



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MICHAEL'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 4 December 2012
Inspectors Rev. D. Melly Mr. A. Cocker Mrs. J. Coughlin
Unique Reference Number 104556
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 332
Chair of Governors Mrs. J. Riley
Headteacher Mrs. M. Buckley (Interim)
School address Guion Street
Liverpool
L6 9DU

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Date of last inspection 1 December 2009

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's school is a larger than average sized Catholic Primary School situated in Liverpool and serving the parish of St. Michael's and Sacred Heart.
- There are 332 children on roll of whom 229 are baptised Catholic, 51 come from other Christian denominations, 20 from other faith or religious traditions and 32 with no religious affiliation.
- There are 16 teachers of whom 13 teach Religious Education. Fifteen are Catholic. Ten teachers have a suitable qualification in Religious Education.
- Since the last inspection the headteacher has retired and one of the assistant headteachers has resigned her post. An interim headteacher is in currently in place and the other assistant headteacher is acting as deputy.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Michael's 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.

- Pupils make an outstanding contribution to and benefit greatly from the Catholic Life of the school.
- They show an outstanding knowledge and understanding of their school Mission Statement and are fully aware of the part they play within it. They have been involved in its evaluation.
- They 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. The School Council is very involved in the life of the school. There are prefects and the pupils in the junior department who are 'buddies' to those in the infants.
- Pupils are actively involved in developing the Catholic character of the school by living the Mission Statement through their relationships with others, their excellent behaviour and their love of learning. They are now becoming more involved in planning and delivering Collective Worship to which all respond very well. They take great pride in enriching the school grounds including in the development of a 'Faith Garden' through their gardening club.
- Pupils benefit from participation in away days to farms, the river front and residential visits to Colomendy in North Wales where there is always reflection and prayer and sometimes the celebration of the Eucharist.
- They have an excellent sense of right and wrong and apply this in their personal relationships. Children have formulated classroom rules and understand how their behaviour impacts on others. They were very proactive during the anti bullying week and take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils said that 'everyone is happy here, everyone smiles and everyone helps each other'.
- Pupils praise and acknowledge the contribution of others and show a readiness to embrace and celebrate their lived experiences.
- They embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities. They hold a harvest festival and donations are distributed, via the parish priest, to those in need in the area. They are involved with the Community Police by organising parties for local pensioners. Pupils are also involved in Lime Court with adults who have learning difficulties. They support charities such as Nugent Care, CAFOD, the Poppy Appeal and Children in Need.
- Pupils show respect and understanding of other faiths and religions.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement in and enjoyment of their learning in Religious Education is outstanding.

- On entry to school many children have a limited or no knowledge and understanding of the Catholic faith.
- Pupils' achievement in Religious Education is outstanding.
- Pupils' attainment in Religious Education is very good. They make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining at least appropriate levels for their age and stage of development in each key stage.
- 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. They 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.
- They show great interest, respond well and actively participate.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. A variety of forms of prayer are encouraged to avoid complacency and to enhance understanding. They appreciate and are open to the Word of God in the scriptures to which they listen attentively.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Teaching is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. It encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers display very good subject knowledge and deploy a wide range of creative teaching styles to motivate and inspire pupils.
- They 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.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Outstanding use is made of time and resources including other adults, Information and Communication Technology, pictures and photos and small play equipment to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve.

Effort and achievement are celebrated. A special celebration assembly takes place every Friday.

- The school has outstanding continuous 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 also enable pupils to evaluate their own work.

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

- The curriculum is outstanding in meeting pupils' needs. It is customised to meet the needs of groups and individuals.
- 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 the breakfast, lunch and after school clubs and their visits to the farm, the sea front and the residentials in North Wales all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Use is made of outside speakers and pupils from other traditions to enhance this work.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It has a high profile and is central to the life of the school.
- It is outstanding in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils.
- 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 enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the 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 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 and developing the Catholic life of the school and show an outstanding understanding of, and commitment to the Mission of the Church.
- This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, priest, governors and children were involved in the development of the current Mission Statement which is well known. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through their living out of the Mission Statement which they know and own, their leadership and participation in Collective Worship and their enhancing of the school grounds through the gardening club.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge.
- Their analysis provides a basis to celebrate the schools strengths and outline areas for development. The Self Evaluation Document is very good and accurate and impacts well on the Catholic life of the school.
- Monitoring of planning and teaching is in place and could profitably be developed further.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and to play their unique part in it. Excellent use is made of the 'Come and See for Yourself' part of the programme. Teachers are released on a rolling programme to avail of inservice provided by the Department for Christian Education.
- The quality of Collective Worship is a priority for the school. It is very effectively monitored and evaluated. An up to date 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. Regular newsletters are sent to the homes informing parents and carers about what is being taught in the school and the ways in which they can support this work.
- Governors are growing and developing in fulfilling their responsibilities. They have effectively helped to shape the direction of the school especially in the efforts they had to make to appoint the new headteacher.

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 good at promoting, monitoring and evaluating the provision for Religious Education and in planning and implementing improvements to outcomes.
- There is a programme for the monitoring and evaluation.

- Monitoring data is used to evaluate the schools performance and plan for future improvements.
- Teaching and learning is monitored. There was evidence of feedback but no points for development were identified as they are in Collective Worship records. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all who are especially encouraged to attend inservice days provided by the Department for Christian Education.
- 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 leaders are outstanding in guiding Religious Education. They show great commitment and introduce new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is good in identifying targets.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What does the school needs to do to improve further?

- Monitor and evaluate more rigorously by:
 - providing more formally recorded evidence of areas for development from lesson observations for individual staff;
 - ensuring that, as identified in the Religious Education Handbook, the Co-ordinators keep the Headteacher and governors fully informed about the quality of teaching, learning and standards in RE so that they, too, can fulfil their monitoring role;
 - ensuring that, as identified in the Self Evaluation Document, children's progress is regularly monitored and a manageable school tracking system is developed.
- Continue to implement any other areas for development as identified in the school's own Self-Evaluation Document.

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	2

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