



St Willibrord's Roman Catholic Primary School

URN: 105540

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

15–16 October 2025

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 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

Partially

2

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The diocesan bishop has no additional requirements for primary schools.
- The school has responded to two of the three areas for improvement from the last inspection, by ensuring that pupils respond to marking and feedback consistently, to improve outcomes; and providing opportunities for staff to deepen knowledge and spiritual awareness.

What the school does well

- St Willibrord's Catholic Primary School reaches out to all faiths and cultures, and inclusion is a strength of the school.
- The school supports parents and carers effectively, who in turn, feel their children are well supported, guided and cared for.
- In religious education lessons, good questioning from teachers and the recall of prior learning is a strength.
- Pupils show reverence and respect during collective worship services.

What the school needs to improve

- Ensure self-evaluation, through rigorous monitoring and analysis, leads to effective improvements to enhance the life and mission of the school.
- Develop assessment procedures, linked to the new directory, so they clearly demonstrate the progress the children make across the school.
- Continue to develop class prayer and liturgy so that these sessions are of a consistently high quality and include opportunities for leadership and participation 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

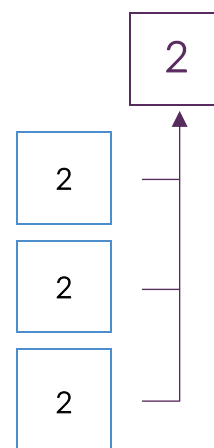
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 Willibrord's Roman Catholic Primary School understand and participate in the Catholic life and mission of the school. They recognise their role in contributing to the faith life of the school and talk with enthusiasm about their different experiences. They are happy and confident children who know they are valued and cared for. Pupils have opportunities to take on leadership roles and responsibilities and contribute to the mission of the school through membership of The *Growing in Faith Together* (GIFT) team and the *St Willibrord's Action Team* (SWAT). All pupils can talk about the charity work school is involved in, which includes, raising funds during Lent for Caritas, bake sales and collecting items for the clothes and food bank. They would, however, relish the opportunity to develop their skills further and lead on a wider range of activities. Pupils demonstrate a respect for themselves and others, particularly those of other faiths. As one child stated, 'everyone is welcomed and no-one is left out.' Although pupils understand they follow the teachings of Jesus, they need to be supported in developing their understanding of their personal responsibility for improving and caring for God's home and working for the common good.

The school's mission to 'Grow in God', supported by nine value statements, is proudly displayed in all classrooms and around the school. St Willibrord's is a joyful community, with pupils and staff showing care, love and respect for each other. Pupils of all backgrounds, cultures and beliefs are welcomed to St Willibrord's school. Staff provide pastoral care to all, showing a commitment to supporting the most vulnerable and recognising Christ's presence in everyone. The school's resource provision unit is a specialist provision for pupils with additional needs; these pupils are welcomed, valued and cared for. Conversations with parents demonstrated the

appreciation they have for the generous feeling of warmth and love for their children and particular care for the most vulnerable. Parents of other faiths value the support their children receive. Leaders ensure resources are used to support vulnerable pupils with a full time inclusion co-ordinator in post, and the employment of outside specialists to support vulnerable children. The school environment reflects the school mission. The school has adopted the '*Journey in Love*' scheme to deliver relationships and sex education lessons. It meets both statutory and diocesan requirements and is faithful to the teachings of the Church.

Leaders and governors are committed to the school's Catholic mission, recognising it as a core leadership responsibility. They ensure all policies and procedures reflect its identity. The headteacher's welcome, on the school website, reflects the priority given to proclaiming the Catholic identity of the school. There are close working relationships with the diocese, and all staff are encouraged to attend training, participating in the services they offer. School works closely with the local parish, and a priest of the parish is a regular visitor to school supporting staff in the faith development of the pupils. Staff feel they are well supported by senior leaders and feel their well-being is a priority. The early career teachers are highly complementary of the support, care and guidance they receive. A greater demonstration of the commitment to care for our common home needs to be displayed by leaders and governors and so develop and influence pupils to accept their own personal responsibility. All governors need to be actively involved in the school self-evaluation process, so they have an even more accurate picture of the strengths and priority areas for development. Pupils also need to be involved in the school's evaluation of its Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

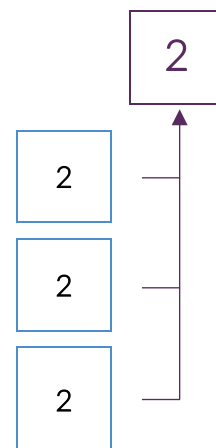
How well pupils achieve and enjoy their learning in religious education

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 learning in religious education and are developing secure knowledge and understanding. They speak confidently when answering questions in lessons with a good level of religious literacy, however they are less confident when sharing their knowledge and understanding in one-to-one discussions with adults. In lessons, they show great care and respect for each other and work well both independently and collaboratively. Work in most religious education books is neat and well presented, but in Upper Key Stage 2 there is an over reliance on artwork to support recorded work. In a Key Stage 1 class pupils were able to reflect on the importance of being guardians of God's world and the role they play in its protection. They can share and display early ethical and spiritual understanding. Pupils know how to improve their work and can articulate the school's marking policy but have a limited understanding of how well they are doing and the progress they have made. Behaviour observed during inspection was good across all lessons. Attainment compares favourably with other core curriculum subjects over a three- year period. Pupils would benefit from further opportunities to develop their own questions to enhance their learning and understanding, and so increase their independence, and curiosity.

Teachers are confident in their subject knowledge and the programme, '*Lighting the Path*', used in school, adheres to the *Religious Education Directory*. Questioning is used effectively in lessons and demonstrates where pupils are in their understanding. Feedback and recall strategies are used well across all lessons and are helping pupils to develop secure knowledge. There is an emphasis on the acquisition of key vocabulary across the school and lessons observed demonstrated teachers encouraging pupils to respond to questions using the new religious terminology. Teachers recognise the importance of their teaching on the moral and spiritual development of pupils: for example, pupils in lower Key Stage 2, on studying the concept of

human dignity, had opportunities to discuss how to consider and care for other's feelings. Teaching assistants are well deployed in the majority of lessons and contribute effectively to the teaching and learning of pupils. Pupils would benefit from teachers providing a variety of creative activities, and adapting resources, so that pupils can present their learning in a variety of ways. Planning is not always linked to pupils' current assessment and leadership recognise the development of assessment strategies and the recording of pupils' progress to support the new framework is an area for development.

Leaders and governors are committed to ensuring that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. It is given the 10% required time. Leaders have consistently developed teaching in religious education so that teaching and learning in this subject is good overall. The subject leader is confident in her role, supporting all staff in the delivery of religious education including those teachers new to the profession. The self-evaluation grading of religious education is accurate and an action plan for this subject is in place. The development of religious education is the number one priority on the school improvement plan demonstrating leaders and governors' commitment to the strive for outstanding practice. Professional development opportunities are made available for all staff, and this includes attending training with the diocese. The newly appointed religious education governor is enthusiastic to visit school. He is yet to undertake learning walks and see examples of teaching and learning in this subject. Developing a more regular monitoring programme, including the moderation of pupils' work, is an area that leaders and governors need to prioritise; this will support further developments in the teaching and learning of this subject and improve outcomes for all learners.

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 at St Willibrord's Roman Catholic Primary School respond to the experiences of prayer and liturgy provided by the school. They showed reverence and respect in the services observed during inspection, singing joyfully and with enthusiasm. There is a daily pattern of prayer, and pupils know and are able to recite traditional Catholic prayers. At whole school Masses, pupils have the opportunity to participate through being involved with the readings and prayers of intercession. Pupils recognise the importance of prayer and are given opportunities to write their own prayers and to undertake spontaneous prayer, which was a strength of the services observed during inspection. The GIFT team enjoy their role in working with other pupils on the 'stay and pray sessions' which take place weekly. Leaders need to continue developing the work with the GIFT team, so they have greater opportunities to work with other pupils and become confident in independently planning, delivering and evaluating theirs and others work. Though some services observed during inspection involved pupils reading from scripture and reading prayers, this needs further development. All pupils need support and guidance to take on leadership roles and participate in class prayer and liturgy so that everyone can undertake liturgical ministries with confidence.

Prayer life is appropriately planned at St Willibrord's with pupils able to talk about the daily pattern of prayer that takes place. The liturgical year is planned so that holy days of obligation, significant celebrations and key feasts such as the feast of St Willibrord and other important occasions in the liturgical year are celebrated. Families, governors and parishioners are actively included and welcomed to all school services. Whole school acts of worship include all staff members providing opportunities for their spiritual development and as good role models to pupils they actively participate in and lead prayer and liturgy. The headteacher shares his musical talents in these services which enhances the experience for all present. A prayer area is

established in every classroom. The school prayer room is a place of calm and is conducive to prayer and spiritual reflection for staff and pupils alike. Some aspects of worship seen during inspection had elements of a lesson, therefore losing the opportunity for the pupils to be immersed in a prayerful time. Further professional development is required in this area, so that teachers become highly skilled in planning and leading class prayer and liturgy and so in turn confidently help pupils to prepare and lead these sessions.

Leaders and governors recognise the importance of prayer and liturgy for the development of the faith life of the school. An annual plan of provision for the liturgical year has been developed which details the frequent celebrations of the Eucharist and key feasts in the church's year. The school has a detailed policy on prayer and liturgy; however, it needs to include a strategy for the building up of the pupils' skills as they progress through the school. Leaders and governors are being creative in how they involve parents and carers in the prayer life of the school. During the inspection, parents were invited to their children's classrooms to celebrate their work, and the session ended with pupils and staff leading a prayer and liturgy session. A monitoring programme and evaluation of services delivered is required by leaders and governors in order to ensure that prayer and liturgy opportunities are of a consistently high quality. Further development would be to include the views of pupils as part of their own reflection and evaluation of the services they prepare. Leaders and governors have ensured that provision for whole school celebrations of the word is a priority and is appropriately resourced.

Information about the school

Full name of school	St Willibrord's Roman Catholic Primary School
School unique reference number (URN)	105540
School DfE Number (LAESTAB)	3523472
Full postal address of the school	Vale Street, Clayton, Manchester, Greater Manchester, M11 4WR
School phone number	01612239345
Executive headteacher	N/A
Headteacher	Mr Carl McIver
Chair of Governors	Mr Peter Welsh
School Website	www.st-willibrords.manchester.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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	23 January 2018
Previous denominational inspection grade	Outstanding

The inspection team

Fiona Robinson
Caroline Boden

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