holy Week so that the community may come together in prayer and worship.</p>	

OVERALL EFFECTIVENESS	2
<p>Holy Cross is, overall, a good Catholic primary school which achieves its newly stated mission to love God and one another (November 2017). Pupils are proud of their school and appreciate all that their teachers do for them.</p> <p><b>What the school could do to improve further</b></p> <p>The Headteacher should provide appropriate information to Governors relating to the assessment, monitoring, teaching and learning of Religious Education throughout the school to assist them in fulfilling their obligations and to support the Deputy Headteacher and Religious Education Leader.</p> <p>Develop a rigorous system for monitoring and evaluation of Religious Education and the Catholic life of the school so that development planning priorities are clearly understood by everyone.</p> <p>Empower all pupils by enabling them to plan, prepare and lead collective worship.</p> <p>Continue to develop assessment procedures that will support teachers in planning lessons that are pitched at an appropriate level and clarify expectations of pupil performance.</p>	

**Parents' Questionnaires**  
**13 Parents returned questionnaires**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	9	4	0	0	0
2	I am happy with the values and attitudes that the school teaches	8	5	0	0	0
3	I am made to feel welcome in school	9	4	0	0	0
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	7	6	0	0	0
5	The school gives me a clear understanding of what is taught in Religious Education	8	5	0	0	0
6	The school enables my children to achieve a good standard of work in Religious Education	9	4	0	0	0
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	7	6	0	0	0

**Pupil Questionnaires (Year 2)**

		Yes	Sometimes	No
1	I like being at this school.	16	0	1
2	I learn new things in Religious Education lessons.	17	0	0
3	I enjoy learning about Jesus and how to live as His friend.	16	1	0
4	I have to work hard.	17	0	0
5	My teacher helps me when I get stuck so I can make my work better.	16	1	0
6	My teacher listens to me.	17	0	0
7	When I am unhappy there is always an adult I can talk to.	17	0	0
8	I get praise when I do my best.	17	0	0
9	Other children are kind and behave well	13	4	0
10	I am happy on the playground.	15	2	0
11	I am allowed to help in class and around school.	17	0	0
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	15	2	0

**Pupil Questionnaires (Year 6)**

		Yes	Sometimes	No
1	Do you like being at this school?	6	12	2
2	Do you find out new things in Religious Education lessons?	16	4	0
3	Are your Religious Education lessons interesting?	11	7	2
4	Do you get help when you are stuck?	15	4	1
5	Do you have to work hard?	15	5	0
6	Do teachers show you how to make your work better?	14	5	1
7	Do other children behave well?	0	15	5
8	Are teachers fair to you?	18	1	1
9	Do teachers listen to your ideas?	16	4	0
10	Are you given responsibility?	17	3	0
11	Do you enjoy your times of prayer together?	13	7	0