



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. MARGARET MARY'S CATHOLIC JUNIOR SCHOOL

HUTYON

Inspection Date	Tuesday 27 January 2015
Inspectors	Mrs Pat Peel Mrs. Maria Eves Mr. David Ashley
Unique Reference Number	104482

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

Type of School	Catholic Junior
Age range of pupils	7 - 11
Number on roll	468
Chair of Governors	Mrs. Margaret Rawsthorne
Acting Headteacher	Mrs. Marcella Armstrong
School address	Pilch Lane Huyton Liverpool L14 0JG
Telephone number	0151 477 8490
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Date of last inspection	18 May 2010

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. Margaret Mary's is a larger than average sized Catholic Junior School situated Huyton serving the parish of St. Margaret Mary's, Liverpool.
- There are 468 children on roll of whom 438 are baptised Catholic, 19 come from other Christian denominations. There are no pupils from another faith or religious tradition. Eleven pupils have no religious affiliation.
- There are 24 teachers of whom 18 teach Religious Education. Seventeen teachers are Catholic. Eight teachers have a suitable qualification in Religious Education with a further 6 currently undertaking it.
- Since the last inspection an acting headteacher, deputy and assistant headteacher have been appointed.

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. Margaret Mary's Junior School is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Margaret Mary's.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement "*Loving, learning, growing together with Jesus*" and the RESPECT code of conduct which flows from it. It is lived, loved and owned by everyone in this most inclusive school community.
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members throughout the school community. St. Margaret Mary's Juniors is an oasis whereby everyone feels safe and is loved.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences. An artist in residence working with the children has transformed the corridors and focus areas around school. These are lovingly maintained and are a source of inspiration for both pupils and staff.
- Pupils are encouraged to take on roles of responsibility from entering the juniors by becoming school councillors and monitors. A small number of councillors are also members of the wider school parliament. They have been instrumental in bringing the local Member of Parliament into school to speak to the whole school community.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, residential visits and singing at the nursing home and supermarket in the local community.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities e.g. CAFOD, Nugent Care, Save the Children and the North West Air Ambulance Appeal to name but a few and outreach to the local and wider community through the 'Big Help Project' collecting food for the Knowsley food bank.
- Pupils benefit from participation in annual residential outdoor activities. Years 4, 5 and 6 pupils have an opportunity to visit Kingswood Activity Centre in Colomendy.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships.
- Education for personal relationships has fostered positive attitudes in pupils. The school is currently reviewing their Relationships and Sex Education policy and resources.
- Pupils benefit from an extremely caring and nurturing environment. The school employs a very effective learning mentor whose primary role is to support pupils and families in all aspects of school life. She also supports transition both from the infant school and the high schools.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies.

- Pupils embrace opportunities to meet their potential in all aspects of school life. Pupils say that they are very proud of their school and are reflective and enquiring.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers, taking an active part in parish liturgies, undertaking choral events in the immediate neighbourhood served by the school and outreach in the wider community through fundraising. Pupils have also attended the 'Celebrate the Child' Mass at the Metropolitan Christ the King Cathedral.

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

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided is very effective in engaging and enthusing pupils.
- Technology is used well to support the pupils in their Religious Education lessons. iPads are used in different ways to engage and capture pupils interest i.e. quizzes and QR codes.
- Pupils' attainment in Religious Education is outstanding. They make excellent 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 outstanding and their support is highly effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development and some pupils exceed expectations.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Driver words from the Levels of Attainment are used routinely in lessons. 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 and exemplary behaviour. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship. They recognise prayer is a fundamental part of life at St. Margaret Mary's. One Year 3 child commented "*Collective Worship makes me feel close to Jesus and that I'm following in his footsteps!*"
- The school has recognised that it needs to further develop the role that pupils have in planning, preparing and leading Collective Worship. Some pupils are involved however this needs to be cascaded across all year groups. Using the 'Stepping Stones' for pupils will aid this.
- Pupils are extremely respectful, act with reverence and are keen to participate in a variety of gatherings.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.

- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.

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

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make excellent progress.
- Teacher's planning is effective in meeting the needs of the pupils. There is lots of challenge and pupils are highly motivated and keen to respond to the work set.
- Teachers take into account pupils' prior learning when planning Religious Education lessons. Pupils were very insightful when recalling previous lessons and the range of scripture that they had covered throughout the topics.
- Teachers display very good subject knowledge and deploy a range of teaching styles. On the day of inspection the vast majority of lessons observed were outstanding and those that were judged to be good had many outstanding features.
- There was lots of evidence of pupils being challenged and inspired which enriches their enjoyment of Religious Education.
- Excellent use is made of time and resources e.g. interactive white board, Information Technology, God's and Church's Story, audio and visual media etc.
- The school is highly effective in deploying teaching assistants to enhance lessons for those children which require additional support.
- Pupils are very positively affirmed throughout their lessons and relationships are excellent. Marking is positive and informs pupils of their progress and in lots of books the next steps. Effort and achievement are celebrated.
- Teachers have worked hard to personalise their own individual class floor books. They are a real celebration of the work covered by the pupils.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. The school has recognised the need to develop this further and has recently made a link with a nearby cluster of schools to share moderation and best practice.
- The tracking of pupils' work in Religious Education is in place and shows trends over time.

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

- The Religious Education curriculum is outstanding in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- 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. Termly newsletters are provided for parents and carers and there is information on the school website.
- The school implements new curriculum developments as appropriate and the programme is embedded securely across the school. Come and See engendered in pupils a real sense of engagement and enjoyment.

- Enrichment activities such as choir, judo, fencing, gymnastics, athletics and a range of seasonal sports have a positive impact on the curriculum. The school enters pupils in lots of competitions which boost confidence and self esteem.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The school has a very successful home and school association which fundraises as well as organising social events.
- Children have explored the beliefs and values of another faith and religion including Judaism and Islam is to be covered shortly. The children have benefitted from an outside Jewish visitor who shared information about his faith. Some children have also visited a synagogue. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of backgrounds among pupils.
- Collective Worship has a high profile and is central to the prayer life of St. Margaret Mary's.
- Collective Worship plays a key part in meeting the Spiritual needs of this worshipping community.
- Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- The next stage is to help children to further develop the skills necessary to plan, prepare and lead Collective Worship. This has begun in some classes but needs rolling out across the school.
- 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.
- The parish priest is a regular visitor to the school and is fulsome in his praise of St. Margaret Mary's Juniors. The priest presides at celebrations of Mass throughout 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.
- The acting headteacher has brought vitality and vision to St. Margaret Mary's. She is deeply committed to the Church's mission in education. She is energised by the task and is a source of inspiration for the whole school community. As a result staff and pupils' understanding of the school's mission is outstanding. Her new leadership team share its purpose and are keenly and actively involved in shaping and supporting it.
- The aims and practical objectives derived from the Mission Statement, "*Loving, leaning, growing together with Jesus.*" direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.

- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, raising awareness of those in need and charitable outreach.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, searching analysis and self challenge. It is a comprehensive document which guides the school well.
- The school provides very good in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including attendance at Archdiocesan spirituality conferences, Collective Worship and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.
- 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 positive relationships at every level leading to a welcoming, happy, safe and caring learning environment for staff and pupils.
- The school holds regular ethos meetings collaboratively with the infant school and the parish priest. This enables celebrations to be planned across the school year.
- Governors are very well informed about life at St. Margaret Mary's and discharge their responsibilities in an appropriate manner. Together they have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its daily life and its monitoring and evaluation processes.
- The school supports the parish 'With You Always' family catechesis sessions.

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.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is outstanding.
- The Self Evaluation Document is a coherent reflection of the subject leader's rigorous monitoring, analysis and self challenge.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan in-service Topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school tracks pupil progress in Religious Education and standards are high however, this needs to be shared more regularly with the governing body. A link governor with responsibility for Religious Education has been appointed. This role needs further development to ensure that analysis of data is shared back to the curriculum committee. This will provide a firm basis for accurate diagnosis of the schools' strengths and areas for development.
- The subject leaders are excellent in guiding Religious Education and Collective Worship. They are enthusiastic and show a real commitment to their roles. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. Together they have led the implementation of *Come and See* and have updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.
- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - using the information gleaned through analysis of data to inform governors of the schools strengths and areas for development leading to improvements in outcomes and provision for individuals and groups of pupils;
- Improve the quality of provision and outcomes for Collective Worship by:
 - using 'Stepping Stones' to enable all pupils to plan, prepare and lead Collective Worship from entering the Juniors.

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