

St Charles Roman Catholic Primary School

URN: 119650

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

11–12 June 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 meets the 10% requirement of teaching religious education, as laid down by the Bishop's Conference.
- There are no additional requirements for primary schools set out by the Diocesan bishop.
- The school has responded fully to the areas for improvement from the last inspection.

What the school does well

- Pastoral support for pupils is a key strength of the school.
- Relationships at all levels show love and care. All members of the community bear witness to the school's Catholic life and mission.
- Pupils are engaged in religious education lessons, showing respect and enjoyment.
- The relationship between the local parish, school and families is outstanding.

What the school needs to improve

- Deepen pupil understanding and leadership in responding to the demands of Catholic social teaching and the care for our common home.
- Ensure that teacher feedback always ensures that pupils know how well they are performing in religious education and what they need to do to improve.
- Leaders and governors to implement a regular and robust monitoring schedule for aspects of religious education and prayer and liturgy.

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

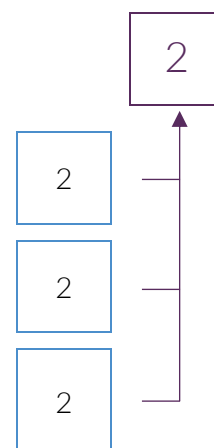
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

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



Pupils at St Charles Roman Catholic Primary School understand the Catholic identity and mission of their school. The strap line, 'Bring forth Christ' and the newly developed values, based on Gospel values, are known and lived by all. Pupils demonstrate respect for themselves and others. They are happy and confident children who know they are valued and cared for. Pupils understand how they contribute to the school's Catholic life and they willingly accept their responsibility to fulfil that mission. Opportunities are available for pupils to be leaders in a variety of roles: these include membership of the *Growing in Faith Together* (GIFT) team, school council and Eco-warriors. Year 6 pupils are particularly proud of their pastoral role, working with the pupils of Class 1 on the *seeds and gardeners* mentoring project. Further work and opportunities need to be undertaken with all pupils, so they are knowledgeable about their responsibility to care for our common home. They need to understand the importance of Catholic social teaching and know why we are called to serve others. The school should now further develop the role of pupils in leading prayer and liturgy across the school, and monitor the impact of this on the spiritual life of all pupils. Pupils' behaviour is good in lessons and around school.

All members of the school community are committed to the implementation of the school's mission statement, believing it is lived and witnessed throughout the school and in their daily lives. The interim appointment of an executive headteacher, working with the head of school over the last academic year, has ensured the Catholic life and mission of the school is a priority and its importance understood by all. The '*Bring Forth Christ Award*', is an example of staff encouraging pupils to live out and be witnesses to the school mission. Staff provide the greatest of care for all pupils with pastoral care being a strength of the school. The full-time inclusion lead

is instrumental in ensuring families are able to access many services and there are strong links with the outreach services available. Relationships within the staff group are very strong, with staff showing support and care for each other. Parents and carers are very positive about the welcome the school extends to all, including those of other faiths, and the opportunities given for them to be involved in many aspects of school life. The relationships, sex, and health education (RSHE) provision meets both statutory and diocesan requirements, with the scheme supplemented recently with the *Ten: Ten* programme, *Life to the Full*.

Leaders and governors are committed to promoting the Church's mission and developing the faith life of the pupils. The partnership between the school and the parish is central to the Catholic life of the school. With the demolition of the parish church in recent times, the school hall is converted, at weekends, to become a Mass centre for the community. This has enabled the school and parishioners to develop strong links, and parishioners are regular visitors to the school. The parish priest is a welcomed and valued visitor to St Charles. The staff are extremely positive about the support and care they receive from the leaders and governors of the school and believe their well-being and workload has a high priority. This was noted in the staff questionnaires that were returned during inspection. Next steps for leaders and governors is to plan and support pupils in their understanding of Catholic social teaching, and the importance of supporting those in the greatest need. There are plans to add information to the school's website, including resources and photographs of the many liturgical events undertaken by pupils and staff at St Charles in order to showcase the school's ethos and further reflect the Catholic identity and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

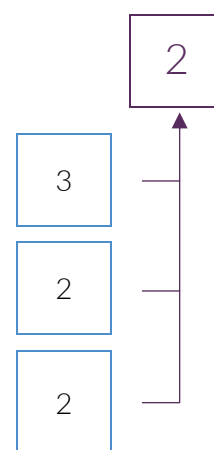
How well pupils achieve and enjoy their learning in religious education

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



Pupils enjoy their religious education lessons. They listen with interest and respond well to questions asked of them. They show great care and respect for each other, and can work well both collaboratively and independently. This was seen, during inspection, in a Key Stage 1 class where pupils were able to share confidently with each other their knowledge of the events of Pentecost and make links to the previous Sunday's Gospel. Across the school, a focus must now enable all pupils to have greater opportunities in the use of recall and feedback strategies to consolidate previous learning, developing secure knowledge and understanding. The use of religious vocabulary by pupils is limited in the majority of lessons observed and in discussions of their religious education work. Pupils understand the marking system used for religious education but have a limited understanding of how well they are doing, how to improve their work and the progress they have made. Assessment systems have recently been introduced, over the last two terms, therefore progress is difficult to track for pupils. The quality of some pupils' work across the school is inconsistent, and often poorly presented. Behaviour observed during inspection was good across all lessons as pupils show respect for their teachers and each other.

Teachers are confident in their subject knowledge. The *Come and See* programme is followed by all classes and resources, are used well. During inspection it was evident, in some lessons, that religious education impacted upon the moral and spiritual development of pupils. The school value of forgiveness is a theme for the current term and was given discussion and reflection time in both lessons and in prayer and liturgy. In a minority of lessons observed, feedback and recall

strategies are used to develop pupils' knowledge and understanding, but this is inconsistent across the school. Further work is needed, to support teachers in providing a variety of different ways in giving feedback so that pupils know how well they are doing and what they need to do to improve. Pupils must also make better progress in developing secure knowledge and understanding in religious education. The *Faith Journey* floor books are attractive and extend work seen in books, showing a variety of creative and engaging learning in religious education lessons. Moderation of religious education work has taken place with other leaders across local Catholic schools. The current collaboration with staff from St John Southworth, Nelson has benefitted pupils and staff at St Charles. It has enabled expertise in religious education to be shared across both schools.

Leaders and governors are committed to ensuring that religious education is comparable with other core subjects. Religious education is given the required time. Over the last academic year, leaders and governors have been striving to ensure that professional development for this subject, for all staff, has priority, and staff have attended many programmes offered by the diocese. Professional development for religious education has also taken place in-house, and from visiting speakers. The current leadership team, who are the subject leaders, have a vision for this subject and are aware of the next steps to take in the further development of this subject. Governors are regular visitors to the school and correctly identified the need for further support for St Charles. Teaching and learning in religious education has become a priority for discussion in all governor meetings and reports. Governors need to ensure that a regular and robust monitoring programme and feedback strategies are in place for religious education, so they are fully aware of the next steps for progress in this subject and have identified ways to improve outcomes for all pupils.

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

3

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 experiences of prayer and liturgy provided by the school and in class *Celebration of the Word*. They showed reverence and respect in the services observed during inspection. Each class has a prayer area as part of their religious education display, which reflects the liturgical year, though pupils stated these are very rarely used for private prayer. Pupils writing their own prayers is evident in some books and the prayer board in the main corridor displays pupils own private petitions. Pupils are able to recall Catholic traditional prayers and know some ways of praying that are part of the Catholic tradition, however they must now be given opportunity to experience a wider range of prayerful experiences. The opportunity for pupils to participate, plan and lead prayer and liturgy in classrooms is limited. The GIFT team are enthusiastic in their role and participate in leading readings and prayers in whole school services, but would benefit from opportunities to work collaboratively with other pupils to plan and lead prayer and liturgical services across both key stages and so impact on the spiritual life of all pupils.

Prayer life is appropriately planned at St Charles Roman Catholic Primary School with pupils able to talk about the daily pattern of prayer that takes place. All staff are good role models to pupils as they actively participate and lead prayer and liturgy, demonstrating the impact of the professional development that has taken place for collective worship over the last academic year. Further monitoring is needed by the leaders of the school to observe class prayer and liturgy sessions to ensure that these services do not turn into a teaching lesson and to avoid the question / answer approach observed in some of these sessions. The liturgical year is well planned out, with class Masses taking place every two weeks and a whole school Mass each half term. The head of school leads weekly *Lectio Divina* sessions with the GIFT team, preparing these pupils to share this Christian practice of scripture reading and meditation across the school. In

addition, a weekly Rosary session takes place organised by a member of staff, and pupils are encouraged to attend by the GIFT team. The school makes good use of the spaces available, including providing prayer spaces within classrooms and the *Window Worship* room, a space dedicated to prayer. Staff work with families to include them in the prayer life of the school and they are invited to all liturgical service that the school provides.

Leaders and governors recognise the importance of prayer and liturgy for the development of the faith life of the school. The school has a policy on prayer and liturgy. It is a useful document, but does not include a strategy for the building up of the pupils' skills as they progress through the school. An annual plan of provision for the liturgical year has been developed which details the frequent celebrations of the Eucharist and the key feasts in the church's year. This plan is displayed on the school website. Opportunities for the professional development of all staff in the delivery of prayer and liturgy and other liturgical services has been an ongoing priority over the last academic year. The impact of this work can be seen in the confidence of teachers in delivering the Celebration of the Word and the participation of staff in the many liturgical services, including those that take place outside of school hours. Leaders, with the parish priest, have planned the sacramental programme, and meetings take place weekly. The next step for leaders, including governors, is to regularly review the quality and impact of prayer and liturgy and seek the views of pupils in their own evaluation.

Information about the school

Full name of school	St Charles Roman Catholic Primary School
School unique reference number (URN)	119650
School DfE Number (LAESTAB)	8883752
Full postal address of the school	St Charles Roman Catholic Primary School, Knowles Street, Rishton, Blackburn, BB1 4HT
School phone number	01254 886110
Headteacher	Jemma Stuttard
Chair of governors	Monica Walczak
School Website	http://www.st-charles.lancs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	Good

The inspection team

Fiona Robinson
Emma Graves

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