



Catholic Schools Inspectorate inspection report for
Our Lady and St. Paul's RC Primary School, Heywood, Rochdale.

URN: 147941

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

Date: 14th – 15th June 2023

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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

- The staff have established a safe and inclusive community where all pupils can grow spiritually and academically. Pupils are secure in the knowledge that they are loved and valued as part of the Our Lady and St Paul family.
- Pupils demonstrate good behaviour in and around school, appropriate support is given to pupils when necessary.
- Pupils enjoy religious education lessons and are proud of their work.
- Parents speak highly of the school and value the commitment of leaders and staff in supporting the children's education.

- Leaders, staff and governors are committed to the churches mission in education and ensure that Christ and Catholic teaching are at the heart of the school.

What the school needs to improve:

- To improve the provision of Catholic Social Teaching across religious education and the wider curriculum in a relevant and explicit manner so the pupils can develop a greater understanding of working towards a more just society.
- To further improve religious education, the school must ensure assessments are accurate through whole school and external moderation of books and monitoring activities resulting in improved outcomes for children.
- To improve the quality of prayer and liturgy by developing more opportunities for pupil involvement in planning, preparing and leading prayer and liturgy independently beyond the classroom using a more detailed progression of skills and expectations for each year group.

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:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



Pupils are rightly proud that they attend this Roman Catholic primary school and are part of its life and mission. They live the mission statement ‘If I am without love, I am nothing.’ and are exposed to it daily. Pupils show a respect for themselves, and others as made in the image and likeness of God. One pupil said that they have a Christian duty to do their very best. During the inspection, the behaviour of pupils was good. Pupils accept the responsibilities of living within a Catholic school community. They are regularly involved with those activities which promote the Catholic life and mission of the school both within school and the wider community. They take part in a variety of fundraising events such as CAFOD, St. Joseph’s Penny, the local foodbank, and supporting disasters across the world. Pupils would benefit from furthering their responsibilities independently in supporting justice for others. Pupils enjoy learning about other faiths and religions such as Judaism. Pupils respond well to the opportunities the school provides for their personal support and development with access to Manchester United Foundation. A relationships sex and health education programme has been implemented and is supported by the parents.

The quality of provision for the Catholic life of the school is good. The school environment reflects its mission, through the displays seen and the development of a prayer garden, which children are keen to use more frequently in the warmer months. There is a strong sense of community at all levels, evident in the quality of relationships. Staff promote high standards of behaviour and are excellent role models. Staff are committed to the implementation of their mission, giving of their time and energy beyond the classroom – such as the food pantry and “Christmas Coats” project. They take time to pray together. A member of staff shared in a questionnaire, ‘It is a joyous family to be part of’. Staff are provided with continuing professional development and support is available

from all leaders. Policies and structures are in place providing pastoral care to pupils and their families. There is a commitment to the most vulnerable and needy in both policy and practice. The school would benefit from promoting a commitment to Catholic Social Teaching through the entire curriculum. The school provides parents with information regarding the Catholic Life of the school. The website and school's Twitter account share the variety of opportunities provided for the children and its successes and celebrations. The school and parish work closely to support families and children in their Sacramental preparation.

Leadership of the Catholic Life of the school is good. Leaders and governors are deeply committed to the Church's mission in education. Governors are clear about their mission and challenge as well as support to ensure that Catholic life is pivotal for the whole school community. Governors are frequent visitors, connecting with the staff and pupils but acknowledged that they wanted increased involvement in monitoring. Leaders are ambitious in the continuous improvement of Catholic life and as a result professional development has been well planned. The school responds well to Diocesan policies and initiatives and promotes them throughout the school. Parents and families are encouraged to share in the life of the school resulting in strong relationships. The new position of family support worker will enhance this. Welfare checks are made on pupils and parents seen to be struggling – something families appreciate. They are invited to a variety of celebratory and liturgical events. Staff new to the school report how well supported they are by their phase partner and the committed leadership team. Staff commented on the fact that they are constantly asked if everything was ok and enjoyed initiatives such as "Welcome Wednesday".

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

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



The extent to which pupils achieve and enjoy their learning in religious education is good. Pupils, from their varied starting points, make good progress in each key stage. Pupils approach their learning with interest and enthusiasm. They behave well in lessons and pupils say they enjoy religious education. Pupils, relative to their age and capacity, are developing in religious literacy. They are engaged in the work provided for them. The quality of pupils’ current work, both in class and in written work, is good. Pupils’ workbooks are presented well and are in line with the *Come and See* programme. Pupils record in a wide variety of creative ways and their own ideas are supported. Teachers use praise and encouragement when marking pupils’ work. To continue developing children’s achievements and enjoyment in religious education, teachers now need to be able to use the assessment data the school is collating. Teachers can then adapt teaching knowing what skills groups of pupils are using well and challenge them with new skills. Pupils concentrate well and understand how well they are doing because of the feedback they receive. This can continue to improve as they become more aware of their skills and how they can use them to articulate how they can improve and how they have made progress.

The quality of teaching, learning and assessment in religious education is good. Teachers show good subject expertise and know how pupils learn. Therefore, pupils apply themselves well and make good progress in lessons. There are clear expectations for classroom routines and good relationships in classrooms. Teachers appreciate the time given to plan together at the beginning of each module to ensure a creative and cohesive approach with support given to less experienced teachers. Pupils were motivated and concentrated in lessons seen during the inspection. Pupils are beginning to apply the messages taught to their life. In one lesson observed with younger pupils,

the teacher introduced the children to Jesus and his friends. The children were inspired by the picture shared and spoke openly about how to be a good friend and ‘how to fill up their bucket’ with kindness and truth. In another lesson on Reconciliation, the pupils spoke confidently about the ‘little voice within each of them’ and produced work showing their understanding. Teaching and learning will continue to improve by using data and knowledge of the individual to consolidate and extend pupils’ knowledge and understanding, so that pupils’ learning is deepened and challenged.

Leadership is good. Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops’ Conference with the required amount of curriculum time given. Leaders and governors ensure that religious education is comparable to other core curriculum subjects. They ensure professional development, resourcing and staffing is equitable to all other core subjects. Staff embrace the opportunities made available from recent training provided by the Diocese and Academy Trust. Leaders’ and governors’ self-evaluation of religious education is an accurate reflection of the work of the school but needs to be more mindful of impact. Governors are informed of standards in religious education. They are fully aware of their responsibilities and ratify all policies linked to religious education. The subject leader is effective by sharing her vision, knowledge and understanding and is beginning to evidence the impact this is having throughout the school. She is a good role model. The subject leader is keen to look for ways to continually self-challenge and improve her practices, such as working with other schools to compare standards. The school’s Twitter feed celebrates children’s learning.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Pupils’ response to and participation in the school’s prayer and liturgy is good. Pupils act with reverence and are keen to participate. They sing and dance joyfully, reflect in silence and join in community prayer appropriately and with confidence. Pupils’ response to and participation in the school’s prayer and liturgy is good. Pupils take part in preparing and leading thoughtful worship in age-appropriate ways supported by adults. On the day of inspection, all elements of prayer and liturgy were observed. They gathered well, were involved in preparing their focus, joined in responses, and were given the opportunity for silent reflection. Scripture was meaningfully presented and clear go forth messages were shared. Children clearly enjoy worship practices and routines as witnessed during the liturgical music gathering for the younger pupils. Pupils experience a variety of approaches to prayer which includes scripture, religious artefacts, music and other forms of prayer both traditional and contemporary. Pupils have a growing understanding of the Church’s liturgical year, its seasons and feasts. The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. In partnership with pupils, teachers should continue to develop pupils’ initiatives in planning for and leading worship.

The quality of prayer and liturgy provided by the school is good. It is part of the life of the school and prayer is included in school celebrations. Praying together is part of the daily experience for pupils and staff. Relevant staff have a good understanding of the Church’s liturgical year, seasons and feasts and provide pupils with a variety of experiences of the Church’s liturgical life. This is supported by the well-planned focal spaces for quiet reflection seen throughout the school and outside areas. Prayer and liturgy are planned well and as a result, experiences are engaging. Prayer and liturgy seen during the inspection had a good purpose, message and direction which is further

enhanced by the recently introduced virtues to live by. The prayer life of the school is very well supported by their parish priest who is a welcome visitor each week. As pupils grow in confidence, they need to embrace a more creative and innovative approach to planning their experiences.

Leaders and governors are good in promoting, monitoring and evaluating the provision for prayer and liturgy. Leaders and governors know how to provide and ratify policies and guidelines to plan and deliver quality prayer and liturgy. Governors are fully supportive of the prayer life of the school. Leaders of prayer and liturgy are good role models for staff and pupils who guide the school community in understanding the Church's liturgical year, seasons and feasts. The impact of more focused and committed leadership over a short space of time can be seen in the structures present in school and in the developing response of staff and pupils. The professional development of staff incorporating liturgical formation has been given high priority, benefiting from training from the academy trust. Leaders are keen to develop the provision for prayer and liturgy by using the school's prayer garden. The school is keen to engage with and invite parents/carers and members of the community to join with the school community in regular prayer and worship. Leaders should now use the monitoring of prayer and liturgy to regularly share the good practices seen and to explore wider opportunities of prayer that go beyond the planned prayer and liturgy sessions.

Information about the school

Full name of school	Our Lady and St Paul's RC Primary School
School unique reference number (URN)	147941
Full postal address of the school	Sutherland Road, Darnhill, Heywood. OL10 3PD
School phone number	01706 360827
Name of head teacher or principal	Marie Gavin
Chair of governing board	Jayne Gregson
School Website	www.olsp.stoccat.org.uk
Multi-academy trust or company (if applicable)	St Teresa of Calcutta
Type of school	Primary
School category	Academy
Age-range of pupils	3 - 11
Trustees	St Teresa of Calcutta Trust
Gender of pupils	mixed
Date of last denominational inspection	19 th March 2018
Previous denominational inspection grade	Requires Improvement

The inspection team

Claire Harrison	Lead inspector
Marie Kwiatkowski	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

