

CfBT Inspection Services
Suite 22
West Lancs Investment
Centre
Maple View
White Moss Business
Park
Skelmersdale
WN8 9TG

T 08456 40 40 40
enquiries@ofsted.gov
v.uk
www.ofsted.gov.uk

Direct T : 01695 566 930
Direct F : 01695 729 320
jkinsman@cfbt.com



19 October 2009

Mrs A Coffey
St Michael and All Angels Catholic Primary School
Sidney Powell Avenue
Westvale
Kirkby
Liverpool L32 0TQ

Dear Mrs Coffey,

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 16 October 2009, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the school improvement partner, staff and groups of pupils who gave of their time to meet with me.

As a result of the inspection on 22 – 23 September 2008, the school was asked to address three areas for improvement: to raise standards in mathematics in Key Stage 1 and Key Stage 2; to ensure that the quality of teaching and learning is consistently good; and to develop provision for the more able and talented pupils

Since the last inspection, the school has moved into a new building and changed its name from Holy Angels to St Michael and All Angel's Catholic Primary.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement. The strong leadership of the senior leadership team and good continuous professional development have brought about improvements to teaching which are beginning to raise achievement. Pupils are making better progress from the time they start school and good progress in an increased proportion of lessons. Alongside this, the well managed move into a new building has facilitated improvements to the curriculum, particularly in information and communication technology. The capacity of leadership has been further strengthened with the appointment of two more staff to the senior team.

Children enter the Early Years Foundation Stage with knowledge and skills that are well below those expected of children their age. They are making good progress in the early years, particularly in their personal and social development and in their language and communication skills. This prepares them well for the national

September 2009



curriculum and provides a firm foundation for further learning. Improvements are evident in pupils' performance in the 2009 Key Stage 1 assessments. Attainment in reading and writing improved at level 2B and above. Attainment in mathematics has significantly improved at both key stages following the whole school focus on this subject. Pupils are now making at least satisfactory and often good progress in the majority of mathematics lessons. However, performance in English and in science at the higher level 5 fell in 2009. This was because the cohort had a higher than usual proportion of pupils with language difficulties who were not entered for the English standardised assessments. Nevertheless, these pupils made good progress from their starting points. All pupils with special educational needs make good progress across the school because their learning is closely monitored and support is well matched to their specific needs.

Pupils of all ability are making better progress from their starting points because teaching is more engaging and better matched to their learning needs. Pupils' excellent behaviour and attitudes to work are also key factors. The improvement is particularly evident in mathematics, which has been the focus of whole school training and development. The improved facilities, including access to information and communication technology, have also enhanced pupils learning experiences. Good quality professional development has supported staff in developing their skills and broadening the range of teaching approaches. There is still some unevenness in the quality of teaching across age groups but leaders are taking appropriate action to secure further improvement. They are ensuring that good practice is shared through peer coaching and team planning and that support is carefully matched to each teacher's needs. Provision for more able pupils is improving with the developments in teaching although the impact on higher level attainment is not yet apparent in end of key stage assessments. Foundations are in place to improve provision further. It is a focus area for the federation of schools in the area and the school has appointed a member of staff to oversee developments and track pupils academic and other progress.

The headteacher's clear vision, her determination and strong drive to secure the best quality education are key factors in the improvements to provision. She is well supported by the deputy headteacher and has the full confidence of all staff. There is great enthusiasm and drive for further improvement throughout the school. The local authority has provided satisfactory support overall. Support from the school improvement partner and mathematics consultants has been particularly effective in challenging the school and building capacity in key areas.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jean Kendall
Her Majesty's Inspector

September 2009