



## Catholic Schools Inspectorate inspection report for St Wulstan's RC Primary School, Great Harwood

URN: 119646

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

Date: 1-2 March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>3</b>
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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	X
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 support and pastoral care provided by the school for the community and children is a key strength of the school. The school is a vital and appreciated part of the community providing so much more than just education.
- The school is highly inclusive and through its commitment to the most vulnerable offers an outstanding level of care to all in its community.
- The children are very active participants in the life of the school, displaying excellent behaviour and attitudes. They are fully inclusive and accepting, living the gospel values.

What the school needs to improve:

- Develop pupil independence and confidence in their religious education work, enabling them to ask and respond to appropriately challenging questions.
- Develop the schools liturgy and prayer policy to reflect recent progress in child led liturgy and to include a wider variety of prayerful opportunities for the children to lead and be involved in.
- To raise the status of curriculum religious education to ensure it is more thoroughly planned, sequenced and monitored and that it is timetabled and resourced appropriately.

## 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



As you enter St Wulstan’s and pick up a virtue stone, which give all visitors a sense of love and hope, you then enter corridors that celebrate the Catholic Life and Mission of the school. The mission statement is central to school life and is owned, celebrated and lived by all pupils and staff. It’s relevance in everyday life is seen throughout the school and has an impact on pupils’ active participation in their ministry. They are proud to attend St Wulstan’s and of the work they undertake in caring for the environment, the wider community and recognise they are part of a bigger world. The CARITAS ambassadors speak with enthusiasm about the work undertaken by the school – including the charity work, recycling plastic and collection of toys and uniforms. The GIFT team are proud to be ‘doing the work of God’ especially when helping to lead the prayer life of the school and sharing resources with others, such as the Valentine’s gifts made for the parishioners. The school environment is presented attractively, with high quality displays, inspirational quotes and areas that reflect the Catholic identity, as well as a sense of order that promotes pupils’ respect for their surroundings.

St Wulstan’s is a family centred school that exudes care and kindness with everyone working for the same goal. Good communication is appreciated and welcomed by parents who are proud to be part of this family who praise the support offered by the headteacher SENDCo and home school liaison officer. Food, clothing and toys are readily donated to the needy. The school behaviour policy expects high standards. Pupils are very clear on what behaviours are expected in school. More importantly they understand why these behaviours are important and how they link to the overall ethos of a Catholic school. Pupils are calm, polite, enthusiastic and interact well with each other, showing genuine care and compassion to all members of their community – especially those needing extra support. Virtues to live by feed into pupils’ understanding of how their actions affect

others. Pastoral care of pupils and their families is good, particularly for the most vulnerable, recognised by the pupils themselves. This has been evidenced through conversations with pupils, displays, staff interviews and parental feedback.

Leaders and governors are enthusiastic and effective in promoting the Catholic life of the school. They speak with pride and energy about how well their pupils engage with the school's mission. They display a clear vision and promote this by ensuring decisions are made to promote this such as funding the role of the Home School Liaison Officer. Parents see school staff as models of good practice in Catholic life and are supportive of the school. The curriculum across the school has been developed and planned with clear links to the pupils' spiritual, moral, and vocational development. Links are made to Gospel values and Catholic Social Teaching throughout the curriculum. The school leadership has been quick to implement the Diocesan 'Virtues Initiative' and is embedding it in the school effectively. It is a visible initiative, and the children can discuss and explain it well when questioned.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

### Provision

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

3

### Leadership

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

3



The quality of curriculum religious education at St Wulstan’s requires improvement. The school is not fully compliant with all requirements of the diocesan bishop as the minimum requirement of 10% timetabled curriculum religious education is not adhered to. The pupils at St Wulstan’s are extremely positive about school and very willing and enthusiastic participants in their learning journey and display excellent behaviour and attitudes throughout all observations. The variety of experiences in the curriculum is developing. However, the variety and depth of experiences offered to the pupils in school needs to be improved to help develop their religious literacy and encourage reflection and opportunities to think more deeply and theologically. Pupils are given the opportunity to learn about saints and stories from the bible but the older pupils need to be given more opportunities to use scripture and deepen their knowledge of how it can impact their lives, thoughts and actions in the present day. The pupils in school are very able but the standard of work in religious education does not reflect their ability and potential and is not comparable to standards in English. In addition the pupils who shared their work were unable to articulate a clear understanding of how well they were doing.

All staff at St Wulstan’s are fully committed to the pupils in their care which is evident in the quality relationships that exist. As a result the pupils are willing and able, eager for learning and new experiences. However, staff have not prioritised the teaching of religious education, where written work lacks evidence of a clear and robust journey from planning to delivery and outcomes and assessment are not clearly evident. Teachers have good subject knowledge but it is not intrinsically linked to the scheme of work adopted by the school. As a result teacher feedback lacks effectiveness in ensuring pupils understand what they need to do to make progress. In addition the curriculum needs to be developed to provide more creative experiences for the pupils, to use a variety of forms of expression to meet their differing needs. Teachers are skilled in making links from the curriculum

to the moral and spiritual development of the pupils in their care who as a result are all kind, well behaved and show real respect to all their peers and adults in the school community.

Whilst the school follow the recommended scheme for the teaching of religious education it lacks careful planning and depth of understanding for the majority of teaching staff. Training is required for staff to accurately understand the religious education curriculum, ensuring it is a faithful expression of the Religious Education Directory. In school policies, time is highlighted to be spent on each topic but the school are not ambitious enough when setting guidelines on how much work should accompany each topic. As a result pupils lack a depth of understanding of their work and standards are not as good as they could be. Leaders and governors are not ensuring religious education is comparable with other core curriculum subjects in terms of professional development, resourcing and timetabling. In addition leaders and governor's self evaluation of religious education is not robust or accurate as it is not informed by monitoring and secure analysis based on published recommendations. The leader's vision for religious education can be clearly articulated but the school are yet to make any measurable progress towards the aims and objectives they have set. Leaders accept standards are not compatible to other subjects and plans are in place to address the imbalance.

## 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

The quality of collective worship at St Wulstan's is good. The pupils are active and enthusiastic participants in the daily prayer life of the school and in the last twelve months the pupils in school have been given the opportunity to participate in and lead prayer and liturgy and they are eager to share their experiences. The pupils are very confident using the planning sheets and choosing readings and scripture to match the theme for the sessions they plan. In addition to the pupils leading liturgy and prayer sessions in their own classes some pupils visit the other classes weekly to lead prayers. The pupils are very confident leaders but now need to be empowered to plan, write and deliver these sessions independently. The behaviour and reverence of all the pupils was excellent in all sessions of liturgy and prayer observations. There are many different examples of liturgy and prayer however the school need to develop the use of silent reflection and mediation to fully enhance the quality and range of liturgy and prayer for the pupils. Pupils of all ages are knowledgeable of and confident to describe the church's liturgical year and articulate how it influences the liturgical and prayer life of the school.

Liturgy and prayer have become central to the life of the school and are embedded in the daily routines of pupils and staff. There is a daily pattern of prayer that clearly links to the priorities of the school and the liturgical calendar. Staff are skilled at planning and delivering quality acts of classroom liturgy and prayer however they need to develop opportunities for creativity and other art forms to further develop the experiences of all involved and reflect the riches of the Church. The headteacher has worked hard with the pupils to help them independently plan and lead well-constructed liturgy and prayer sessions. Leaders and all relevant staff have worked tirelessly to re-establish links with the local church following a period of instability. Recently many more opportunities have been afforded to the pupils to help them participate more fully in the liturgy and activities with the local parish. Parents feel positively involved in the prayer life of the school and

talk highly of the school and the experiences it affords their pupils and the wider community. Parental responses and comments from the inspection questionnaire were 100% positive regarding the provision of liturgy and prayer provided by the school.

The prayer and liturgical life of the school is led very well by the headteacher who is skilled in preparing the staff and pupils to deliver quality acts of prayer and worship. However, the pupils particularly need to be empowered fully as they now have the skills and knowledge to plan all aspects of liturgy and prayer throughout the school. In addition the school's policy on prayer and liturgy needs to be updated to reflect the progress being made by the pupils and to ensure a wider variety of prayerful opportunities are available to the pupils. The headteacher has ensured that liturgy and prayer are central to the life of the school and she has worked hard within the community to ensure school and parish are once more working together effectively. There is now a more robust plan in the timetable of school for opportunities to celebrate the Eucharist particularly at key times in the liturgical year and at significant moments within the life of the school. Governors recognise the importance of liturgy and prayer and are committed to supporting the headteacher to implement improvements.



## Information about the school

Full name of school	St. Wulstan's R.C. Primary School
School unique reference number (URN)	119646
Full postal address of the school	Rushton Street, Great Harwood, BB6 7JQ
School phone number	01254 884533
Name of head teacher or principal	Miss Fiona Hadfield
Chair of governing board	Mrs Rebecca Ramsay
School Website	www.stwulstans.co.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils: 4-11	4-11
Trustees: Salford Diocese	Salford Diocese
Gender of pupils: Mixed	Mixed
Date of last denominational inspection: 20/05/2015	20/05/2015
Previous denominational inspection grade: Good	Good

## The inspection team

Mark Mountcastle	Lead inspector
Claire Harrison	Team inspector
David Deane	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