



St Michael's Catholic Primary School

URN: 149679

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

11-12th July 2024

Summary of key finding

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- Leaders, including local governors and the Trust have returned the school to its' core purpose. Their determination to focus on improving every aspect of the Catholic life of the school is bringing rich rewards. Children, staff and parents enthuse, enjoy and thrive in this Catholic cultural renaissance.
- Harmonious relationships permeate throughout all aspects of the life of the school. Staff and children, inspired by their shared faith, care for each other and feel cared for.
- Through the mission statement the school bears faithful witness to its Catholic life with Christ at the heart of the school.
- Pupils' behaviour is exemplary. The children respond well to high expectations and are happy, confident, engaged learners.
- The schools engagement with the wider community is innovative and wide-ranging. These successful collaborative relationships enrich the Catholic life of the school and

local community. School is a warm, welcoming inclusive community where all are cared for and valued.

What the school needs to improve

- Further develop curriculum religious education lessons to enhance opportunities and challenges for all children to express their creativity and understanding, reflecting their growing religious literacy.
- Deepen further the pupil leadership of prayer and worship so children can more confidently not just lead sessions but fully evaluate sessions, reflecting on and refining worship.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

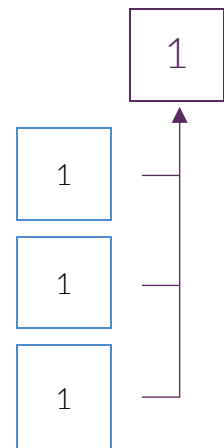
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

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



The pupils who attend St Michaels' all know and fully live out the mission statement of the school – "Holding God's hand, we nurture hearts, minds and spirits." They know they are unique individuals made in God's image. They show respect and care for themselves and others. As 'Mission Disciples' they put into action the schools "virtues to live by" including respect, kindness and service. Examples of service to others including supporting other pupils within school, supporting family members within the family home, helping to clean up the local area and collecting food for local food banks. Pupils are familiar with the challenge from Pope Francis to care for our common home and serve those in need. Pupils gladly embrace their personal responsibility in this regard and have taken many diverse actions to make our world a better place. The Laudato Si group is well established in school and has planned and delivered assemblies to communicate with the rest of the school it's key environmental priorities. They also send out newsletters to parents so they can implement practical ideas around stewardship of God's creation. The group organised the celebration of "Earth Day" within school, set up a bird watch and planting programme and worked with the local community on a recycling project. The Laudato Si group are able to relate these diverse activities to Catholic social teaching through the concepts of stewardship and service.

Everyone in the school community display a deep appreciation and great loyalty to the Catholic life of the school. They embrace with joy its' core values and mission. Christ is at the heart of this community and this is reflected in the warmth of welcome visitors receive. Those most vulnerable, including those with complex special needs are welcomed and supported to take a full part in every aspect of school life. Those from other faith traditions are treated with respect and care. The inspirational headteacher leads by example. She knows and cares for each

individual in the school community and her lead is followed by all other staff who show love and care for pupils on a daily basis. Nothing is too much trouble! A range of high profile pupil lead groups – Laudato Si, Minnie Vinnies and others help to ensure that all in the school community are valued and supported to flourish. School has in place a comprehensive relationships, health and sex education programme that is deeply rooted in the teachings of the Church and truly celebrates a holistic vision of the human person.

The headteacher leads with authenticity alongside a deeply devoted senior team and a supportive and highly knowledgeable, dedicated local governing body. Children, parents, staff and governors recognise the unique contribution of their headteacher to the Catholic life of the school. She “meets and greets” on the school gate daily and visits every classroom to “check in” on the wellbeing of staff and pupils alike. The local parish priest and parishioners have forged a successful and enriching partnership with the school. The priest visits school at least weekly and children celebrate mass each week alongside parishioners. School leaders have gone to exceptional lengths to welcome and engage all parents. They are recognised as the “first educators” of their children and their contribution is recognised and highly valued. Leaders, including local governors and the Trust are highly supportive of diocesan policies and the Bishops’ vision for catholic education. Leaders care for the individual human dignity of each person who works in the school. Relationships are exemplary and staff feel highly valued and supported. They said repeatedly, “it’s like a family.”

Religious Education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

2

2

When talking to pupils about their religious education work, looking at the religious education books and observing lessons there is clear evidence that pupils are developing a secure knowledge and understanding of the intended religious education curriculum. Pupils are remembering more, including some key vocabulary. Pupils from disadvantaged backgrounds and those with special educational needs make progress at least in line with their classmates. Pupils are religiously literate and with structured support are increasingly able to reflect spiritually, and to think ethically and theologically. Pupils work is presented well in religious education books and is of at least comparable quality to that in other core subjects. Children engage enthusiastically in lessons and enjoy their learning. Pupils are supported to take responsibility for understanding what they have done well and what they need to do to further improve. However occasionally pupil outcomes in lessons could be even more creative and could demonstrate more individualised responses.

All staff teaching religious education have benefitted significantly from professional development provided to them by the school, the Diocese and the Trust. This training has been carefully planned, systematically implemented and regularly monitored by leaders. Teachers' confidence and secure subject knowledge shone through in lessons observed. Teachers highly value religious education lessons and they convey this effectively to pupils. Consequently teacher exposition of the knowledge content and concepts they wanted children to learn was good. Teachers plan logically sequenced lessons that build up knowledge and skills over time. Prior learning is recapped at the start of lessons. In some lessons teachers think carefully about building in other opportunities to help pupils know and remember more. In stronger lessons teachers precise questioning constantly probed pupils level of understanding. When misconceptions occurred these were immediately addressed. Teachers recognise the unique

place of curriculum religious education lessons within the wider school curriculum. Therefore teachers build in valuable reflection time and space for pupils to think more morally and spiritually about religious education learning content.

Leaders at all levels, the Trust, the local governing body, the headteacher, other senior leaders including the religious education leaders are fully committed to making religious education the “core of the core”. Appropriate curriculum time is devoted to religious education to achieve this. Allied to this, leaders have ensured sufficient school funding to enable the purchase of quality resources. Leaders have ensured that those responsible for teaching religious education are well trained and knowledgeable. Teachers have really benefitted from a range of training provided by the school internally, by the diocese and also by The Trust. Particularly notable are the networking opportunities provided at Trust level that have supported the school in identifying best practice in curriculum religious education and then adapting this to suit the school community of St. Michael’s. There is a clear vision for teaching and learning religious education and a commitment to improving standards over time. The leadership team and teaching staff have planned and resourced a sequential curriculum which builds on prior learning using the *Come and See* scheme. There is clear evidence of monitoring and evaluation of standards across school including challenge and support where practice is less strong. There is a commitment from leaders to improve outcomes for all pupils and ensure that teaching is always good with aspiration for more creative practice to be developed.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

The quality of collective worship at St Michaels' is good. The pupils are active and enthusiastic participants in the daily prayer life of the school and in the past 18 months the pupils have been given the opportunity to participate in and lead prayer and liturgy. They enjoy these prayer sessions and are hungry for more! The pupils demonstrate confidence using the planning sheets and choosing readings, hymns, and scripture to match the theme for the sessions they plan. In addition to the pupils leading liturgy and prayer sessions in their own classes some pupils visit other classes or take groups at lunchtimes to lead prayers. The pupils are confident leaders but now need to be empowered to plan, write, deliver and evaluate the sessions independently to take this to the next level. The behaviour and reverence of all the pupils was excellent in all sessions of liturgy and prayer observed. Pupils of all ages are knowledgeable of and confident to describe the church's liturgical year and articulate how it influences the liturgical and prayer life of the school.

School has ensured that appropriately planned prayer and liturgy are the cornerstone of the life of the school and are embedded in the daily routines of staff and pupils. There is a daily pattern of prayer that clearly links to identified school priorities and the liturgical year. Each class from Nursery to Year 6 have chosen a short piece of scripture that is known and displayed in each classroom. Pupils confidently explain its relevance to their own lives. Prayer and liturgy sit firmly within the Catholic tradition. Staff are skilled at planning and delivering quality acts of classroom worship within an agreed school structure. Music, symbols, scripture and reflection are built into this. Leaders, including the headteacher have worked hard to support pupils to plan and deliver class prayer and liturgy and with more experience pupil independence can fully flourish, including self-evaluating these sessions. Partnership working with the local parish and parish priest is a strength of the school. A range of opportunities have been afforded to the pupils to

help them participate more fully in the liturgy and activities of the local parish. Parents feel a strong sense of welcome and talk highly of the school's commitment towards them. For example, parents regularly attend assemblies and class prayer and liturgy. Parent responses and comments for the inspection questionnaire were overwhelmingly positive regarding provision of liturgy and prayer provided by the school.

Leaders including local governors recognise the importance of prayer and liturgy in the spiritual development of both staff and pupils at the school. The school has a well formulated Prayer and Worship Policy and a carefully planned calendar of collective worship with time set aside to regularly provide opportunities to celebrate the Eucharist. Children and staff talk enthusiastically about the contribution of Father Steven to the prayer life of the school. A different class each week attend and participate in a weekday mass alongside parishioners. The religious education governor leads a weekly hymn session. Leaders have ensured that all staff are properly trained so they have the pre-requisite skills and depth of knowledge to support pupils in prayer and liturgy sessions. Gradually handing over even greater leadership responsibility to pupils for planning, leading and evaluating prayer and liturgy is the next step in the schools liturgical journey.

Information about the school

Full name of school	St Michael's Catholic Primary School
School unique reference number (URN)	149679
School DfE Number (LAESTAB)	3512018
Full postal address of the school	St Michael's Catholic Primary School, Ribble Drive, Whitefield, Manchester, M45 8NJ
School phone number	01617666628
Headteacher	Patricia Grogan
Chair of Local Governing Body	Colette Pritchard
School Website	www.stmichaels.stoccat.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Teresa Of Calcutta Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	12 th November 2015
Previous denominational inspection grade	Outstanding

The inspection team

Mr David Deane OBE Lead Inspector
Mrs Sinead Colbeck Team Inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

