



# St Malachy's Catholic Primary School

URN: 105532

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

06–07 March 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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

## What the school does well

- The mission of the school is known and lived by all. Staff bear witness to the Catholic life and mission of the school.
- Links with the parish community and religious orders are excellent and contribute greatly to the faith development of all pupils.
- The sense of community and pastoral care offered to all members of the St Malachy's family is exemplary.
- Pupils behaviour is outstanding. They are happy and confident and know they are valued and cared for.
- The involvement of pupils in a variety of ministries in both the school and parish is excellent.

## What the school needs to improve

- Develop more creative approaches to the teaching of religious education so that pupils can demonstrate their deeper thinking and individuality.
- Provide pupils with specific feedback in religious education which ensures that all pupils clearly understand how well they are doing, and what they need to do to make progress.
- For the pupils to be involved in and contribute to the self- evaluation of the Catholic life and mission of the school and their own class and school planned prayer and liturgy.



## 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

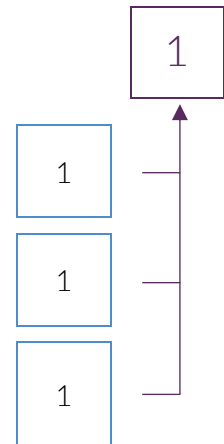
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 mission statement is known, understood and loved by all pupils at St Malachy's school. It is displayed throughout the school. The school motto "Opus est Jesus"- working for Jesus- is a reminder to pupils of their role in serving others. As one pupil stated, "we are kind, respectful and do the work of God". Pupils are eager to take on a variety of leadership roles and responsibilities and opportunities arise to be part of the chaplaincy team, Minnie Vinnies and support the eco -work that is developing around the school. The close partnership of the school and parish has enabled many pupils to become altar servers and readers at mass. Most pupils can articulate the theology underpinning their actions. They know they have a personal responsibility to care for our common home and are very excited about the new food composter that has been purchased in a joint bid with Caritas. This project is helping the pupils to continue to learn about sustainability. Pupils demonstrate a respect for each other and pupils of other faiths within school. They particularly enjoyed World Culture Day which took place earlier in the year. Pupils' behaviour in lessons and around school is outstanding. They are polite and courteous to all they meet. Pupils are happy and confident and know they are valued and cared for.

Provision for Catholic life is outstanding. The mission statement has a visible impact on the school, as all involved in the school community live out the school's Catholic beliefs and values. The school exemplifies the mission of the Church in its relationships, culture of welcome,

practice of the faith and service to families and the local community. Working in close partnership with the Caritas Lalley Centre, The Missionary Brothers of Charity, and The Presentation Sisters, school ensures all who need support are cared for, including the most vulnerable, and there is evidence of staff going the extra mile for those in need. Fund raising takes place all year round with pupils supporting charities such as Caritas, St Joseph's Penny and CAFOD. Staff provide high levels of pastoral care for all pupils with pupils stating that in school they "feel safe and loved". All pupils benefit from a variety of after school enrichment activities which all staff provide. Parents are full of praise for the school and they feel welcomed and valued. One parent stated that, "they do an amazing job, particularly in drawing me and my family closer to God". The environment gives witness to the school's Catholic character with spaces dedicated to the celebration of pupil's work and areas which support prayer and worship. The pupils particularly enjoyed using the outside area during Advent. The relationships, sex and health education (RSHE) curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors are deeply committed to ensuring that Christ and his teaching is at the centre of all their work and are deeply committed to developing the Catholic faith life of the pupils. Senior leaders have a clear vision for the Catholic life and mission of the school and are passionate and determined to ensure that pupils and their families in their care receive the highest level of support. St Malachy's is a school that welcomes pupils of all faiths and traditions. School celebrated World Culture Day, with many pupils and families wearing their traditional dress. This was a highlight for many pupils. There is an excellent partnership between the school and priests of the parish, who are regular visitors to the school. They work closely with the school to support in developing the faith life of the pupils. The staff are extremely positive about the support and care they receive from the leaders and governors and believe their well-being and workload has a high priority. They talk about "the strong family team". Professional development of staff is seen as important and all staff are encouraged to attend training to further their skills and knowledge. The three early career teachers (ECTs) speak enthusiastically about the support and guidance they receive from all leaders and staff and particularly from the religious education subject leader. Resources are targeted at those in the greatest need with school employing a play therapist, an attendance officer and supporting financially with many social issues. Sister Regina, a member of the governing body, actively supports the formation of pupils through her commitment to many areas of school life and especially supports families with the sacramental programme.



## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

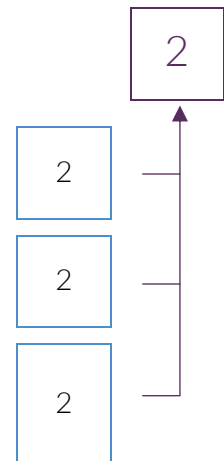
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Pupils are developing good knowledge and understanding which reflect the requirements of the *Religious Education Directory*. The *Come and See* programme is followed by all classes. The “Big Questions” curriculum compliments the work of religious education and class floor books evidence the pupils evaluating and reflecting on the big questions of life. Pupils enjoy their lessons, listen with interest and respond well to questions asked of them, and are often encouraged to use subject specific vocabulary in their answers. They are keen to share their ideas and show great care and respect for each other. They display a mixture of discussion, sharing ideas and asking questions of each other. The behaviour in religious education lessons is outstanding. Elements of challenge and support in lessons is evidenced through the collaborative learning strategies adopted throughout the school. In an upper Key stage 2 class pupils worked collaboratively on discussing what Jesus meant by, “I am the bread of life...”. They displayed a mixture of discussion, sharing ideas and asking questions of each other. Pupils are able to talk about their work and how they have achieved in individual lessons but would benefit from further feedback strategies in religious education. This would enable them to have a clearer understanding of how well they are doing, what they need to do to improve and how they have made progress.

Teachers are confident in their subject knowledge appropriate to the phase in which they are teaching. All staff create a positive climate for learning with pupils being encouraged to support and help each other. Questioning is used effectively to recap previous learning and knowledge

and to identify where pupils are in their understanding. Teachers give pupils space and time for reflection and in some lessons observed, pupils were able to formulate questions to ask each other. Displays of religious education work is evident around the school, including passages from scripture. Knowledge organisers are used at the start of each unit to outline the key objectives and vocabulary to be taught. The key "driver words" to extend learning taken from the *Come and See* programme are evident in all books and across the key stages. Pupils are encouraged to write their own prayers and evidence of this can be seen in religious education books, in class prayer areas and on displays around the school. Religious education books however, show an over-reliance on question-and-answer type worksheets, which does not always allow for individuality and creativity. Provision that allows for a mixture of creative tasks and extended written answers will demonstrate their deeper learning, thinking and individuality. Pupils gave examples of when they thoroughly enjoyed their religious education, for example, when the subject was taught through PE or when displaying their knowledge and learning of other faiths through extended pieces of writing.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. The religious education curriculum is supplemented with a programme of work from Caritas. Weekly assemblies and planned services across the school year ensure pupils are knowledgeable about key times and feasts in the liturgical year e.g. Advent and Lent. There is a high commitment from all leaders in securing regular, high quality professional development for all staff. Regular monitoring of religious education takes place as part of the school's overall monitoring programme. Governors are regular visitors to the school to monitor provision. The leadership team have consistently developed teaching across the school to be at least good in all year groups. The subject leader is confident in her role and has an inspiring vision for the teaching and learning of this subject. She has worked tirelessly in support of others, including teachers new to the profession. Her work is valued and recognised by all. She attends all diocesan training ensuring teaching staff are kept up to date by disseminating information and delivering training. Leaders and governors need to continue to self-evaluate and monitor provision in religious education so that areas identified for development will impact on teaching and learning and lead to outstanding practice across the school.



## 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

1

#### Leadership

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

2

2

Pupils respond well to the experiences of prayer and liturgy provided by the school leaders and class teachers. The behaviour and reverence of pupils observed in class prayer and liturgy during inspection was excellent. They sing together enthusiastically and respond well to the variety of liturgical music in celebrations. Pupils in the school undertake liturgical ministries willingly, for example, as altar servers, members of the Minne Vinnies and chaplaincy team and the reading of bidding prayers in both class, whole school and parish services. The class liturgies gave opportunities for pupils to read their own prayers and often partake in spontaneous prayer. The chaplaincy team spoke enthusiastically about their work, particularly on the Rosary Club in October and helping to plan Culture Day. Continue to develop the chaplaincy team so that they can work with all classes across the school with increased frequency, ensuring their work impacts on all pupils. They are particularly keen to commence their *Lectio Divina* work for which they have had recent training. Next steps are to further develop all class pupils so that everyone can undertake liturgical ministries with confidence. Give pupils opportunities to reflect and evaluate upon the experiences of prayer and liturgy that they have planned.

Leaders, including governors recognise the importance of collective worship for the whole school and parish community and prayer and liturgy is central to the life of St Malachy's school. Pupils can talk about the many services they take part in across the liturgical year, including the Crowning of Our Lady in May, Stations of the Cross in Lent and The Journey to Bethlehem which takes place during Advent in the outside forest area. They particularly enjoy the Mass and

festivities for St Malachy's feast day. Whole school assemblies, class prayer and liturgy services, class and whole school Masses and feast days are planned and celebrated. The school is fortunate to have the parish church next to the school where class and whole school Masses can be held. During the season of Lent an early morning Mass before school takes place with attendance being voluntary. During the inspection this service was well attended by staff, parents and pupils. Staff are models of good practice with many supporting the parish at weekends, leading prayer and liturgy. Prayer areas are established in every classroom with pupils having the opportunity to write their own prayers. Prayer life is embedded in the school with a daily pattern of prayer. Pupils know traditional prayers, and also proudly recite the school prayer to St Malachy, which is said each morning. Singing assembly takes place each week, ensuring pupils are taught both traditional and modern hymns to support both class and whole school services. Governors and families are actively included and welcomed to all class and whole school services.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the school community. The school calendar and timetable is planned so that pupils attend class masses, Mass on holy days of obligation and other feast days such as the feast day of St Malachy. There is a clear strategy to develop the skills of pupils and their participation as they progress through the school; this is reflected in the school's prayer and liturgy policy. Appropriate resources and artefacts have been purchased for the delivery of class and whole school prayer and liturgy. All staff have received training on the planning and delivery of class prayer and liturgy and are committed to ensuring the school works towards providing the highest quality prayer and liturgy opportunities. Leaders, with the parish priest, have planned the sacramental programme and the programme is delivered in collaboration with the school. Staff attendance at all services is high. Further monitoring and evaluation of the provision of collective worship by leaders will ensure all staff provide prayer and liturgy that is engaging and of a consistently high quality.





## Information about the school

Full name of school	St Malachy's Catholic Primary School
School unique reference number (URN)	105532
School DfE Number (LAESTAB)	3523452
Full postal address of the school	St Malachy's Catholic Primary School, Eggington Street, Collyhurst, Manchester, M40 7RG
School phone number	01612053496
Headteacher	Janine Parker
Chair of Governors	Christine Robinson
School Website	<a href="http://www.st-malachys.manchester.sch.uk/">www.st-malachys.manchester.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2015
Previous denominational inspection grade	Outstanding

## The inspection team

Lead Inspector: Fiona Robinson  
Associate Inspector: Helen McGrath

## Key to grade judgements

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