



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST MARIE'S CATHOLIC PRIMARY SCHOOL

KIRKBY

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Inspection Date	4 <sup>th</sup> February 2020
Inspectors	Mrs Julie Rourke Mr Barry Broderick Mr Dave Williams
Unique Reference Number	104466

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

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Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	251
Chair of Governors	Mr John Keenan
Headteacher	Miss Sheelagh O'Keefe
School address	Bigdale Drive Northwood Kirkby Liverpool L33 6XL
Telephone number	0151 477 8480
E-mail address	stmariesde@knowsley.gov.uk
Date of last inspection	18 <sup>th</sup> November 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. Marie's School is a larger than average sized Catholic primary school situated in Kirkby, Liverpool and serves the parish of St. Mary's.
- There are 251 children on roll of whom 25 are baptised Catholic, 25 come from other Christian denominations. Three pupils are from other faith or religious traditions. Fifty seven children have no religious affiliation.
- There are 14 teachers in the school of whom 12 are baptised Catholic. 12 teach Religious Education and 5 teachers have a suitable qualification in Religious Education.
- Since the last inspection, there is a new chair of governors, a new headteacher has been appointed and a new subject leader is in post.

### Key for inspection grades

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

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## **OVERALL EFFECTIVENESS**

St. Marie's Catholic Primary School is a good 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 good.
- Pupils value and understand their mission, 'Walking hand in hand with Jesus.' On the day of inspection, a child explained what their mission means to them, 'Jesus supports us and keeps us on the right path.' They actively participate in the Catholic Life and mission of the school.
- Pupils show a respect for themselves and others as made in the image and likeness of God. On the day of inspection, the behaviour of pupils was 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 are rewarded regularly to acknowledge the achievements and attendance of pupils within each class.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They enjoy visiting church and children have taken part in services for Advent and invited parishioners into school masses. Children have taken an active part in school Masses as readers, singers, dramatizing the Gospel and with Offertory processions. The school recently welcomed Bishop Tom. The school is keen to work alongside the parish in developing global links.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. The school council are encouraged to discuss and act on a variety of issues including the Mission Statement, bullying, lunchtimes, behaviour and personal, social, health issues.
- Pupils are aware of the needs of others and seek justice for others within and beyond the school community. They take part in a variety of fundraising events such as, CAFOD World Gifts, Macmillan, the Shoe Box Appeal, Northwood Food bank and Red Card – no to Racism.
- Pupils would benefit from furthering their responsibilities independently in supporting justice for others. They may wish to explore Catholic Social Teaching by investigating and acting upon dignity, solidarity, the common good, the poor, peace, creation and dignity of work. This will serve to enhance what has successfully begun in school and run alongside their work with 'The Kirkby Child.'
- They live out their Catholic mission through a variety of opportunities. All children are included in the school's Christmas plays and older children have taken part in a Shakespeare Festival. Pupils are encouraged to join extracurricular activities, such as, football, dance and multi-skills.
- Residential are an important part of their school life offering many experiences for them to live out their mission. Pupils attend residential activity holidays to develop confidence, teambuilding and independence. Children are enriched in their mission with visits to museums, Crosby Marina, Roma Chester and Stadt Moers.

- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures. Children enjoy studying Judaism and Islam.
- Pupils respond well to the opportunities the school provides for their personal support and development with access to Liverpool Football Club, Red Neighbours and Primary Stars, Listening Ear, Nurture Group, Forest School, Philosophy for Education. The school's Learning Mentor guides children and their families and consistent support is given for pupils to access the curriculum. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. This is a highlight and a strength of the school.
- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has been implemented. As a result of this, pupils, appropriate to their age and capability are beginning to develop an understanding of loving relationships and sexual development within the context of a Christian values and 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 good.
- The school Mission Statement clearly expresses 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. There are dedicated areas of learning, for example, there are Eco messages created by each class and displayed on classroom doors. The school has a prayer garden, which children are keen to begin using in the warmer months. The school's mission decorates the school hall and entrance.
- St. Marie's has a strong sense of community at all levels, evident in the quality of relationships. Staff promote high standards of behaviour and are excellent role models of mutual respect and forgiveness for pupils. The school has introduced a new Code of Conduct 'Be Ready, Be Respectful, Be Safe.'
- Staff are committed to the implementation of their mission across the curriculum and the whole of school life. They take time to pray together. Catholic Life, Religious Education and Collective Worship are part of staff professional development and appropriate management time is given.
- There are various well-being initiatives for staff. The school is a supportive and joyful community. On the day of inspection, staff shared in a questionnaire, 'My opinions and ideas are valued and listened to.'
- St. Marie's is part of a Kirkby Collaborative; a local cluster of schools providing school improvement opportunities. Children take part in special events, awards, prizes, and family raffles. Staff are provided with Continuing Professional Development and headteacher support is available. The school has recently become part of an exciting project through the collaborative called, The Kirkby Child, which encourages values to live by and develops children's aspirations.
- Policies and structures are in place providing pastoral care to pupils and their families. There is a commitment to the most vulnerable and needy in both policy and practice.
- The school's learning mentor identifies and signposts the support needed. The school liaises with outside agencies for example, the school nurse, Dog's Trust, Police and Forest School Rangers. Visitors such as, Liverpool Compact support older children to develop their enterprise and teamwork skills.
- The school's breakfast club provides children with a healthy start to the day. This is having an improvement on children's punctuality and their readiness to learn. Through a partnership with their local playgroup, the school can also offer extended hours before and after school.
- The school provides many opportunities for children to develop their Personal, Social and Health Education. This is linked closely to the Relationships and Sex Education programme, *Journey in Love* which reflects Catholic teachings and principles. The school can now continue

to embed the Relationship and Sex Education programme across the whole of the school year and evaluate evidence and practices.

- The school would benefit in promoting a commitment to Catholic Social Teaching through the entire curriculum, to care for our common home and to the dignity of every human person. This can be achieved by identifying and mapping practices that are already in place and those that have begun to be implemented.
- The mapping could include, Catholic Social Teaching, Personal, Social and Health Education, Relationships and Sex Education, Religious Education topics, the Science curriculum, Gospel and British Values to ensure they are provided for throughout the school year and for every child.
- A well designed and planned map will provide strong evidence to show how each area is celebrated and acted upon to enhance the provision for the Catholic Life of the school.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. Parents are regularly invited to Stay and Play, phonic, reading and art workshops. The website and school's Twitter account shares the variety of opportunities provided for the children and its successes and celebrations. The school and parish work closely to support families and children in their Sacramental preparation.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils.
- The headteacher, senior leaders and governors are deeply committed to the Church's mission in education. Governors are passionate about their mission and challenge as well as support to ensure that Catholic Life is pivotal for the whole school community.
- They are ambitious in the continuous improvement of Catholic Life. They take part in the life of the school through, for example, attending plays, collective worship and are keen to support and further global links with Ghana.
- The school responds well to Archdiocesan policies and initiatives and promotes them throughout the school, including, Archdiocesan subject leader Religious Education training and Religious Education cluster meetings.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The provision for the Catholic Life of the school is given priority by leaders. The school's self-evaluation reflects how they monitor and self-challenge leading to well targeted planned improvements. The school may now wish to bring together its targets in a Catholic Life plan and also incorporate any actions outlined in the specific areas in this report.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff are involved in shaping and supporting the mission of the school.
- Parents and families are encouraged to share in the life of the school. They are invited a variety of celebratory and liturgical events. The school is continually seeking ways in developing parental involvement.

## **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 good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils approach their learning with interest and enthusiasm. They behave excellently in lessons and disruptions are unusual because pupils enjoy Religious Education.
- Pupils, relative to their age and capacity, are developing in religiously literacy. They are engaged in the work provided for them. They use their knowledge, understanding and skills well and are enthused when they are asked to extend and reflect theologically in their learning. On the day of inspection, a pupil explained, 'I look for feedback and I don't give up!'
- Pupils' attainment, as indicated by teacher assessment is good. The school is embedding the new standards for Religious Education and the diocesan formal assessment tasks.
- There is an excellent, thorough data analysis of children's standards. This is a great start in enabling teachers to use this information for planning, teaching and learning. As the collation of data continues, teachers and leaders will be able to act on the developing trends over time and make further adjustments in targeting children's progress.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks and Learning Journals are presented well and is in line with the *Come and See* programme. Pupils record in a variety of ways and their own ideas are supported. Teachers use praise, encouragement and driver words when marking pupils work.
- To continue developing children's achievements and enjoyment in Religious Education, teachers now need to be able to use the data the school is collating. Teachers can then differentiate knowing what driver skills groups of pupils are using well and challenge with new skills.
- Pupils concentrate well, have an understanding of how well they are doing because of the feedback they receive. This can continue to improve as they become more aware of their skills and how they can use them to articulate how they can improve and how they have made progress.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is good. On the day of inspection, some of the lessons observed were outstanding.
- Teachers plan creative lessons with a variety of teaching strategies to inspire children to learn.
- There is supportive and effective teamwork between teachers and teaching assistants. Teaching assistants are carefully planned for to optimise learning for pupils. On the day of inspection, they showed understanding and consideration of the specific needs of pupils in their care. They continually interact, praise and encourage progress.
- Teachers show good subject expertise and know how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons. There are clear expectations for classroom routines and excellent relationships in classrooms.
- On the day of inspection, there was good use of hooks and openers to lessons, celebration of learning through display work, an engaging pace of teaching, a range of resources, good use of key questions and some excellent use of the driver words. Pupils were motivated and concentrated in lessons. Achievement and effort were consistently celebrated.
- In one lesson observed with older pupils, the teacher introduced the children to Rosa Parks. The children were inspired by a demonstrative opener and by the film clip shown. The lesson an exceptional example of spiritual, moral, social and cultural teaching. The children sought justice and felt empowered throughout.

- Teaching and learning will continue to improve by using data and knowledge of the individual to consolidate and extend pupils' knowledge and understanding, so that pupils' learning is deepened and challenged.
- Teachers can then ensure pupils are involved in evaluating how well they are using their skills to achieve. This will support pupil's progress and increase their confidence in making further improvements.

## **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.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to 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 fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of developing assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in targeted planning and strategic action taken by the school which leads to at least good and some outstanding outcomes in Religious Education.
- Governors are 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 inked to Religious Education. They know the standard of children's work, the progression across the school and how specific groups of children are progressing. The Religious Education link governor regularly supports monitoring.
- The headteacher and subject leader clearly know and recognise the school's next steps. The Religious Education coordinator is new to the role and is fully supported by the headteacher and senior leaders. Although the new leader is settling into her role, she has shown highly effective knowledge and understanding by sharing her inspiring vision and is beginning to evidence the impact this is having. There is a rapid pace to the improvements being made since the school's monitoring visit.
- She is a role model of outstanding practice. Monitoring of the curriculum is organised and managed well. This impacts effectively on teaching and learning in Religious Education, resulting in securely good and in some areas, outstanding outcomes. The subject leader is keen to look for ways to continually self-challenge and improve her practices.
- 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. The school's Twitter feed celebrates children's learning.

## **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 good.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils response to and participation in the school's Collective Worship is good.
- Pupils take part in preparing and leading thoughtful worship in age appropriate ways supported by adults.
- On the day of inspection, all elements of Collective Worship were observed. They gathered well, were involved in preparing their focus, joined in liturgical Mass responses and were given the opportunity for silent reflection. Scripture was meaningfully presented and clear go forth messages were shared.
- Children clearly enjoy worship practices and routines. One child shared, 'I sit back and think about things, it's relaxing and really important.'
- Pupils experience a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.
- In partnership with pupils, teachers can continue to develop pupils' initiatives in planning for and leading worship. Across the year groups they can explore further ideas for gatherings, singing, prayer, use of artefacts and how they can go forth, to visibly uplift their peers.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is good with some outstanding features.
- On the day of inspection, good and outstanding worships were observed.
- Collective Worship is part of the life of the school and prayer is included in school celebrations. Praying together is part of the daily experience for pupils and staff.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and provide pupils with a variety experiences of the Church's liturgical life.
- Collective Worship is planned well and as a result, experiences of worship are engaging.
- Collective Worship has a good purpose, message and direction and this can continue to be further enhanced. By developing a long-term planner, the school can include themes for worship that reflects the liturgical year and enhances the good and outstanding practices already in place.
- The school would benefit from using Scripture differentiated throughout the *Come and See* programme to support what children are listening and responding to. This will strengthen all teachers in their planning and delivery of worship and encourage a rich, deep understanding of the liturgical season.
- By following set themes and sharing of best practices, Collective Worship will have the highest priority and staff across the school can skilfully further children's participation in planning and leading worship.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Senior leaders and governors know how to provide and ratify policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive of the prayer life of the school.



- Senior leaders of Collective Worship are appropriate role models of worship practice for staff and pupils who guide the school community in understanding the Church's liturgical year, seasons and feasts.
- Senior leaders and the Collective Worship lead should now use the monitoring of worship to regularly share good and outstanding practices.
- Leaders are keen to develop the provision for Collective Worship by using the school's new prayer garden. The school is keen to engage with and invite parents/carers and members of the community to join with the school community in regular prayer and worship.
- A Collective Worship action plan linked to the school's Catholic Life will ensure that prayer and liturgy will be at the heart of the school. This will have a greater impact for worship to influence the school community, families and pupils' spiritual lives and provide worship that is accessible to all in a contemporary context.

## **What the school needs to do to improve further**

- Guided by the detail and advice contained within this report and summarised below, develop the Catholic Life of the school by:
  - beginning a Catholic Life development plan to tie in all the opportunities outlined in the school's self – evaluation and in the specific areas of this report.
  - Exploring Catholic Social Teaching to impact and ignite pupils in action for the Catholic Church;
  - embedding Relationship and Sex Education and map its provision and evaluation across the school.
- Guided by the detail and advice contained within this report and summarised below, develop Religious Education by:
  - using data to inform planning and teaching to differentiate and challenge in lessons;
  - Communicating high expectations and feedback on pupils' progress using their driver skills so that children become more aware of their skills and how they can use them to improve and share how they have made progress.
- Guided by the detail and advice contained within this report and summarised below, develop Collective Worship by:
  - devising a Collective Worship action plan together with the school's Catholic Life plan to place prayer and liturgy at the heart of the school.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
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	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

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