



St Kentigern's Catholic Primary School

URN: 149453

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

07–08 March 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

1

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

- St Kentigern's has developed a deeply caring Catholic culture in which the quality of relationships and welfare are outstanding. Consequently, the school is deservedly proud of the way this aspect of their mission is brought to life, and the very positive impact this has on the school life of the pupils.
- Pupils' knowledge, skills and understanding in religious education are well developed, and they reach good standards with strong outcomes by the time they leave the school. They are enthusiastic about religious education and enjoy their lessons.
- The children have very positive attitudes to prayer and worship, and they greatly value the central role this has in the school. As a result of the emphasis the school places on this, liturgies and other aspects of collective worship greatly enhance the faith development of the pupils.

- Under the strong and passionate leadership of the headteacher, the school has developed a cohesive and committed staff team. They come together with a shared sense of purpose, ambitious for the school on its journey of improvement.
- The pupils of St Kentigern's have good attitudes to learning and behave outstandingly well. Using the strong role models of the adults who work with them, they treat each other with respect, kindness and encouragement.

What the school needs to improve

- The school is developing the role of ambassadors. This provides the opportunity to broaden the impact of these groups to allow the pupils greater ownership and autonomy to plan, lead and direct these activities, throughout the school. This applies also to collective worship, where pupils can take a greater part in the preparation and delivery of prayer and worship.
- To provide greater consistency in religious education so that the high standards seen in parts of the school are reflected throughout. To achieve this, the school should focus on providing more opportunity for creative and individual responses, to improve the place of questioning to challenge and reinforce learning and to use assessment strategies to enhance adaptive teaching.

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

1

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

1

1

Catholic life and mission at St Kentigern's are outstanding. Pupils, parents, staff and parish all live out their school mission 'We Learn and Pray in Faith and Love', confidently expressing the school's identity and articulating its values. It is a deeply caring school. All pupils are overwhelmingly positive about the school, stating that they enjoy school and feel safe and confident. Pupils' behaviour is exemplary, and they display enjoyment and pride for school life and the 'family' community created. Pupils are actively engaged in supporting those in need locally including Wood Street Mission and Mini Vinnies bringing Faith into Action. All pupils are given opportunities to become actively involved in the parish by attending whole school Masses. Their participation truly enriches, and significantly enhances the Catholic life and mission of the school. There is clear evidence that the life and mission of the school are deeply rooted in the Word of God. There is a true, and lived sense of community which can be seen through the high level of support, especially for the most vulnerable.

St Kentigern's had a clear sense of community evident in the relationships between all. Staff are passionate and dedicated to ensuring that St Kentigern's is a place of harmony, with Christ at the centre, resulting in the high levels of pastoral care, love and academic guidance. The outstanding level of care and commitment is further echoed by parents, with one remarking; 'the school is a family'. The provision for relationships, sex and health education (RSHE) is carefully planned to ensure that it fully meets both statutory and diocesan requirements.

The headteacher, ably supported by the leadership team and governors, provides an outstanding quality of Catholic ethos and culture. She recognises the talents within her staff team which allows them to grow and develop. The senior leadership team is motivated to

continuously develop the Catholic Life of the school. The development of Catholic Life is viewed as a core leadership responsibility and time is given to appropriate effective training of all, including structured support for those new to teaching. The governing body has a wide range of skills, knowledge and understanding and is fully involved in the Catholic Life of the school. They are extremely proud of the school's achievements, and the rapid journey of improvement it has been on. Leaders and governors understand the importance of the school within the wider community and have fostered an array of links between home, school and parish. Children and families receive a very positive welcome when they join the school community. St Kentigern's reaches out in an impressive way to support families and children to meet their needs. Policies and structures are in place, which clearly provide the highest levels of pastoral care for staff. Leaders and governors are extremely effective in carrying out their duty as guardians of the Catholic life and mission of the school. The school is developing the leadership roles of the pupils. They are capable of taking a greater responsibility to lead and direct the activities of these groups, and to evaluate the impact of their work.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

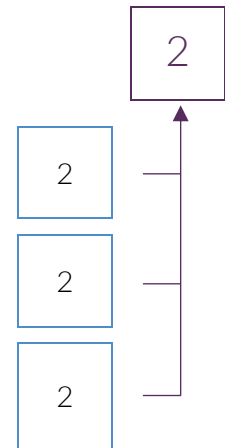
How well pupils achieve and enjoy their learning in religious education

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



Outcomes for religious education are good. The Early Years Foundation Stage provides an excellent start to life for pupils. As a result of the nurture and quality of care provided by staff, pupils thrive. Pupil outcomes are good and progress over time is visible in books. They make good progress in knowing more and remembering more and can speak confidently about what they have been learning over time. In Year 6, pupils were observed using scripture to tackle challenging subjects such as the true meaning of the bread of life. One pupil told his teacher that, 'Jesus helps to nourish us spiritually when we need Him.' Pupils enjoy lessons and work in books is neat and well presented. Behaviour for learning is good and pupils listen attentively. Teaching is consistently good and is occasionally outstanding. Talking partners were observed to be appropriate and to support teaching. Pupils have developed a strong knowledge of scripture, which is used as a central thread in all lessons. They know the liturgical year very well. Sometimes, pupils work is limited by the use of restrictive worksheets and greater consistency in providing the opportunity for more pupils to take full ownership in their own learning will enable more creative responses. Attainment in religious education is at least in line with other core subjects.

Provision for religious education is good. Teachers have good subject knowledge in religious education. Staff create a positive climate for learning with pupils being encouraged to support and help each other. Children's knowledge is reviewed at the start of a lesson to reinforce prior learning. Check in and check outs are used effectively to monitor pupil's knowledge and understanding of each topic and refine teaching appropriately. Adaptations are regularly made for pupils, including the use of other adults to support learning including for those who have special educational need and/or disabilities. Teachers' questioning and facilitation of class conversations in class are good. The place of questioning in the classroom can be developed

further to probe and challenge the children in their learning and inform assessment and adaptive teaching. In early years, pupils were given time to reflect on how they would grow in love with Jesus, which they did well. The use of 'Robin' questions observed in books is supporting the school's work on deeper critical thinking. However, inspectors observed some missed opportunities to address misconceptions or challenge less-focused answers from pupils. Displays of religious education around school celebrate pupils' achievements with references to scripture prominent thus enabling pupils to become religiously literate. To further improve teaching, school should use the existing talent and practice within school to share best practice in order to improve consistency.

Leadership in religious education is good. Leaders and governors are dedicated and determined to see continuous improvements in the quality of religious education. Leaders ensure that the working environment of the school is of a very high quality. Professional development opportunities are considered a high priority and many staff have accessed internal training or attended external diocesan programmes. Religious education timetabling fulfils and is faithful to the *Religious Education Curriculum Directory*. Leaders and governors have ensured that the curriculum it is comparable to other core subjects. The curriculum has been planned sequentially including opportunities to challenge critical thinking. The resources available to teachers are of a good quality because senior leaders have consistently committed significant funds to the subject. Pupils have experienced quality enrichment opportunities through visits to places such as the Laudato Si and Marist Centre. The subject leaders are passionate and are striving to embed their vision for teaching and learning. Colleagues speak highly of their work and the support provided for them. Consequently, teaching is rarely less than good. However, the monitoring of religious education needs to be more robust to ensure that all findings are addressed by staff.

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

Pupil outcomes in collective worship are good. The school's collective worship policy states that "Collective worship at St. Kentigern's is an invitation for all members of the school community – children, staff, parents and Governors – to reflect on God's presence in our lives." The central place of prayer and liturgy in the school reflects this statement. Pupils enjoy praying. They respond positively to the liturgies provided by adults and their classmates. During all opportunities for collective worship, pupils participate with reverence and make thoughtful contributions. Pupils behave well in collective worship sessions and are attentive, supportive and encouraging to others. They love to contribute to liturgy and reflect on scripture and themes in a meaningful way. This is consistent with the school's policy where it states that "Staff and pupils are encouraged to pray with thoughtfulness and with respect" and provides a strong platform to increase the pupils' opportunities to grow in their leadership in prayer. Pupils are given the chance to contribute to, and enjoy, a variety of experiences including reflection on scripture, periods on silence and meditation, and participating in liturgical music and hymns. The amount and depth of involvement for the children to engage in liturgical ministries can be increased. Ambassadorial groups such as the Mini Vinnies, the Eco Team and the Bible group could increasingly use assemblies to articulate their vision, raising awareness of how liturgy can influence the school's drive to have an impact on the world we live in. Pupils have a good understanding of the Church's liturgical year. They can talk enthusiastically about the ways that this links to scripture, and how this influences the prayer life of the school.

Provision in collective worship is good. Prayer and liturgy at St Kentigern's are planned effectively, offering the pupils a range of experiences to engage and grow in faith. Collective worship is timetabled appropriately. Pupils are active in preparing and delivering liturgies to peers in their own classes and in a few cases, to both classes in their year group. The school's

collective worship policy states that, "Children's achievements and celebration of their gifts and talents are celebrated in the weekly 'Good News' Assembly." This happens in a lively and engaging way. Scripture is used to enhance philosophical enquiry, linking work done in religious education to prayer. For example, pupils reflected on a piece of scripture from which they concluded that God does not tempt us. Others explored the dilemmas of Christ's experience in the garden of Gethsemane. St Kentigern's makes good use of the space available to provide prayer within classrooms, in the "Dream Space" and outside the school building in the wonderful Prayer Garden which caters so powerfully for all faith backgrounds. The parish priest is highly involved in the provision of opportunities for prayer and the sacramental journey of the pupils. He is greatly valued as a governor.

Leadership in collective worship is good. The school uses the 'Gather, Listen, Respond, Go Forth' planning grid to prepare their collective worship. and this was seen to be used by the children who had planned liturgies in their class floor books. The school has been proactive in seeking advice on how to improve collective worship for staff and pupils. The leadership of the school should now ensure that opportunities are extended to give older pupils more responsibility for leading prayer and liturgy across the whole school. This could be incorporated into the work currently taking place to improve and extend the role of ambassadors. St Kentigern's policy on prayer and liturgy is well formulated and fit for purpose. It is accessible and useful to relevant staff who refer to it often. Leaders, including governors, ensure there opportunities to celebrate the Eucharist, particularly at key times in the liturgical year and at significant moments within the life of the school. Members of the school community and parents are able to attend Mass. Leaders of St Kentigern's, including governors, prioritise the professional development of all staff and ensure that the provision of resources to support liturgical formation is given a high value. This is well planned and effective. As a result, staff and children understand and witness the importance of prayer and liturgy.

Information about the school

| | |
|------------------------------------------------|------------------------------------------------------------------------------------------------|
| Full name of school | St Kentigern's Catholic Primary School |
| School unique reference number (URN) | 149453 |
| School DfE Number (LAESTAB) | 3525200 |
| Full postal address of the school | St Kentigern's Catholic Primary School, Bethnall Drive, Fallowfield, Manchester, M14 7ED |
| School phone number | 01612246842 |
| Headteacher | Madeline Muldoon |
| Chair of Local Governing Body | Gerry Hodson |
| School Website | www.st-kentigerns.manchester.sch.uk/ |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | Emmaus Catholic Academy Trust |
| Phase | Primary |
| Type of school | Academy |
| Admissions policy | N/A |
| Age-range of pupils | 2-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 23 rd June 2016 |
| Previous denominational inspection grade | Outstanding |

The inspection team

| | |
|------------------|------|
| Damian Harrison | Lead |
| James Graves | Team |
| Vannessa Knowles | 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 |