



Archdiocese of  
Liverpool



Diocese of Liverpool

Report on the Denominational Inspection  
carried out under Section 48 of the Education Act 2005 of

**HOPE PRIMARY SCHOOL**  
A JOINT CATHOLIC AND CHURCH OF ENGLAND PRIMARY SCHOOL

Lordens Road  
Huyton  
L14 8UD

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Inspection date:	Tuesday 6 <sup>th</sup> November 2012
Date of previous inspection:	Not Applicable – new school
URN	135796
Inspectors:	Elizabeth Collins Denise Hegarty Trish Deus

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Type of School:	Primary
Age range of pupils:	3 - 11
Number on roll:	300
Chair of Governors:	Andrew Stott
Headteacher:	Belinda Basnett (executive headteacher)
Telephone number:	0151 477 8301
E-mail address:	hope.primaryschool@knowsley.gov.uk

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Anglican Diocese and the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

## Description of the school

Hope Primary is a larger than average joint Catholic and Church of England Voluntary Aided School with a nursery class. The number of pupils known to be eligible for free school meals is well-above average. The number of pupils of ethnic minority heritage is very small with the majority being White British. Pupils with learning difficulties and/or disabilities are above average in number as is those with statements of special educational needs. The school was opened in April 2011 and serves the parishes of St Dominic's and St Luke's.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **The distinctiveness and effectiveness of Hope Catholic and Church of England Primary School as a Christian school are outstanding.**

Hope Primary's succinct mission statement expresses very clearly its vision for a Christian community. It is truly known, owned and lived by all its members. Relationships across the board are outstanding. There is mutual respect between all children and adults. Teachers' planning and implementation considers the needs of all pupils fully allowing them to make outstanding progress. This is a very cohesive community where all work for the good of all.

**Grade: 1**

### **Improvement since the last inspection**

As a new school this is the first Section 48 inspection as a joint Catholic and Church of England school.

### **Capacity to improve**

There is outstanding capacity for further development in all areas. The leadership team have embraced the school's new status and developed a clear vision for its distinctive character and ethos. Strategic plans are in place for future development. Resources have been used very effectively to date to establish a firm foundation and a generous budget is available for staff development and deployment in the future.

**Grade: 1**

### **Focus for development:**

Improve provision for collective worship by:

- planning more strategically across the school to ensure a comprehensive and cohesive coverage of themes and to prevent unnecessary repetition;
- ensuring scripture is used more systematically.

Improve awareness of the school's new Religious Education programme of study by:

- ensuring all staff have access to continual professional development to increase their knowledge and understanding of the Catholic and Anglican traditions.

## **The development of the school's distinctive Christian nature is outstanding at meeting the needs of all learners**

The commitment and dedication of all staff and school leaders to provide an ethos in which pupils have aspirations and a hope for their future is second to none. Adults in school make outstanding role models. Children emulate them willingly, recognising the school's Christian values in action. Relationships and co-operation throughout the school reflect how pupils respect the views and opinions of others. Confidence and self-esteem is built-up very successfully. All know that their contribution to school is valued highly. Consequently they treat their peers and adults in a similar manner. Positive behaviour management helps children further to experience Christian values. Conflicts are dealt with in a spirit of forgiveness and reconciliation. Thus they understand clearly that inappropriate behaviour has consequences, but that justice is restorative. A real test of their trust in the school is that attendance has improved considerably. Opportunities across the curriculum and in school life overall provide very good inroads into exploring spiritual, moral and cultural issues. 'Other Faiths Weeks' promote respect for those who have different beliefs. A display of Jewish artefacts was explained carefully and with understanding by a child. Pupil school councillors, together with those of other schools, attend locally run community cohesion meetings. Through their discussion they have gained a good view of how they can improve their local community: a tentative positive return for their work is seen in a reduction of graffiti and violence in the area. A creative exploration of the Christian values in collective worship helps children to understand them more clearly. They recognise circumstances where they are applicable in daily life and will reference them in different contexts in the class room. Most importantly, they are also seen in practice in daily relationships. The design of the new building creates a natural spiritual experience in its own right. This is taken full advantage of and all areas are used flexibly and imaginatively to support learning and personal growth and to promote the vision and the mission of the school. Exciting displays are exploited fully as an invitation to discuss ideas and to make a reflective response. Children talk about them confidently and in an informed manner.

### **Grade 1:**

#### **The effectiveness of the provision for Collective Worship is outstanding**

Collective worship is of vital importance in the daily life of the school and is very effective in developing pupils' spiritual and moral awareness. A child remarked that the weekly celebration assembly was 'awesome'. Others agreed wholeheartedly. They saw it as a very special time to celebrate who and what they are in the presence of God as well as their peers and families. It is a time for them to enjoy, as well as to reflect and feel valued. Opportunities to respond to a variety of experiences are taken-up eagerly and enthusiastically. Pupils are especially keen on aspects of role play and music. They also have an excellent understanding as to how and when to respond to prayer spontaneously. Their responses can be 'phenomenal'. They are totally at ease and act with integrity when praying. Adults and children gather

reverently and respectfully, listen attentively and sing joyfully. A programme for monitoring and evaluating worship is established and staff development is provided as appropriate. Planning for class worship is, however, somewhat open-ended and needs to be more structured while still leaving flexibility for unexpected events. Scripture also needs to be used more effectively. Excellent links exist between the school and the clergy of both traditions. On Ash Wednesday, both clerics took part in a specially devised liturgy for the school. Children responded with dignity and reverence as they placed ashes on each other's foreheads and all present very much appreciated the experience. Pupils are becoming very skilled in planning and leading worship in an age-appropriate way. They are sensitive to their own needs and show a developing understanding of the place of worship in their lives. Parents and carers participation in various services and celebrations also help to unite the whole community in prayer and worship.

### **Grade: 1**

#### **The effectiveness of Religious Education is good**

Standards of attainment are in line or exceed expectations. Progress is outstanding against prior levels of achievement. Teaching is at least good and, in some instances outstanding. It always supports pupils to achieve well and to have very good attitudes to work and behaviour. Staff subject knowledge and understanding is in the main secure. Excellent opportunities for all children to develop as unique individuals allows, even pupils with challenging behaviour, to express themselves in a safe and secure setting and to work respectfully with others. In a Year 6 group good understanding and sensitivity was expressed about the demands of the priestly vocation. A group of Year 3 children worked enthusiastically and industriously on making a recipe for an 'ideal parent' fulfilling the baptismal promises on behalf of their child. Excellent use of time creates a good pace to lessons, so pupils are always engaged and on task. The deployment of additional adults is very effective in enhancing children's personal development and progress. Good religious literacy reflects how well the two religious traditions have been incorporated into the Religious Education curriculum. The leadership and management team agree that Religious Education is a priority in the life of the school and have a shared vision for the future. This is supported by a generous time allocation and substantial funding for resources. The subject leader provides outstanding leadership. Regular monitoring ensures that pupils are well aware of how they are progressing and know the next steps for their learning. Staff are well supported and feel secure in what is expected of them. The subject leader has a clear view of development strategies for the future.

### **Grade: 2**

## **The effectiveness of the Leadership and Management is outstanding**

The school's mission statement is at its heart. 'Believe, Respect, Achieve' is known, owned, articulated clearly and lived out by all members of the community. The pictorial presentation in the school's entrance, make clear to all entering the building, what and how the mission statement is lived out through the related Christian values. The essence of the statement is reiterated on all documentation and in a variety of displays throughout the school. All stakeholders were involved in its creation. Pupils' standards of attainment and outstanding progress give voice to the impact of the challenge set for the school. The substantive governing body, only recently established, have identified and begun to implement strategies for future development. Well focused monitoring and self-evaluation, has provided comprehensive, accurate and detailed evidence to identify key areas for future development of the mission statement in all its aspects. Governors - and especially the Chair – are in a strong position to offer challenge and support as the school becomes established fully.

**Grade:1**