



Archdiocese of
Liverpool



Diocese of Liverpool

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

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

Lordens Road
Huyton
L14 8UD

Inspection date:	Wednesday 24 th September 2025
Date of previous inspection:	Tuesday 30 th November 2017
URN	135796
Inspectors:	Mrs. Pat Peel Miss Alex Mowatt Mrs. Jenny McIlveen

Type of School:	Primary
Age range of pupils:	3 - 11
Number on roll:	444
Chair of Governors:	Mr Liam Anderson
Headteacher:	Mr John Casson
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Introduction

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

The report of the inspection is produced for the Diocese of Liverpool and the Archdiocese 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 including a fifty-two part-time place nursery. It serves the parishes of St Dominic's and St Luke's. School numbers have increased significantly over the past few years and are now reaching capacity due to its good standing in the local community. The proportion of disadvantaged pupils is significantly above the national average at 69%. The school has recently undergone building works to create three new learning spaces dedicated to science, art and music and the addition of an on-site modular chapel.

Since the last inspection there have been significant changes to the senior leadership team, and a new Religious Education subject leader has been appointed.

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 is outstanding.

Leaders and governors have very high ambitions for the school and that is evident from the total dedication of the staff in supporting the Christian vision and ethos. The school is at the heart of the local community, a beacon of Hope and a celebration of all that goes on within it. Parents and carers are highly supportive and feel that they are included and warmly welcomed by the caring staff. Christian values are woven into every aspect of school life, and the chaplaincy team is at the core of that provision. The school environment is truly a sanctuary where visitors feel welcomed and pupils feel safe. Hope Primary leaders and governors have created a very inclusive haven where everyone feels safe, valued, and loved.

Grade: 1

Improvement since the last inspection.

Since the last Section 48 Inspection the school has gone from strength to strength. The leadership and governance changes have not detracted from their mission to bring their ambitious plans for the school to fruition. They have continued to generate even more opportunities for the 'Hope Child' to grow and staff and parents have welcomed the opportunities that the school has provided and support this wholeheartedly.

The appointment of a chaplain to support worship in the school has enhanced the provision of Collective Worship. The use of driver words in the Come and See Programme has continued to enhance the Religious Education.

Capacity to improve

There is the capacity to improve the school further. Leaders and governors have been determined in their commitment to redevelop the school environment both inside and outside and strategic plans are in place to redevelop the Religious Education curriculum and implement the new Prayer and Liturgy Directory.

The capacity to raise present standards and to continue improving are outstanding.

Grade: 1

Focus for development

Continue to implement the areas identified for development in the Self Evaluation Form with specific additional focuses upon:

- Revisiting and renewing with all stakeholders the school's Christian Vision so that it reflects where the school is now and incorporates the essences of both Anglican and Catholic traditions.
- Making provision for the Religious Education Directory and Prayer and Liturgy Directory to be implemented across the school by the appointed timescale as set out by the Bishops' Conference of England and Wales.

- Ensuring that robust evaluation and monitoring include analysis of the school's Christian nature in both Collective Worship and Religious Education.

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

At Hope Primary School the distinctive Christian ethos and values underpin and permeate the life of the school and are lived out daily through all its interactions. Relationships at every level are outstanding and the headteacher, ably supported by the governing body and staff, is unwavering in his drive, passion and commitment to ensure that every 'Hope Child' can fulfil their potential. Pupils feel safe and valued. On the day of inspection, one child commented that, *"I haven't been here long, I didn't want to leave my last school, but I am glad I did. I already feel welcome!"* There are extremely strong links with the local Anglican Church, and the vicar is a regular visitor to the school. Christian values and focus areas are evident around the school and the environment offers an array of creative artwork and visual elements which underpin the Christian ethos. The recent addition of a chapel on site has added great value to the school's Christian ethos and is used regularly by the chaplain, staff and pupils to give witness to and enhance worship opportunities across the school community. Pupils' behaviour is exemplary across the school and fully in keeping with their school motto 'Believe, Respect, Achieve'. They genuinely respect and care about the needs of others as this is evident in the generosity they show as they fundraise for a variety of good causes including MacMillan Cancer Support, Zoe's Place and Claire's Hospice. Particularly noteworthy is the school's support of the SMILE £10 Challenge, initially a parish initiative, helping them to fulfil their potential, maximise their skills, build their confidence and leave a legacy by making a difference in their local communities. Through this they have built up wider relationships with St. Luke's parish community, Feltwood Manor Residential Home and Knowsley College by singing, car washing, baking cakes, donating Easter eggs etc. Pupils take on roles of responsibility for example as Junior Leaders where they are rewarded with a blue tie, buddies, worship warriors and story explorers etc. OPAL Play has been introduced, and plans are in place to appoint pupil leaders. The school supports parents in enabling the pupils to take up the offer of a Year 2 residential to Crosby Hall and Year 6 residential to Robinwood. These have a great impact on their personal, spiritual and social development in an away from home immersive experience. Pupils have developed positive attitudes to difference and diversity. During their recent Spiritual Arts and Culture Week they enjoyed learning about Judaism, Islam, Hinduism, Christianity, Buddhism and Sikhism creatively and the evidence is displayed around the school. A pupil commented, *"Spirituality week was not just about art and having fun, it was getting to know people."* Parents are kept informed about school life and the school produces fortnightly newsletters which are published on the school website and use social media to truly celebrate and give worth to the wealth of opportunities which the pupils undertake across the school day.

Grade: 1

The effectiveness of the provision for Collective Worship is Good.

Collective Worship is central to the school's Christian identity and takes place daily in a variety of forms. It is well-planned with a common structure throughout the school. There is a clear long-term map of themes for Collective Worship currently linked to Christian values and focused on the Anglican Tradition with the support of the chaplain, who since the last inspection has been employed by the school two days a week. She is a real asset to Hope Primary and supports staff and pupils with the delivery of Collective Worship widely across the school. The vicar from the local parish of St. Luke is a weekly visitor to the school and holds regular acts of worship and supports the story explorer sessions with the children in Years 3 and 4. There is no reciprocal support given to the school in the Catholic tradition from St. Dominic's parish except during Holy Communion preparation which is led by catechists alongside staff from the school. Leaders attended the launch of the Prayer and Liturgy Directory. Once implemented, and subsequent training for staff has taken place, this will greatly enhance the current provision for prayer and liturgy in the Catholic tradition. The school has bought into the Archdiocesan Metropolitan Cathedral Schools Singing Programme which supports evangelising the goodness, truth and beauty of Jesus Christ in the Church. This is going some way to help pupils understanding of liturgical elements in both traditions. Pupils say that they enjoy these singing sessions. Pupils have a good knowledge and understanding of the main elements for worship. They gather, listen, respond and go forth. They come together to share and reinforce Christian values and to celebrate the Church's seasons and feasts, acknowledging the presence of God through scripture, prayer and reflection. They gather reverently and listen attentively and respectfully. Collective Worship makes a significant contribution to the school's Christian vision, values and ethos. There are clear links between Collective Worship and Religious Education to support pupils' spiritual, moral, social and cultural development. Opportunities are provided for pupils to contribute and lead worship through prayer, scripture, song and role play. The pupils enrich the spiritual life of the school by becoming worship warriors support Collective Worship. Every classroom has a focal area which enables pupils to further develop their understanding of themes for worship. Opportunities to share in worship and celebrations at St. Luke's Church are welcomed. Monitoring and evaluation systems are in place and outcomes reported to governors.

Grade: 2

The effectiveness of Religious Education is Good.

Religious Education makes a significant contribution to the distinctive Christian character of the school. Leaders are committed to ensuring that it is seen as a core subject and is central to school life. The subject leader for Religious Education has taken up the role since the last inspection. Whilst she is accessing training in the Catholic tradition, it is important that she increases her knowledge base of the

Anglican expectations around the subject. Religious Education displays and working walls across the school celebrate pupil's work and enhance learning but there is an inconsistent approach, and this needs more work. Teaching is mainly good with some outstanding lessons observed on the day. In the best lessons pupils were enthusiastic, keen to demonstrate their knowledge and undertook activities readily. However, in some classes the pace of lessons is slow, and pupils are not challenged effectively enough to move learning on. Teachers deploy a variety of teaching and learning strategies to motivate and engage pupils and in the best lessons questioning techniques were used effectively to deepen pupils' understanding. The use of talk partners is an effective strategy for both prior learning and sharing thoughts and ideas during lessons. Teacher subject knowledge and understanding of the Come and See curriculum is secure and some teachers have attended training for the new Religious Education Directory. In all classes teachers create positive climates for learning, making excellent use of praise and affirmation to encourage pupils and build self-esteem. During observations, all pupils were focussed and showed sustained concentration and listened attentively to their teacher's input. Resources, including additional adults in the classroom, are deployed well. Class teachers are delivering 10% curriculum Religious Education time. Marking and feedback where evidenced enables pupils to understand the next steps they need to take to make further progress. Pupils are assessed formally each term and evidence is provided. Work is moderated and pupils progress and attainment are tracked using Insight. Pupils typically arrive at the school with limited knowledge of the Christian faith. Progress across the school is very good, pupils achieve, and standards of attainment are good. Pupils' knowledge, understanding and skills are appropriate to their age and capacity, and they are becoming more aware of the demand Religious Education makes on their lives. Their attitudes and behaviour for learning are outstanding. Pupil interviews indicate that they enjoy their Religious Education lessons. They were able to talk about topics they had covered recently and what activities they liked undertaking and discussed how they celebrate the differences and similarities between different Faiths and traditions. The vicar has supported learning in Religious Education. Governors are kept informed about standards in Religious Education. It is highly recommended that the school now moves to implement the new Religious Education Directory and subsequent Archdiocesan Scheme of Work as an aid to planning across all year groups from Nursery to Year 4 with Years 5 and 6 being in place before the end of the academic year 2026/27. This model curriculum, founded on Christ and his teachings enables practitioners to adopt a more highly creative and immersive approach over a longer period which in turn allows pupils to demonstrate more fully what they know, understand and can do. It is important that in adopting any new programme the senior leadership team and governors should be mindful of the Anglican Statement of Entitlement for Religious Education to ensure that they are meeting the standards in both traditions.

Grade: 2

The effectiveness of the Leadership and Management is outstanding

The Christian ethos and mission is aptly encapsulated in one word namely Hope. The headteacher's vision for Hope Primary School is founded on his strong Christian belief

in that hope and his unwavering strength, drive and tenacity to ensure that every person within the school has a stake in it for the pursuit of excellence. The school mission statement 'Believe, Respect, Achieve' is at the heart of the school's Christian distinctiveness and clearly shapes its direction and is known, owned and lived by all members of the school community. However, given the changes to the school and forthcoming changes to the Religious Education curriculum and Prayer and Liturgy, it is highly recommended that the school now revisits its mission statement and subsequent Christian vision with all stakeholders. This will ensure it reflects the current leadership, governors, staff, children and their families today. Since the last inspection the governors and staff have all undertaken a vital role in continuing to build on the solid foundations set year on year. Strategic plans are in place in the Self Evaluation document to continue moving forward and it is vital that governors ensure this is a lived reality. Learning mentors ably support pupils and parents across the school. Their involvement with families and the support they offer is testament to the Christian ethos by which the school lives. The Religious Education subject leader together with the governor responsible for Christian life and chaplain form the key team that is instrumental in planning, co-ordinating, overseeing and monitoring the significant changes to both the Religious Education curriculum and Prayer and Liturgy. This is to ensure that all statutory requirements from both the Catholic Archdiocese and the Anglican Diocese are met. There will be a funding implication as continuing professional development training for all staff in both curriculum areas will be essential.

Grade: 1

JOINT SCHOOL INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in developing its distinctive Christian nature	1
The effectiveness of Collective Worship	2
The effectiveness of Religious Education	2
The school's capacity for sustained improvement	1

COLLECTIVE WORSHIP

How effective the Collective Worship is	
How the importance of Collective Worship is reflected in its provision throughout the school	2
The response to Collective Worship and Liturgies	2
The extent Collective Worship supports the Spiritual and Moral development of the school community	1
How well the Collective Worship and other liturgies develop pupil's understanding of Anglican and Catholic faith and practice	2

RELIGIOUS EDUCATION

How effective is Religious Education	
How high standards in RE are and how well all pupils achieve	2
How good the opportunities offered to pupils are in curriculum RE - TEACHING	2
How good the opportunities offered to pupils are in curriculum RE - LEARNING	2
How good the opportunities offered to pupils are in curriculum RE - CURRICULUM	2
How good the opportunities offered to pupils are in curriculum RE – LEADERSHIP AND MANAGEMENT	2

LEADERSHIP AND MANAGEMENT

How effective leadership and management are in developing the Christian life of the school	
How well the headteacher, senior leaders including governors promote a distinctive vision for the school	1
How effective the headteacher, senior leaders including governors challenge the school community to implement a distinctive Christian vision	1
The extent to which the whole school community have ownership and involvement in putting the distinctive Christian into practice	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Grades
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