



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL

KIRKBY

Inspection Date Tuesday 12th March 2019

Inspectors Mrs Julie Rourke Mrs Maria Eves Mrs Angela Paget

Unique Reference Number 104464

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 396

Chair of Governors Rev. Fr. A. Rowlands

Headteacher Ms A. L. Bowman

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Date of last inspection 11 March 2014

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Michael and All Angel's school is a larger than average sized Catholic Primary School situated in Kirkby, mainly serving the parish of St. Michael and All Angels.
- There are 396 children on roll of whom 311 are baptised Catholic, 54 come from other Christian denominations and 29 are from other faith or religious traditions. Two children have no religious affiliation.
- There are 23 teachers at the school, including the headteacher, of whom 19 are baptised Catholic. Fifteen teachers have a suitable qualification in Religious Education.
- Since the last inspection, a new Religious Education subject leader has been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. Michael and All Angels is an outstanding Catholic Primary school in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils proudly live out their mission. They appreciate, value and actively participate in the Catholic Life and mission of the school.
- They contribute fully to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it, which is celebrated and promoted throughout the school and on the school's website. The children regularly review their mission and know how they can live this out every day. In pupil interviews they expressed, 'We celebrate our lives and use the Mission Statement to help us live our lives.'
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. The children celebrate weekday Mass regularly alongside parishioners. They attend an annual *Good Shepherd Mass* each Advent at the *Metropolitan Cathedral of Christ the King*, gifting toys to the *Nugent* charity.
- Pupils are enthusiastic in their involvement with regular liturgical parish celebrations. They are confident in expressing pride in their own religious and cultural identity and beliefs.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They fully accept their responsibilities and as a result they take a leading role to become, for example, part of the *School Council*, *Eco Team*, *Mini Vinnies*, playground buddies and prefects.
- Pupils enjoy a variety of extra-curricular groups, such as, a variety of sporting teams and a school choir.
- On the day of inspection, children spoke well about their responsibilities and clearly recognised the importance of using their gifts in the service of others. They are alert to the needs of others and seek justice for all within and beyond the school community. Pupils support numerous causes such as, *Nugent*, *Kirkby Foodbank* and *Liverpool Homeless*.
- They live out their Catholic mission through a variety of opportunities. Pupils are proactive in contributing to the common good for both local and wider, global communities. Children regularly support their elderly neighbours in the *U2Me* project.
- They initiate assemblies to raise the profile and support for awareness of Catholic social justice. They take part in campaigns such as, *CAFOD'S Share the Journey* and *Fairtrade Fortnight*. The school has achieved a *Live Simply* award from *CAFOD* for their outstanding contributions.
- Pupils enjoy learning about other faiths and religions. They are encouraged to promote acceptance and tolerance within their school community. They have visited synagogues when studying Judaism and have strong links with their neighbouring Church of England school.
- They take full advantage of the opportunities the school provides for their personal support and development, benefitting from a dedicated Learning Mentor and nurture groups. As a

result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.

- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has been fully implemented. As a result of this, pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. Displays and focal points around the school reflects current liturgical celebrations and Archdiocesan initiatives. Children's work is presented to a high standard and reflects how they are living their Catholic faith in all they do.
- Classroom environments are outstanding. Each has its own unique personality and are a home from home. There are a variety of aspirational quotes and focus areas celebrating children's work.
- St. Michael and All Angels school has a strong sense of community at all levels, evident in the quality of relationships and the centrality of prayer. The school is a supportive and joyful community.
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. The school regularly looks to ensure there is empathy and fully supported with their workload. There are regular worship and reflection opportunities for staff throughout the school year. Staff have access to a *Mental Health First Aider*, and they are invited to take part in well – being activities, such as, yoga and walk a mile.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life. A staff member explained that the school, 'Allows me to express my faith fully, through my own development and with the interactions with our children.'
- Pastoral programmes are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles. *Personal, Social and Health Education, PSHE* and *Relationships and Sex Education* are planned well and linked to *Gospel values* and the appropriate stages of the *Science* curriculum.
- Clear policies and structures are in place, which provide high levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school has parent and mental health support in place supporting children and their families.
- The parish priest, who is a member of the school governing body, fully supports and promotes the Catholic Life of the school. He is regularly invited and welcomed into school. He works closely with the headteacher promoting the Catholic Life of the school. Along with parish catechists, he supports families and their children in their Sacramental preparations.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website displays the variety of opportunities provided for the children and its

successes and celebrations. Parents questionnaires reflect an overwhelming positive view of the Catholic Life of the school.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's Mission Statement is regularly reviewed with all stakeholders. The school is keen to continually evaluate the statement, aims and objectives.
- The headteacher, senior leaders and governors are deeply committed to the Church's mission in education. They are role models of Catholic leadership. They are energised by the task and are a source of inspiration for the whole community.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which reflects rigorous monitoring, searching analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is effective. As a result, the staff have an outstanding understanding of the school's mission. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand and fully support the school's mission. They are invited to community celebrations such as, Lenten activities, Mother's Day and *Day of Many Colours*. The school also provides adult based learning for literacy and numeracy.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises this as a school improvement priority. There are planned improvements to further enhance the Catholic Life of the school.
- The governors know the impact the school has for ensuring all are welcome. Governors are fulsome in their praise of all staff members who ensure each child is loved, welcomed and included and know that because of this, children flourish.
- Governors are welcomed into school regularly and take part in a variety of liturgical events. They are also welcomed into classrooms and enjoyed being closely linked to a class. Pupils are invited to attend governor meetings to present their thoughts on actions for the Catholic Life of the school and to share their achievements.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school response to Archdiocesan policies and initiatives is outstanding. They actively promote them throughout the school, including, Archdiocesan subject leader Religious Education briefings, a wealth of in-house training and Archdiocesan led training.
- The school has been awarded an Archdiocesan Spirituality award, this reflects the outstanding opportunities that ensure the mission, curriculum and policies are accessible, meet the needs of the whole school community and have Catholic Life at the heart of all they do. A staff member explained, 'Keeping Catholic Life at the heart of school evaluation makes sure that our families and staff live up to the mission each year.'
- The *Relationships and Sex Education* programme, *Journey in Love*, recommended by the Archdiocese, has been implemented. The programme aims to enable all pupils, appropriate to their age and capability to have an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love. The school has begun to monitor its provision across the school and the impact it is making.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make very good progress in each key stage, with many achieving outstanding progress.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- On the day of inspection, pupils concentrated well, were engaged in lessons and were committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning.
- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult. On the day of inspection, children expressed, 'Lessons are fun. We learn about Jesus' life and different beliefs. We learn something new in each lesson and how we can make links to our lives.'
- Pupils workbooks and *Rejoice* folders reflect rich content and are exceptionally well presented. They depict a variety of activities and progress is evident across the year groups. Teachers affirm, challenge in their feedback to children. Their achievements are celebrated with excellent use of the driver words.
- The school is quickly establishing outstanding routines to enable children to analyse and evaluate their learning using '*Live it Out*,' thought bubbles in their workbooks.
- The school has outstanding tracking for all pupils. This enables teachers to use this data in their planning. The new standards for Religious Education have been introduced and there is an effective online tracking routine which clearly identifies how children are progressing. The school can now continue to use this data to develop how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls which will support differentiated planning and teaching and learning.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make outstanding and sustained progress.
- Outstanding practices within school are monitored and shared to enable consistency in Religious Education lessons. Teachers are highly effective in consistently planning high-quality lessons.
- Religious Education is imaginatively and thoughtfully planned for and builds upon previous learning.

- Teachers plan for and use driver words correctly and effectively to differentiate and challenge pupils. This enables them to communicate high expectations. Currently, the school has begun using new standards for Religious Education.
- The school can now continue to support teachers planning in line with current updates from the *Christian Education* team. This will enable teachers to show learning objectives that match tasks they are giving to the children and highlight the new standards used at the end of the topic.
- In an outstanding lesson on the day of inspection, driver words were used throughout to clearly differentiate and focus the children's learning. Driver words were highlighted creatively throughout the classroom onto display boards, crosses and onto candles. This outstanding use of driver words was reflected in each lesson throughout the school.
- In an outstanding plenary session, the teacher enabled the children to reflect and extend their learning by adding to a Lenten promise tree. Sharing outstanding practices of plenary sessions will support how teachers can challenge children's understanding further.
- Teaching assistants provide outstanding understanding and consideration of the specific needs of pupils in their care and encourage progress. They are enabled to optimise learning for pupils.
- Teachers plan a wealth of creative activities to engage the pupils. Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, maximising learning for every pupil. There are established routines, reflections and high expectations for thoughtful and mature responses. In all lessons observed, guidance, kindness and support enabled progression. Children are given the tools to achieve and access learning.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage. Religious Education has full parity with other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- Governors are fully informed of standards in Religious Education and the subject leader regularly reports to governors. They are fully aware of their responsibilities and ratify all policies linked to Religious Education. They know the standards of children's work and are regularly supported in monitoring children's workbooks.
- The Parish priest is fully supportive to staff in their preparation for lessons. He welcomes the invitation to speak to classes or for them to visit church to deepen their understanding.

- The Religious Education subject leader is a recent appointment. In this time, she has successfully introduced new initiatives. She is an organised, effective and creative subject leader and a role model of outstanding practice. She has a clear vision and is making an impact on teaching and learning in Religious Education, resulting in outstanding practices.
- The subject leader is keen to work closely with the newly appointed Collective Worship coordinator.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children and there is a wealth of information on the schools' website.
- Parents questionnaires overwhelmingly agree that they are fully informed about their child's Religious Education.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils value and regularly participate voluntarily in liturgy and prayer. They display confidence using a variety of traditional and contemporary approaches to prayer, scripture, religious artefacts and liturgical music.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.
- Pupils are enthusiastic about preparing and leading worship. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are engaged by the worship opportunities planned by their peers.
- There is a genuine enthusiasm for Collective Worship, reflected in the quality of resources and planning, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response.
- On the day of inspection, older children led their own worship with well-established routines. Parents were invited to celebrate with their children. They were confident in leading prayers and were reverent throughout. Younger pupils in partnership with their teacher were spiritually enriched by the prayerful atmosphere created. the good of others.
- The experience of living and working in an inclusive, faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff.

- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.
- Themes are planned across the whole school year and there is outstanding evidence gathered into a beautifully presented portfolio which reflects a variety of meaningful liturgies.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality, cherished by every member of the community, clearly evidenced on the day of inspection.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and ensure pupils have high quality experiences throughout the year.
- The parish priest celebrates a variety of liturgical events for the school community for example, *Advent* and *Lent* services, feast days and school masses.
- Staff are highly skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- The school is continuing to develop successful partnerships between adults and children when planning, leading and responding in prayer and worship together.
- The school takes every opportunity to attract and facilitate attendance by parents/carers associated with the pupils into their welcoming and prayerful environment. Parents regularly attend and are fully supportive of *Stay and Pray* liturgies with their children.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and they are able make these accessible to the pupils in a contemporary context.
- There are visible leaders of Collective Worship within the school. There is a new Collective Worship leader in post who is a role model of outstanding practice for staff and pupils.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular and robust reviews of school performance.
- Governors, the parish priest and parishioners are fully immersed and support the prayer life of the school and regularly attend liturgies throughout the school year. They are in a true partnership with the school community and its families, ensuring a welcoming and inviting prayerful environment.

What the school needs to do to improve further

- Continue to follow targets outlined in the Self Evaluation Document and any recommendations within this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate