



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL

KIRKBY

Inspection Date 11 March 2014

Inspectors Rev D Melly Mr M Halford Mrs A McNally

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 385

Chair of Governors Rev A Rowlands

Headteacher Ms A L Bowman

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Date of last inspection 31 January 2012

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 Angels school is a larger average sized Catholic Primary School situated in Kirkby and serving the parishes of St Michael and All Angels and St Kentigern.
- There are 385 children on roll of whom 315 are baptised Catholic, Sixty eight come from other Christian denominations.
- There are 17 teachers of whom 15 teach Religious Education and 15 have a suitable qualification in Religious Education. Fifteen teachers are baptised Catholic.

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 school in providing Catholic Education.

Inspection Judgements

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 know and understand the school's Mission Statement and understand the part they play within it. They are involved in its evaluation every year.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. This is a strength of the school. It was children who showed us around the school when we arrived and did a very good job of it making us feel very welcome. They plan and lead Collective Worship. They help look after the younger children. They are members of the school council. They act as prefects. They run the tuck shop. They organise fund raising events.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement and especially by respecting each other and doing all they can to develop their potential. They are also very involved in planning, leading and participating in Collective Worship.
- Pupils benefit from participation in away days and in residential activities in Scarborough where prayer and worship gives meaning to all they do.
- Pupils have a very good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. They are very confident young people who are proud of their school and are wonderful ambassadors for the school.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities by their involvement in the life of the local high school and the Kirkby Collaborative. The choir sings for the local Alzheimer's society. They show respect for and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have little or no knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are excellent.

- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage while many are exceeding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively and do this very well.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- The Acts of Collective Worship engaged the interest of all pupils and inspired them to reflect deeply and express heartfelt responses.
- Pupils' knowledge of prayer and liturgy is exceptionally well developed.
- They are very familiar with a variety of prayer styles.
- They are increasingly more confident in preparing and leading worship from their earliest years without too much direction from adults.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. Come and See is used very imaginatively and creatively.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Some excellent and imaginative use was made of the Driver Words during the inspection.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults, two of whom were police officers who serve the school in different capacities. Excellent use was also made of Information, Communication Technology including the interactive whiteboards, and iPads. There were also quality literacy links to story books. Excellent use was made of music and song to aid reflection. All of these help to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. There was plenty of evidence of pupil response to feedback and purposeful dialogue between teacher and pupil. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as residential and educational visits, the various extracurricular clubs including sport, art, textiles curriculum, prayer groups and the choir have a positive impact on the curriculum. At the moment the textile club is working with the UCM to create a new parish banner.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions particularly – Judaism and Islam. This helps to promote tolerance and respect for those who have different beliefs. People are invited into school to share their faith with the children and visits to other places of worship have been organised.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are confident to pray formally and informally using a variety of prayer methods and styles. An outstanding and very spiritually moving example of the Way of the Cross led by year 4 children was experienced. Parents also responded to the invitation to participate.
- The school has provided opportunities for staff to develop their skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement, which is lived out by all, concerned and is reviewed annually.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools' performance and to celebrate, and plan future improvements. Their involvement also includes visits to the school. We observed a child-initiated report to governors from the school council.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They live out the values of the Gospel in the everyday life of the school especially in the way they treat each other. They make use of the Come and See for Yourself part of the programme. The headteacher also puts something to help with spiritual development on each briefing sheet. They are involved in producing the Self Evaluation Document and the Development Plan.
- The Self Evaluation Document provides evidence of the schools monitoring, self challenge and development.
- The SED provides a basis to celebrate the school's strengths and outline areas for development.
- The school ensures that all staff avail of very good induction and in-service training to enable them to further understand the Church's Mission in Education and play their unique part in it. Here use is usually made of the in-service provided in LACE which is then disseminated throughout the school.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date and very good policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school especially by their attendance at assemblies and Masses. They also take part in family learning projects and mums and toddlers groups.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school drawing on their own strengths and areas of expertise.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.

- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is a member of the leadership team and is outstanding in guiding Religious Education. She shows great enthusiasm and commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is regularly updated.
- The Self Evaluation Document identifies targets, timescales and lines of accountability. Governors are invited to self evaluation days in school.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What the school needs to do to improve further?

- Enhance the provision for curriculum Religious Education by:
 - Implementing the plan for the Religious Education Subject Leader to further embed the monitoring of Religious Education alongside Governors to ensure provision and outcomes for pupils.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate