



St John Fisher Catholic Primary School

URN: 105849

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

01–02 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

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

2

What the school does well

- There is a clear ambition and vision for high quality Catholic education for all which is known and understood by leaders, governors and staff.
- Relationships underpin the strength and ethos of the school; they are genuine, supportive and joyful and staff feel welcomed and cared for.
- Links with the parish are flourishing and appreciated by all.
- Pupils are polite, respectful and behave well in a calm, inclusive and happy environment.

What the school needs to improve

- Religious education needs to be accurately and rigorously monitored to ensure there are increased opportunities for independence and creativity.
- Ambition for all pupils, particularly those who may be more able, should be developed across school in all classes and by all staff.

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- Pupils should have increased opportunity to independently plan and lead prayer and liturgy in meaningful and relevant ways.

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

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

2

Pupils are confident in the identity of the school; they appreciate and participate fully in all opportunities offered. They can articulate feeling valued and are clearly proud of the school. Children are happy, confident, and secure. Jesus is at the centre of what they are taught, and they make links between His teaching and their own actions and responsibilities; they are beginning to understand what Catholic social teaching is and would benefit from broad and meaningful opportunities to purposefully embed this in whole school life. There is a clear commitment to learning about and respecting other faiths and cultures and they welcome opportunities to explore this meaningfully, with consistent use of mission books throughout the school. There are opportunities for pupil leadership provided which they enjoy and are enthusiastic about, including GIFT Chaplaincy, Caritas Ambassadors and School Council. These should now be developed to enable their Chaplaincy roles to have a wider impact on the school and wider community.

The mission statement is well embedded in school and is known and understood by all. The staff are committed to the school's mission and work well together to support the whole school community. There is a strong culture of welcome with investment in relationships central to the work of the school. All are welcomed, particularly those who are vulnerable. All staff and children feel valued and welcomed, regardless of faith, culture, or background, enabling them to fulfil commitments to their own faith. Staff are positive role models and work hard to support one another and the school community. A Caritas social worker works well with school staff to support vulnerable pupils, families, and members of staff. The school environment continues to be developed to reflect the Catholic identity of the school, including the development of an outdoor prayer garden. The school prioritise opportunities for spiritual and moral development of children through their whole child action plan. They use *Life to the Full* well to ensure a faithful teaching of the Church which meets statutory and diocesan requirements. This is well embedded and understood by the children.

Leaders and governors work well together to promote and improve the Catholic life and mission of the school. They work tirelessly to promote the Bishop's vision and participate fully in opportunities provided by the diocese including governor training and support, professional development opportunities and local federation groups. Their links with the parish are exemplary. There is a flourishing and dynamic relationship between the parish and the school which is recognised, valued, and appreciated by the school and parish alike. This is central to the work of the school and the parish priest is a well-known and valued member of the school team. Parents appreciate the efforts and work of the school to engage them in the holistic development of their children. Opportunities are planned and offered for the children to support the development of Catholic social teaching in the school and Caritas Ambassadors are beginning this journey to support the wider community. There is a clear commitment from leaders and governors to the highest level of pastoral care for all staff which is recognised and appreciated. There is a commitment to make meaningful links to incorporate a Catholic curriculum within other areas of the curriculum. Leaders and governors have worked hard to evaluate their provision and are open and honest about what they need to do to improve; where improvements have been identified, they have plans to address these which should, with continued commitment from leaders and governors to rigorous monitoring and evaluation, result in impact.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

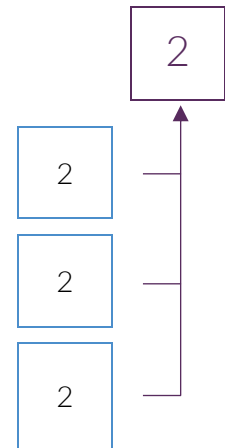
How well pupils achieve and enjoy their learning in religious education

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 knowledge, skills and understanding in religious education. Most pupils make good progress in knowing more and remembering more. Whilst pupils with special educational needs are well supported by adults in lessons, further work is required to adapt teaching to meet their needs. Most pupils talk with increasing confidence, are religiously literate and able to reflect spiritually. Whilst pupils work independently, the tasks provided are frequently scaffolded and do not provide them with the opportunities they would welcome to deepen their thinking and respond individually. There is increasing evidence of creativity being used in most classes which engages and inspires pupils. The children talked confidently about dance they had enjoyed earlier in the term, as well as the increased opportunities for art and drama. Pupils behave well in lessons and usually enjoy lessons but would benefit from consistently planned opportunities across all classes to express themselves in a variety of ways. As a result of high expectations, work is well presented consistently across school. Whilst pupils are proud of their work, they cannot always articulate what they need to do to improve. Pupils achieve in line with other core subjects and should now be challenged to achieve even greater outcomes.

Overall, teachers have good subject knowledge and an understanding of the value of religious education; this should now be used to further develop pedagogy enabling deeper learning and increased independence within religious education. Knowledge organisers are used across school and teachers can confidently talk about progression and expectation as a result of their use. Older children use these effectively to talk about and support their learning, but they are not as accessible for younger children. Parents appreciate and commented on how useful they are in helping them understand what their children are learning. Teachers use questioning well throughout lessons to establish what children know and remember. Feedback is provided but does not always result in improved outcomes. Teachers recognise the impact of religious education on the moral and spiritual development of all children, and this is evident in their whole child action plan. Time and space are increasingly used in some lessons to enable pupils to reflect. Children enjoy presenting their work in a range of forms and talk with enthusiasm

about them but they would benefit from more opportunities to present their work in a variety of ways. Adults are deployed effectively in most classes, supporting the most vulnerable. Where this is most effective, the staff work as a team and tasks are adapted to engage and motivate children who may find accessing their learning difficult.

There is a faithful commitment to the provision of religious education with the use of *Come and See* across school. There has been significant input in resourcing, monitoring and professional development opportunities to further strengthen and develop the teaching of religious education. The subject leader, supported by the headteacher, has a clear vision and ambition for religious education. Where teaching is not as effective in some areas, this is being recognised and further strategies and support should now be planned, implemented and monitored rigorously, to ensure teaching and learning is meeting the needs of all pupils, including those with special educational needs and/ or disabilities and those who are more able. There are opportunities provided to enrich their experiences and these are appreciated by staff, pupils and parents. The self-evaluation has been developed with leaders, governors and pupils to reflect on the strengths of the school and identify next steps and should continue to be rigorously monitored and developed.

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

2

Leadership

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

2

2

Pupils respond well to the opportunities for prayer and liturgy provided throughout the school week. They behave with respect and reverence in most classes and value the opportunity to reflect when this is provided. Pupils enjoy and welcome opportunities to undertake ministries, including setting up the altar, reading prayers and sharing reflections. The liturgical year is well known and understood, influencing the prayer life of the school. There is a clear pattern to prayerful opportunities, with music, artefacts, reflection, and mediation use effectively to engage children. The older pupils would now welcome additional opportunities to prepare prayer and liturgy independently and creatively, ensuring there are meaningful links between scripture and their daily lives. Prayer has been developed across school and pupils appreciate a wide range of opportunities, including assemblies, achievement worship, school Masses and 'Share and Shine' assemblies. They should now be further supported to independently understand the call to action from prayer and liturgy.

Prayer and liturgy are central to the life of the school. There is a daily pattern of prayer which has been well developed over time and reflects the rhythm of the prayer life of the church. There is a wide range of opportunities for prayer within the Catholic tradition and children know the appropriate responses and use these consistently. The use of scripture is being well developed and is central to prayer and liturgy. Most staff are models of good practice and engage fully in all opportunities. Whilst pupils are being supported to plan and lead prayer and liturgy, this is currently over-scaffolded, and they would benefit from developing independence and creativity in these opportunities. Music is used to enhance prayer and liturgy across school and this is enjoyed and appreciated by pupils and staff. There is a commitment to the prayer life of school through prayer focus areas in each class, the use of altars in class liturgies and the development of a prayer garden. Families participate in prayer and liturgy opportunities throughout the year.

The school's policy is well developed and there is a commitment to meaningful opportunities including linking Gospel and British values across school. Whilst there is a strategy for progression across school, including the new directory guidance, there is limited evidence at present to show the impact of this. There

is a clear commitment to the sacraments, holy days of obligation and key times in the liturgical year. The school is well supported by the parish priest and lay helpers in providing opportunities for children and staff to regularly access Mass. Professional development has been well planned and leaders should now rigorously monitor the impact of this in improving provision and opportunities for all pupils. Prayer and liturgy have been well resourced across school to develop moments of reverence for children.

Information about the school

Full name of school	St John Fisher Catholic Primary School
School unique reference number (URN)	105849
School DfE Number (LAESTAB)	3545203
Full postal address of the school	St John Fisher Catholic Primary School, Stanycliffe Lane, Middleton, Manchester, M24 2PB
School phone number	01616433271
Headteacher	Nicole Hadfield
Chair of Governors	Jayne Sullivan
School Website	www.st-johnfisher.rochdale.sch.uk
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	4-11
Gender of pupils	Mixed
Date of last denominational inspection	20 th June 2016
Previous denominational inspection grade	Good

The inspection team

Sinead Colbeck	Lead
Helen McGrath	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