



Catholic Schools Inspectorate inspection report for St Margaret Mary's Catholic Junior School

URN: 104482

Carried out on behalf of the Title. Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 8th 9th February 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

1

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.6)

The quality of curriculum religious education.....

1

Collective worship (p.9)

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

1

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

✓

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

✓

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

Fully

Summary of key findings

What the school does well

- Catholic ethos, mission and Catholic character permeates all aspects of school life.
- Staff promote high standards of behaviour. Consequently, pupils' behaviour is exemplary in all areas.
- Teachers demonstrate passion and a vast subject knowledge in Religious Education.
- The learning environment both in class and around the school, enhanced by quality displays, is inspiring and enhances the whole Catholic character.
- Pastoral care throughout the school is exceptional, all pupils feel cared for, valued and safe.

What the school needs to improve:

- Enhance creativity in the delivery of and response to the religious education curriculum.
- Review the volume of written tasks and recording of pupils' work in their books. The current level is possibly too lengthy.
- Continue to provide pupils with more practice in developing leadership skills in Collective 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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

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

Pupils value and actively participate in the Catholic Life and Mission of the school. They have an excellent sense of belonging to the school community and work for the common good. This school is an excellent example of a vibrant Christian community. Pupils know and embrace the school's Mission Statement 'Loving, learning, growing together with Jesus.' The school community understands the part that they play within it. A member of staff commented that 'Jesus is at the centre of all that we do at St Margaret Mary's.'

The behaviour of pupils is exemplary. Their conduct and attitude are a tribute to the school. Pupils live out the school values 'Be safe, be respectful, be your best.' Pupils innately know that they are safe and valued through various weekly awards namely, Disciple of the Week and Achievement of the Week. Pupils are encouraged to take on roles of responsibility. They willingly and wholeheartedly accept responsibilities of living within a Catholic school, so promoting its Catholic character. They show strong understanding of loving relationships within the context of a Christian community. Outstanding relationships across the school reflect the Gospel values of love, respect and justice, which in turn links to their understanding of Catholic Social Teaching. Pupils are involved in service with the parish, taking part in various liturgical activities. They take leading roles in exploring the works of different charities and by raising funds. They are actively involved with the parish through Rosary groups and participation in weekly Mass.

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

Christ truly is at the centre of everything. The school actively lives out its mission statement. It is owned by the whole community. The mission message is promoted at every opportunity. Inspirational art-work enriched within beautiful displays provides tangible evidence that this is a Catholic Christian community. Outdoor prayer areas are a haven for quiet reflection. Staff are committed to the implementation of the mission statement across the whole life of the school. Pastoral care is at the heart of the school. Relationships between staff and pupils demonstrate a genuine respect, love and care for each other that is tangible. The school is a supportive and inclusive community. Pupils of other faiths and religions are wholly integrated into school life. In times of crisis within the local community this school has shown strength and support. Intertwined within the fabric of the school is a respect and genuine love, that is extended to pupils, the school community and beyond. Strong relationships have quickly and deeply been made between the school and the parish priest who is very supportive in promoting the Catholic life. The parish is very actively involved with rosary groups. Pupils join virtual calls with a former pupil, a seminarian in Rome. Staff deliver the 'With You Always' sacramental programme so enriching home, school and parish links. Relationships and Sex Education is progressive and uses the Archdiocese approved scheme, 'Journey in Love.' The pupils demonstrate a raised awareness of relationships with themselves, with God and with each other. They show a deep understanding of what it means to love God, themselves, family and each other.

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

Leaders and governors are inspirational witnesses to the Gospel. They are outstanding in promoting, monitoring and evaluating provision for the Catholic life of the school. They fully embrace the mission and are fastidious in exercising their duty as Catholic leaders. The provision of Catholic life and mission is given the highest priority by leaders. Partnership with parents is well established, embedded and greatly valued by the school community. The school involves parents/carers to benefit the pupils. Parents are consulted regularly through such initiatives as parent forums, Stay and Pray and coffee mornings. This demonstrates the importance that the school places upon parents as the first educators. Leaders energetically ensure personal relationships flourish and all are respected. There are extremely positive relationships at every level. Governors are supporters of the dignity of workers and the curriculum with religious education at its core. Leaders ensure that the diocesan vision for Catholic life is a real strength to

be celebrated. A parent expressed 'We are so lucky to have a wonderful school that is so prayerful and brings Catholic Life into all that they do.' The school is at the service of the local church. All policies and procedures are rooted in the Mission statement, policies are on the website and regularly reviewed. The school's website has a wealth of information. The School's Catholic Self Evaluation Document provides evidence of its processes for monitoring, analysis and self-challenge. Staff well-being is a high priority, with regular professional growth chats focusing of staff well-being. A full review of the mission statement, in collaboration with the Infant School, is planned for September 2023. It was evident that a review of this process is planned for, as part of current practice.

Religious education

The quality of curriculum religious education

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|---|---|
| Religious education key judgement grade:..... | 1 |
| Pupil outcomes How well pupils achieve and enjoy their learning in religious education..... | 1 |
| 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..... | 1 |

Pupil Outcomes: how well pupils achieve and enjoy their learning in religious education

Pupils achieve well because they are motivated and so enjoy religious education. Behaviour in lessons is outstanding. Their books are a cause of celebration due to standards of presentation and quality of work. Pupils, relative to their age and capacity, are religiously literate. This is evident through their engagement in lessons. They are committed to improving their knowledge, understanding and skills, in order to become competent learners. The pupils are actively encouraged to be independent learners, with the confidence to think for themselves. SEND pupils are supported extremely well. They are able to reflect spiritually and to think ethically and theologically. Pupils are very aware of how to put their faith into action and actively do so. Pupils demonstrate a passion for the subject and enthusiastically read, interpret and unpick scripture. A pupil explained 'My favourite part of the lesson is scripture as it shows us how Jesus wants us to live and gives us guidance.' Quality religious vocabulary is evident in all learning. Pupils are given clear guidance in how to make progress. They are confident in sharing their individual progress routes. Pupils' attainment, as indicated by teacher assessment and formal assessment, reflects the same standard as in other core subjects. Attainment is tracked over time and is used to support planning, adaptive teaching and learning.

Provision: the quality of teaching, learning and assessment in religious education

Religious education is thoroughly planned. Staff work collaboratively. The lessons are linked to pupils' current assessment and build well on their prior learning. Teachers demonstrate excellent knowledge and understanding of the topics from the Come and See Programme. They use key vocabulary confidently and accurately. Quality questioning allows the pupils to be fully immersed in their learning. Learning is linked to other faiths. During inspection, this included Judaism and the Passover, in which pupils were encouraged to explore links with their own faith. Teaching assistants are a real strength, providing outstanding understanding and consideration of the specific needs of pupils in their care and so encouraging progress. They are optimising learning for all pupils. Adaptive teaching is planned and used to support and challenge the pupils learning. Positive feedback is evident. This enables pupils to take their learning forward. The staff are aware of the need to plan more creative tasks in Come and See lessons, to increase the use of music, art, dance, movement and drama in lessons. There is progress in enabling pupils to record their work as they choose, so giving them more ownership of their learning and allowing all pupils to flourish. The extent of this recording will benefit from a review.

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. The curriculum fully meets the requirements of the Bishops' Conference in every respect. They ensure that the required time is given to religious education. They maintain a full parity with other core curriculum subjects in terms of continuous professional development and resourcing. Leaders ensure that the school is fully compliant with the Religious Education Directory. The experienced religious education team has careful vision, commitment to and passion for each of their roles. They are extremely focused and knowledgeable. This knowledge is cascaded further to all members of the school community. A robust programme of monitoring and evaluation regularly takes place. Constructive feedback is shared in a timely manner. Governors are fully informed of standards in Religious Education. Governors are very active in supporting and monitoring religious education through observations, scrutiny and discussion with the dynamic religious education coordinator. The Catholic Self Evaluation Document is efficient in identifying strengths and targets that are realistic and accurate. Leaders are aware of standards in Religious Education. They are aware of the need to allow all pupils to flourish. Parents receive regular updates and newsletters about Religious Education.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

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

1

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

1



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

Pupils' response to and participation in Collective Worship is outstanding. Pupils are extremely respectful, prayerful and act in a reverent manner. They know that prayer is a fundamental part of the life of this school. The experience of living in and working in a faith inspired community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. Pupils speak positively and with enthusiasm about their experiences of Collective Worship. Collective Worship monitors ensure that the prayer areas are up to date and celebrate the importance of prayer in the school. It is evident that pupils have been exposed to a wide range of quality prayer experiences. Several devotional areas around the school site, in memory of significant events, all offer opportunities for private prayer and reflection. They understand the value of stillness and silence, which enables them to reflect. Collective Worship has a clear structure. Pupils can clearly explain each of them and their purpose. A variety of 'Go Forth' actions encourage the pupils to deepen their faith journey. The pupils demonstrate a clear knowledge and understanding of the Liturgical Year. The Pupils spoke proudly about their roles as Collective Worship monitors and were keen to share their job cards. They commented about how Collective Worship enables them to deepen their faith journey. A pupil expressed 'I love to have quiet time with God.' High quality resources, including the use of music, are used well to enhance worship.

The quality of collective worship provided by the school

Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education. Praying together is part of the daily experience for pupils and staff. Collective Worship is given a high priority in terms of planning, evaluating and resourcing. Collective Worship meets the Spiritual needs of the pupils. Links are made between the schools' mission, life experiences and current events. Staff lead Collective Worship extremely well and it is clear that they live out the mission and are excellent faith role models. Leaders model outstanding practice in Collective Worship using appropriate resources that includes relevant scripture, music, song and power points. Governors are fully immersed in the prayer life of the school and regularly attend worship throughout the school year. The Collective Worship self-evaluation is honest and robust. It is regularly reviewed. A group of Year 5 pupils planned a very beautiful Collective Worship in memory of their special friend, they planned this at home and delivered this emotional worship with love, pride and reverence. Family inclusion in Collective Worship is strong due to the effective home, school and parish partnership. The school is skilled in helping pupils to plan, prepare and lead worship through its ongoing programme of training.

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

Leaders have expert knowledge in how to ensure quality planning and delivery of Collective Worship. They understand the value of liturgy and worship. They are visible leaders for Collective Worship. They are models of outstanding practice for staff and pupils. Collective Worship is given a high priority in continuous professional development with quality training provided by the Archdiocese. Leaders celebrate the Liturgical calendar and important events. Leaders are reflective of current practice and ready to challenge all areas for development. They have an ongoing and prioritized programme to support pupils to become confident leaders of Collective Worship. The school's Collective Worship policy is detailed and fit for purpose. Collective Worship is generously financed, and quality resources are purchased. Leaders and governors regularly review its quality as part of their self-evaluation process. All stakeholders are actively encouraged to participate and celebrate in Collective Worship. Leaders ensure that prayer and worship is included within all spheres of school life from governors and staff meetings to the daily celebration of prayer in class. Consequently, Collective Worship in this school is pivotal to its Catholic life.

Information about the school

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| Full name of school | St Margaret Mary's Catholic Junior School |
| School unique reference number (URN) | 104482 |
| Full postal address of the school | Pilch Lane, Huyton, Liverpool L14 0JG |
| School phone number | 0151 477 8490 |
| Name of head teacher or principal | Mrs Rebecca Wilkinson |
| Chair of governing board | Mrs Margaret Rawsthorne |
| School Website | www.smmj.co.uk |
| Multi-academy trust or company (if applicable) | Not applicable |
| Type of school | Junior |
| School category | Voluntary aided |
| Age-range of pupils | 7-11 years |
| Trustees | Archdiocese of Liverpool |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 27 th January 2015 |
| Previous denominational inspection grade | Outstanding |

The inspection team

| | |
|---------------------|----------------|
| Mrs Joanne Harrison | Lead inspector |
| Mrs Dympna Bradley | Team inspector |
| Mrs Zoe Gibson | Team inspector |
| Name of inspector | Lead/team |

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 |

