



# Guardian Angels Roman Catholic Primary School

URN: 105334

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

05–06 February 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with all requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement from the last inspection

## What the school does well

- The authentic Catholic welcome and love offered to all at Guardian Angels acknowledging Christ's presence in one another.
- Staff, leaders and governors ensure the dignity and well-being of all at Guardian Angels.
- The behaviour and positive attitude of pupils exemplifies their pride in being part of the Guardian Angels community
- Leaders, including the subject leader, have a clear strategic vision for their next steps in the development of religion throughout the school.
- The relationship with the parish has a positive impact upon the school, particularly the support of the parish priest that is highly valued by all.

## What the school needs to improve

- To ensure that all staff have robust planning and a teaching and assessment cycle which leads to consistently good and increasingly outstanding practice and outcomes.
- To ensure that pupils can clearly articulate how their experience of prayer influences them and inspires them to action.
- Ensure that the actions, intentions and direction of all is consciously rooted in the mission of the school that is clearly understood, lived and evidenced by all.

## 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

1

2



Guardian Angels is a good school where children recognise their distinctive Catholic identity and actively participate in the Catholic life and mission of their school. Pupils have a deep respect for one another and care for ensuring that every person is treated equally, offering them the best opportunities within the school and beyond. Pupils clearly show that they are valued and cared for as unique persons made in the image and likeness of God. The school community is committed to following the teaching and example of Jesus as expressed in the Gospels and the social teaching of the church. Pupils are actively engaged in responding to the demands of Catholic social teaching, especially supporting those locally, but require further experience of articulating the theology that underpins their actions. Pupils demonstrate respect for themselves and for others. Behaviour is generally at least good in lessons and throughout the school. Pupils value the chaplaincy provision and actively participate in opportunities provided by the school, but require further understanding into the reasons for doing this and the impact that their actions have upon themselves and others.

The children know the school's mission statement and are given opportunity to revisit this and to explore the meaning for the school. However, children need to have a deeper understanding of the mission and the impact that this has upon their own lives. Staff are fully committed to the implementation of the mission across the curriculum and school life. Their service to the school and to the community clearly demonstrates this. The school goes the extra mile to provide an exceptionally supportive and joyful community for each of its members, valuing all without exception and acknowledging Christ's presence. Everyone is welcomed, especially those who are the most vulnerable. Staff are exemplary role models for their pupils. They show love and care for their pupils, they consistently bear witness to the school's Catholic life and mission and they

provide the highest level of pastoral care for their pupils. Chaplaincy is strong in supporting the life and mission of the school. There are a range of well planned and effective opportunities for the spiritual and moral development of pupils and staff. The school is making good use of the environment and is exploring further methods to expand this use over time.

Both leaders and governors are fastidious in their duty as guardians of the Catholic life and mission of the school. They are determined in the pursuit of this mission and are models of Catholic leadership. The development of the Catholic life and mission of the school is a core leadership responsibility. Therefore, policies and procedures demonstrate the Catholic identity, charisma and mission of the school. The school works hard to ensure a flourishing partnership between the school and the local parish. The school has highly successful strategies for engaging with parents/carers to the obvious benefit of the pupils. Parents spoke about the 'welcome, care and exceptional love' that was consistently shown to their children. Parents feel that they are 'listened to and part of Guardian Angels community'. Leaders demonstrate a high level of commitment to care for the common home and to the service of those in greatest need. They ensure that their decisions reflect the dignity of workers and are highly committed to the physical and mental well being of staff. Governors are highly committed to the school and lead by their example, offering challenge as well as support. There are clear example of rigorous monitoring and evaluation leading to the school being very informed of the next stages required in their development towards being an outstanding Catholic school. This includes regular professional development that has a noted impact upon the quality of the Catholic life and mission of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

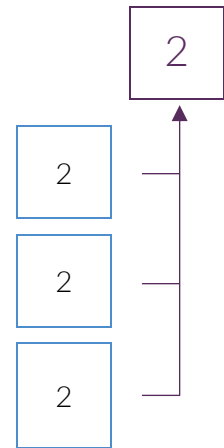
How well pupils achieve and enjoy their learning in religious education

**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



Over time, pupils are developing secure knowledge, understanding and skills. They make good progress in knowing more, remembering more and doing more when measured against the planned curriculum for each year. Pupils achieve well in all age phases but this is not yet outstanding based upon the starting points, experience and potential of the pupils. Pupils are aware of religious commitment in everyday life and are able to display this in their actions. Pupils now need to be fully aware of the reasons for their actions and the significant impact that these can have upon both themselves and others. Pupils have a good level of religious knowledge and are able to use some subject specific vocabulary. Pupils generally concentrate well and are able to work independently, but at times, this does require some prompting from the teacher. Well presented pupil books show signs of emerging individuality and creativity. Pupils are encouraged to strive to improve. When pupils are fully engaged in lessons they are reflective and committed to improving their knowledge, understanding and skills. Most pupils enjoy religion lessons and approach their learning with interest and enthusiasm. Behaviour is mostly at least good because most pupils engage with their learning. Attainment is generally above other curriculum subjects and sustained over time. Further work is required with both pupils and staff to recognise and demonstrate expected attainment and to be able to evidence this clearly in pupil outcomes.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. They are committed to the value of religious education and they communicate this effectively to their pupils. Planning links to pupils' current assessment; however, teachers should develop their skills in thoroughly assessing pupil knowledge and skills in order for pupils to know what they need to do in order to progress further. Pupils do not understand clearly what they need to do in order to make progress in their learning at all times. There are opportunities for pupil reflection in lessons and pupils have the opportunity to present their learning in a variety

of forms to meet the differing needs of classes. High quality resources are available to optimise learning; however, the use of other adults within lessons requires careful planning to ensure that they are offering the highest level of support for pupils in every lesson.

The religious education leader is highly enthusiastic and able to articulate clearly the vision for the development of religious education throughout the school. He has effectively supported staff in the development of religion throughout the school and ensured that this is a high priority for the school at all times. He has a good level of expertise that effectively improves teaching and learning in religious education resulting in teaching that is at least consistently good throughout the school. Leaders have ensured that high quality professional development is in place for the development of both subject knowledge and pedagogical development. There is a well planned curriculum in place that allows learners to develop sequentially through the subject content. Pupils have engaging enrichment activities that enhance learning opportunities. Evaluation of religious education is thorough and honest and clearly identifies the steps that are required in order for this to become consistently outstanding throughout the school.

## 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

Prayer is clearly an important part of Guardian Angels school and pupils respond well to the experience of prayer and liturgy provided for them. The pupils reflect in silence, they are attentive and respond enthusiastically to prayer and engage well in communal singing. Pupils clearly understand a variety of ways of praying. Effective use is made of scripture, symbols, reflection and liturgical music. Pupils work well with others to prepare engaging experiences of prayer and liturgy. They willingly undertake this ministry and are beginning to have involvement in the evaluation of prayer and liturgy. Pupils now need to have a deeper understanding of their actions and choices and to be able to clearly relate their choices to scripture and the liturgical year. Pupils recognise the importance and significance of prayer throughout the school day and can articulate how their actions are having an impact upon the wider life of the school, such as with the opportunities to lead prayer on the playground and a variety of prayer and liturgy sessions throughout the school year. Pupils are able to speak with confidence about the actions they have undertaken but do not yet have the same confidence in explaining why these actions have been undertaken.

Prayer and liturgy is central to the life of the school and is a key part of gatherings of pupils, staff and leaders. There is a naturally embedded pattern of prayer that reflects the prayer life of the church. There is a clear balance between routine and innovative times of prayer. All pupils are able to engage with prayer and liturgy and are enthusiastic in their participation, particularly with singing. Carefully chosen scripture from the Bible is always a central part to prayer and liturgy. Both staff and pupils are very confident in finding appropriate text from the Bible. Exploration of the meaning and understanding of scripture is undertaken and time allowed for developing this understanding and appreciation of God's word. Many staff are inspiring models of exemplary practice who engage with and lead prayer and liturgy. Staff are becoming more skilled

in helping pupils to plan and lead well-constructed prayer and liturgy. Music is a key element of prayer and liturgy used effectively to enhance the reflective and prayerful nature of the experience for participants. The school has made effective use of the spaces available both within and beyond the classroom, recognised by pupils as 'special' and 'places where we can go to talk to God' and for 'quiet times where we can think'. Families feel well supported in developing their child's prayer life. The school has a flourishing relationship with the parish to support pupils participate in the liturgy more fully, supported through the strong relationship between the school and the parish priest.

The school has carefully formulated a new and effective policy on prayer and liturgy that is fit for purpose. It is accessible to staff who use it as a reference point when preparing prayer and liturgy. Leaders understand the skills of participation that their pupils have and have a clear strategy for building up these skills as they progress throughout the school. Pupils regularly celebrate Mass throughout the school year and a well-planned calendar for the school year offers a wide range of prayer and liturgy experiences. Professional development for prayer and liturgy has been a clear focus for the school that has supported development of all staff. As a result, staff clearly understand the centrality of prayer and liturgy to the life of the school. Pupil leaders are undertaking opportunities to lead within prayer and liturgy and are developing this role. They now need the opportunity to understand the reasons for their choices and actions and the impact that these have upon their leadership and upon others. The school is well equipped with resources for prayer. Self-evaluation is accurate and clearly identifies the next steps to take for the school in developing prayer and liturgical experiences for all.



## Information about the school

Full name of school	Guardian Angels Roman Catholic Primary School
School unique reference number (URN)	105334
School DfE Number (LAESTAB)	3513320
Full postal address of the school	Guardian Angels Roman Catholic Primary School, Leigh Lane, Elton, Bury, BL8 2RH
School phone number	01617644014
Headteacher	J E Davies
Chair of governors	David Jackson
School Website	<a href="http://www.guardianangels.bury.sch.uk">www.guardianangels.bury.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2024
Previous denominational inspection grade	Good

## The inspection team

Carl McIver	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