



Catholic Schools Inspectorate inspection report for

URN: 105534

Carried out on behalf of the **Right Rev. John Arnold, Bishop of Salford** on:

Date: 1st and 2nd March 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.5) The quality of curriculum religious education.....	1
Collective worship (p.7) 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	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

1. Care and compassion for one another and the wider, global community underpin everything within school including the learning, prayer and liturgy and commitment to the Common Good.
2. The curriculum design embraces the Catholic charism of the school with an emphasis on Catholic Social Teaching, wellbeing and learning powers which are clearly and consistently embedded across school.
3. The mission of the school is understood, embraced and celebrated by all, informing all decisions and enabling the school to offer support to others; this is evidenced in the school environment, particularly in the development of the outdoor provision.

What the school needs to improve:

- ✓ To continue to develop and celebrate the links with the local parish following the pandemic to provide children with broader experiences.
- ✓ To celebrate and continue to share outstanding practice with others.

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



Please write 600 words explaining the judgements arrived at for Catholic life and mission. Write a paragraph on each of the three areas: outcomes; provision and leadership.

Pupil leadership and the commitment to the mission statement of the school underpins the success of this school community for every member – pupils, parents, staff and the wider community. Pupils are very happy, confident and feel secure. They can clearly articulate a feeling of safety and talk about this in reference to the school Mission statement. There is a clear commitment from the pupils, supported by the leaders and staff in school to seek and take every opportunity to grow in virtue, ensuring they are helping others and the environment. Their work to improve and care for our planet is inspirational. The pupils take an active leadership role in Chaplaincy; they speak confidently about their role and ensure there is a commitment by all to follow the mission statement.

The development of learning powers linked explicitly to scripture enables staff to ensure they have a high regard for ensuring the Mission statement is fully implemented, in learning, in relationships and in helping others. It is “lived daily” by all members of the school community. This is a supportive and joyful community, appreciated and loved by all with Christ at the very centre of everything they do. The music provision, along with the work to raise money for other causes, including the food bank and Syria/Turkey as well as offering families access to allotments and facilities offers a welcome in the most generous way. There is clear respect and understanding of all cultures and beliefs. Children talked enthusiastically about the resources provided for other faiths in the prayer room such as prayer mats. The prayer area has been developed to be a space of welcome for those of any faith and those of none. Pastoral care is of the highest level with staff consistently using a wide range of strategies to enable pupils to raise concerns and seek support. The school

environment has been very well developed to reflect the Catholic character through the new prayer room, learning powers and the forest school; this is commented on and appreciated by all members of the school community.

Whilst the leaders have recognised in their self evaluation their wish to further strengthen the links with the parish, the wider school community including pupils, staff and parents appreciate the opportunities they have had to support the parish and understand the value of the history of their school. Leaders value the role of the parents as the first educators in their school and work hard to support them. Parents recognise that “this school goes above and beyond for their families”. They seek to work with all families. Many parents shared examples of facing challenging circumstances where they had been extensively supported by the school. Parents of children with special educational needs and/or disabilities talked about the excellent support they were offered. Leaders and governors highly value every member of staff and their role within the school. Pastoral care for staff is of the highest level and support is offered for staff in challenging circumstances making them feel loved, valued and cared for. Staff talk about being nurtured to do the job to the very best of their ability. The design of the curriculum with Catholic social teaching, pastoral care and learning powers running as strands throughout ensures there is a rich provision for children which is understood by staff, pupils, parents and governors. Governors are very ambitious for the school and work in a creative way across the federation. They recognise and value the work of school leaders, particularly the Executive Headteacher in enabling the federation to succeed.

Religious education

The quality of curriculum religious education

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.....

1

Leadership

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

1



Please write 600 words explaining the judgements arrived at for Catholic life and mission. Write a paragraph on each of the three areas: outcomes; provision and leadership.

The pupils talked articulately and confidently about what they were learning and what they have learnt before. They understand the purpose and importance of religious education within a Catholic school and appreciate the opportunities to learn about the faith in more depth. The evidence within the big question books, as well as challenge questions in books and lesson visits, consistently demonstrated children were able to ask incisive questions and have an innate curiosity in religious education. Children talked enthusiastically about religious education in every lesson and love their lessons. They have built progressively on prior knowledge and engage well with the learning. Work is of the highest standard and they are rightly proud of their work. Presentation, individuality and creativity are clearly promoted and appreciated by staff and pupils alike.

Through the federation training opportunities and regularly planned professional development opportunities, the staff have a high level of confidence and are well supported to develop their practice. Teachers use cold tasks and topic sheets to help monitor learning and ensure children are consolidating and extending their knowledge and understanding. The learning powers are used effectively to provide children with appropriate feedback enabling them to make excellent progress in their learning. Pupils present their work in creative ways through a variety of expressions, including art, music and drama. They are extremely confident in expressing their thoughts and ideas in a variety of forms and were enthusiastic about being given this wide range of opportunities. There are clear systems in place for assessing children and monitoring their progress as well as opportunities to moderate judgements and plan next steps. Senior leaders routinely and robustly challenge standards together ensuring religious education is valued by all.

Religious education is consistently valued and held with the same, if not, greater level than core subjects by leaders, teachers and pupils. Parents have commented on the quality of religious education teaching and the important profile it has within school. Training, staff meetings and leader coaching and support are used very effectively to support all staff at all levels to develop subject knowledge, confidence and pedagogical development. There is a strong commitment by all to meet the needs of all learners and the school routinely and robustly challenges itself to do this effectively. Leaders within school and potential leaders identified, are supported by the Executive Headteacher and the Federation lead for religious education to effectively improve teaching and learning. The quality of subject leadership is very high and the school offers support to other schools and leaders as a beacon of best practice. Through the development of their outdoor provision, particularly the forest school, their work has been recognised and valued beyond the community resulting in achieving Live Simply award as well as supporting the diocese with the development at the Laudato Si centre, Wardley Hall. There are clear and rigorous monitoring systems in place by leaders at all levels which enables excellent outcomes. If anything, the school doesn't recognise the full value and impact of the excellent work they do.

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

1

Leadership

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

1

Please write 600 words explaining the judgements arrived at for Catholic life and mission. Write a paragraph on each of the three areas: outcomes; provision and leadership.

Children are offered a wide variety of prayer and liturgy opportunities and children consistently understand and appreciate the value of collective worship; there are clear routines which are understood by all and the children demonstrated enthusiasm and absolute joy when singing together. The liturgical year plays an important part in the life of the school and pupils can talk with real confidence about important events from the youngest classes up to Year 6. The prayer room has been developed to support this for children and the wider community. Pupil leadership groups confidently plan and lead experiences of prayer and enjoy these opportunities. Pupils can articulate the ways in which their experiences of prayer and liturgy have helped them and inspired them to help others including the remembrance garden, prayers for Syria, Turkey and Ukraine, the healing board and 'prayer requests' as well as 'prayers answered'.

As well as the numerous routine opportunities to gather, additional opportunities are sought to promote prayer across school, including the use of a remembrance wall in the prayer room, Lantern walk in the grounds and Mary's Place. These are recognised and appreciated by the children. There is a naturally embedded pattern of prayer and pupils are confident to pray for different purposes. The learning powers explicitly link to scripture and the children can talk confidently about these. Liturgical patterns in the school and church year are highly valued. Art and music are used imaginatively and creatively to enhance the prayer and liturgy opportunities across school offering children a rich experience. Prayer spaces both indoors and outdoors are used effectively and each class has a dedicated space for prayer which are unique to each class. The children talk with enthusiasm about attending Mass and having Mass in school and this is valued by all staff, pupils and families.

There is a clear policy for prayer and liturgy which is understood by all. This is used effectively to ensure consistency and progression across school, engaging all children and staff in opportunities for prayer and liturgy. The children in Nursery have learnt to make the sign of the cross, whilst children in Reception, enjoy setting the altar for class liturgies. In Y6 the children can confidently plan and lead liturgy and prayer with maturity and reverence. The school carefully plan the calendar around the liturgical year ensuring holy days of obligation are prioritised. Plans have been made for staff, Years 4 and 5 to receive the Sacrament of reconciliation. The school support the children in their sacramental programme and parents appreciated the commitment of staff in attending parish Mass to support these children. There are layers of expertise throughout the school which are used to support all staff and pupils and there is a clear commitment to continuous professional development. High quality resources are provided for prayer and liturgy and the recent development of the prayer room has further enhanced this with pupils supporting its development.

Information about the school

Full name of school	St Mary's RC Primary School, Levenshulme
School unique reference number (URN)	105534
Full postal address of the school	Clare Road, Manchester, M19 2QW
School phone number	0161 224 5995
Name of head teacher or principal	Mylene McGuire
Chair of governing board	Rebecca Kennedy
School Website	https://www.stmaryslevenshulme.org.uk/
Multi-academy trust or company (if applicable)	n/a
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	n/a
Gender of pupils	Mixed
Date of last denominational inspection	26 th June 2015
Previous denominational inspection grade	Outstanding

The inspection team

Sinead Colbeck	Lead inspector
Joanne Butterworth	Team inspector
Name of inspector	Lead/team
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