



## Catholic Schools Inspectorate inspection report for **St Edward's R.C. Primary School**

URN: 105720

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

Date: 9<sup>th</sup> - 10<sup>th</sup> November 2022

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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

- The school has a lived catholic identity. As a result, pupils have a strong sense of self-worth, moral development is secure and respect for self and others are promoted.
- Pupils have a strong sense of belonging and pride in their school. They value and respect their peers and the adults who work with them.
- Pastoral support and behaviour for all, including the support and care shown to vulnerable pupils and those with SEND and their families, is exemplary.
- Staff are committed to St Edward's, and the school's strong sense of community arises from its embedded culture of respect for the wellbeing, rights and dignity of all.

What the school needs to improve:

- Staff to develop skills in helping pupils to plan and lead well constructed prayer and liturgy.
- Provide greater opportunity for more lengthy written responses and appropriate feedback in religious education, enabling children to produce work of a consistently high quality, with improved presentation and writing stamina.

## 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 .....

1

### Leadership

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

2



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is good. Pupils live and witness the school's four pillars of 'love, learn, smile and believe'. Pupils feel valued and cared for as unique persons who are made in the image and likeness of God. They are happy, confident and feel secure at St Edward's. The culture of welcome and reaching out to the poor and vulnerable, rooted in the teachings of Christ, is evident in the many interactions that take place around school. This is reinforced through use of 'family groups' which focus children on Catholic Social Teaching, in particular the call to care for our common home, shown further through the active participation of the school's Laudato Si' group. In response to a parishioner who visited the school to talk about their role within the parish, one pupil told us they were inspired to volunteer to become a Minister of the Word. Pupils demonstrate respect for themselves and others and have a well developed sense of respect for those of other religions, beliefs and none. The school has further developed the role of pastoral lead, ensuring provision and pastoral care are of the highest quality for all pupils, especially the most vulnerable. This was recently recognised when the school achieved the silver 'School Mental Health Award'.

All staff are actively involved and committed to witnessing to the mission statement across the curriculum and the whole of school life. There is a strong sense of community in the school, evident in the quality of relationships and culture of welcome, for example, in morning 'meet and greets' and within 'journey of hope' groups. One pupil said, 'I talk to people from the TTAf (Talk to a Friend) box - I find them and help solve their problems and worries.' The strong culture of welcome extends to all within the multi-cultural and multi-faith community,

including the most vulnerable. A parent said, 'They do what they say they are going to do. We can rely upon them... Every child is important to the staff.' Staff are positive role models in their relationships with each other and how they show love and care for the pupils. The provision for relationship and health education meets both statutory and diocesan requirements. The school has adopted the 'Life to the Full' scheme of work and staff have accessed relevant training.

Leaders and governors witness to the Church's mission as guardians of the Catholic life and mission of the school. This is viewed by leaders and governors as a core responsibility. Governors have a thorough insight into this aspect of school and are active participants in it. They are committed to their role and as a result, the school works in partnership with the diocesan bishop, who recently visited the community. The school is highly regarded by parents and families. It has highly effective strategies for engaging parents and carers, to the benefit of pupils. The school goes further though, and is actively and tangibly committed to supporting parents with their own needs and challenges. Bespoke support is provided for individual families at the point of need: the impact of this for one family meant that their children's attendance rates improved dramatically. Wellbeing is prioritised through an effective and extensive family support and pastoral care offer which includes all members of the school family, for example, regular coffee mornings include a multi-agency marketplace. Leaders, including the committed Headteacher, are inspirational exemplars of their respect for the dignity of workers and ensure that all decision making reflects this. A staff member summed up, 'We are blessed'. The whole of the taught curriculum, with Religious Education at its core, makes connections between discrete subject areas that support this understanding. Staff talk of the 'golden thread' that calls children to act upon their faith.

## 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



Pupils make good progress in knowing and remembering more relative to their age and capacity. As a consequence, they use their knowledge to reflect spiritually and to think ethically and theologically. To further improve, focus now needs to be on creating opportunities for extended pieces of writing in every year group across the school, reinforcing religious literacy and vocabulary. Pupils are able to work independently and take initiative when given the opportunity to do so. For example, in the Early Years, children were willing and confident to participate in re-enactment of the Sacrament of Baptism. Skilled Early Years practitioners supported and progressed learning due to the variety of creative opportunities provided for the children. Pupils engage well in lessons and show a willingness to improve their knowledge, understanding and skills. They enjoy their learning, therefore behaviour is good in lessons. Attainment is comparable to other core subjects and has improved over time. Greater focus in teacher feedback will provide pupils with a clearer understanding of how well they are doing, and what they need to do to improve, enabling pupils to make accelerated progress.

Most teachers are confident and skilled in subject knowledge and are committed to the value of religious education. Planning is linked to current assessment so that most pupils learn well and questioning during lessons is developing to identify where pupils are in their understanding. Improvements have been made to broaden the opportunity for pupils to present their learning using a variety of forms. For example, in key stage 1, pupils expressed sacred scripture in artistic form and were then able to clearly verbalise their understanding of the scripture meaning. Good quality resources are used effectively to optimise learning for the majority of pupils. The mixed age group in EYFS is well managed and planned to maximise children's outcomes. All children could navigate an appropriate age related choice of activity

relating to the learning focus. They could confidently and independently make a font with bricks and give a narrative of the Sacramental sequence. In upper key stage 2, a visitor from the St Vincent de Paul Society inspired children to consider sacrificial and servant leadership, prompting them to discern their own action as a result of their religious education learning. They asked, 'How does it make you feel when you serve the community?' provoking a thoughtful discussion and commentary from other class members. The activity was developed by analysing samples from sacred scripture which focused on service. Pupils would benefit from further opportunities to understand the structure of the Bible and the books within it.

All leaders ensure that the school curriculum is a faithful expression of the Religious Education Curriculum Directory (RECD). Their chosen scheme of work has been cross referenced to the RECD and assessment criteria. It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing; and scrutinised through work sampling at senior leadership and governor level. Professional development opportunities have been made available for all staff, for both subject knowledge and pedagogical development. The recent year group specific training provided by the Diocese has led to increased staff confidence and improved creativity and range of pupil activity. This has resulted in teaching that is good in most classes. Outcomes are improved by enriched opportunities such as external inspirational visitors and through opportunities to visit places such as the Marist Centre. The subject leader for religious education, supported by the headteacher, has a clear vision for learning and a good level of expertise in securing this. Sufficient opportunities are provided for learners to progress sequentially through subject content in readiness for the new Religious Education Directory.

## Collective worship

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

Religious education 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 respond well to experiences of prayer and liturgy; they participate through respectful reflection, joining in prayer and singing readily. In key stage 1, children concentrated for an extended period of time to the teacher's skillfully directed prompt of Remembrance. An improved profile of pupil leadership in prayer and liturgy, provided by the school, is engaging pupils deeply; leading them on the journey to full, active and conscious participation. Prayer and liturgy is appropriate to pupil age and capacity and pupils understand a rich variety of ways of praying that are part of the Catholic tradition. Pupil chaplains are integral to managing aspects of the liturgical year. They are proud of the contribution they make to the prayer life of the school. Pupils are able to recognise and talk about the ways in which prayer and liturgy influence the wider life of the school. For example, the Caritas Ambassadors organised a reverse Advent calendar and are writing letters to residents at a local care home. They understand how to reflect their experience of prayer and liturgy and turn this into action.

Prayer is routinely planned and is a central part of every school day, forming routine gatherings of pupils, staff and leaders. This daily pattern of prayer reflects the rhythm and prayer life of the church. Seasonally appropriate scripture is mapped across the Liturgical year – all leaders are models of good practice in prayer and liturgy. This extended to the Parish Priest who led the children in praying the Rosary during the month of October. The potential for pupils and staff to enhance the school's prayer and liturgy is developing. Music and other art forms are used in a way that enhances the experiences for participants and reflects the riches of the church. Pupils need to share their unique gifts and talents to further enhance the prayer and worship experience for all. The school makes good use of spaces available for dedicated prayer and most classes have high quality dedicated prayer tables. The school

provides regular opportunity for pupils to visit the local parish and for celebration of Mass. The parish priest has recognised the children's improved participation in the liturgy and resulting wider engagement at Parish Masses. Reconciliation services are provided during Lent and Advent for families – with appropriate signposting by the school – and a good attendance rate. A Parent commented, 'The parish is so welcoming – we see the teachers there and the governors go too, which is very encouraging.' Another parent said, 'Assemblies are open and welcoming to all parents.'

School policy on prayer and liturgy is fit for purpose, accessible and useful to staff resulting in consistent opportunities across school. Facilitating pupils with increased opportunities to write their own prayers as well as responding to the more traditional forms of prayer is needed to enhance pupil's participation in the prayer life of the school. Collective worship is inclusive. Staff and pupils pray together regularly, and prayer is seen as a central part to all school celebrations, for example prayer forms the start of every staff gathering. Leaders, including governors, are in the early stages of developing a revised strategy for building of the skills of prayer, and contemplative reflection as pupils progress through the school. The Liturgical year has been mapped against the requirements of the RECD and all Holy Days of obligation and other significant days are included in the school's timetabled calendar. Regular opportunities for professional development are offered to all staff for liturgical formation. As a result, more staff, including those who are not Catholic, have completed the Catholic Certificate in Religious Studies.



## Information about the school

Full name of school	St Edward's RC Primary School
School unique reference number (URN)	105720
Full postal address of the school	Rowland Way, Lees, Oldham, OL4 3LQ
School phone number	0161 6241377
Name of head teacher or principal	Patrick McMahon
Chair of governing board	Geoffrey Woods
School Website	www.st-edwards.oldham.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Salford
Gender of pupils	Mixed
Date of last denominational inspection	25 <sup>th</sup> April 2015
Previous denominational inspection grade	Outstanding

## The inspection team

*Martin Johnson	Lead inspector
Ruth Vayro	Team inspector
Jane Myerscough	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