



Catholic Schools Inspectorate inspection report for St Edmund's, Little Hulton, Salford

URN:135307

Carried out on behalf of the Right Rev. John Arnold, Bishop of Salford on:

Date:17th and 18th January 2024

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.5) 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	✓	
The school is fully compliant with all requirements of the diocesan bishop	✓	
The school has responded to the areas for improvement from the last inspection	Fully	

Summary of key findings

What the school does well

- The mission statement is lived out by all in the school community.
- Pastoral support for both pupils, staff and families is a key strength of the school.
- Staff feel valued by the leadership team and governors. Relationships are extremely positive.
- Pupils' behaviour is outstanding. Children are happy and confident and know they are valued and cared for.

What the school needs to improve:

- For leadership to continue to provide a variety of different ways of giving feedback to pupils to ensure they know how well they are performing in religious education and what they need to do to improve.
- Continue to focus on improving the delivery of class prayer and liturgy so that that all services are of a high quality.
- Ensure a regular and robust monitoring schedule is in place for both religious education and class 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:.....

2

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



The mission statement is known, understood and loved by all pupils at St Edmund’s school. It is displayed in every classroom and recited each morning as part of the school’s daily prayers. The pupils understand that the school and their community are committed to following the teachings of Jesus. They demonstrate a deep respect for each other and pupils of other faiths within the school. One pupil stated, “Jesus would love to have us as his disciples because our faces show kindness, love and respect for other people”. Pupils’ behaviour in lessons and around school is outstanding. They are happy and confident children who know they are valued and cared for. Pupils are able to talk about the various charities they are involved with. They are very proud of their work with local food banks and the outreach work they undertake with local care and nursing homes. They recognize their role in caring for God’s world. Across the school, all pupils are involved in projects which care for our common home. These include annual visits to the diocese’s Laudato Si’ Centre, working with the RHS Garden Bridgewater and Incredible Education, which supports horticultural teaching and learning in schools. Further development is needed with the chaplaincy provision in order for more children across the school to participate in the opportunities they provide.

All members of the school community are committed to the implementation of the school’s mission statement and believe it is lived and witnessed throughout the school and in their daily lives. All staff are very proud to work at the school. Relationships and pastoral care for all pupils, staff and families are key strengths of the school. Parents are very complimentary about the school. They know the school’s mission statement and values and are fully supportive of it. Staff feel valued and appreciated and talk about the “strong family team” and the excellent relationships within the

school community. All staff are excellent role models for pupils. The school supports parents and carers, including the most vulnerable, very effectively and they in return feel supported, guided and cared for. The full-time family support worker is instrumental in ensuring families are able to access many services and there are strong links with many outreach services. The relationships, sex and health education (RSHE) curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

All leaders, including governors, bear witness to the Catholic life and mission of the school and view it as a core responsibility. They are committed in their pursuit of the 'common good' and serving those in the greatest need. Governors ensure they attend all relevant training, including diocesan training, and keep detailed records. They are regular visitors to the school and conscientious in their work, producing detailed documents that demonstrate both support and challenge to the leadership of the school. The leadership of this "family school" have ensured that all in the school community, including parents and carers, feel valued and welcomed. The parish priest is a regular visitor to the school and works closely with all staff and governors to support in developing the faith life of the pupils. The staff are extremely positive about the support and care they receive from the leaders and governors and believe their well-being and workload has a high priority. Professional development of staff is seen as important and all staff are encouraged to attend training to further their skills and knowledge. Self-evaluation by school leaders is accurate, though further opportunities need to be developed for pupils to become involved in evaluating the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

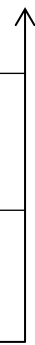
The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils are developing secure knowledge, understanding and skills which reflect the requirements of the *Religious Education Curriculum Directory*. The *Come and See* programme is followed by all classes and is well planned to support the mixed age classes that operate throughout the school. Pupils enjoy their religious education lessons. All age groups demonstrate interest in these lessons and are keen to share their ideas. They show great care and respect for each other. They particularly enjoy their bible studies, which is timetabled in addition to religious education lessons. This allows pupils to pray and meditate on the scriptures. The “Big Questions” curriculum compliments the work of religious education and this work, particularly in Years 5 and 6 , show the pupils evaluating and reflecting on the big questions of life. Behaviour is outstanding because all pupils are engaged in their learning. In religious education lessons pupils produce good work, which is well presented, and as a result they achieve attainment in line with other core subjects. Pupils enjoy a variety of ways of presenting their learning and they are able to talk about what they have learnt in religious education. Further work is needed however, to support teachers in providing a variety of different ways in giving feedback to ensure pupils know how well they are doing and what they need to do to improve. Pupils would benefit from opportunities to develop their own questions to enhance their learning further.

Teachers are confident in their subject knowledge appropriate to the phase in which they are teaching. Joint planning of religious education lessons takes place across the key stages. This ensures consistency of approach across all classes and gives teachers opportunity to share their ideas. Resources, including adults, are used well. Questioning, by teachers, is used at the start of lessons to recap prior knowledge and to further understanding. Scripture is displayed around the

school and references to scripture and passages from the Bible are evident, as teachers strive to ensure that all pupils are religiously literate. A variety of activities to support and enhance learning is evident in religious education books. The key “driver words” to extend learning taken from the *Come and See* programme are evident in all books and across the key stages. Teachers ensure that the religious education curriculum has a positive effect on the pupils’ moral, and spiritual development. In a Year 1 and 2 class, the teacher, in retelling the parable of The Good Samaritan, made great efforts to develop the feelings of compassion in the children, stressing the importance of being kind to others and to helping those in need. Consistency of approach is evident in religious education across all key stages. The religious education working walls and prayer areas, in all classes, display the current work being undertaken.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Religious education is given the required time. As St Edmund’s operates mixed age classes across the school, leaders have ensured that the religious education curriculum is planned so that pupils progress sequentially and receive the same curriculum content and experiences across year groups. Leaders have consistently developed teaching in religious education so that teaching and learning in this subject is good. Governors are regular visitors to the school, monitoring standards and evaluating current practice. The professional development of the staff is a high priority and staff have opportunity to attend many of the religious education programmes offered by the diocese. The religious education subject lead attends diocesan training and delivers the key messages to all staff through staff training. The school’s Catholic Self-Evaluation Document (CSED), with regards, to religious education, is an accurate reflection of the school’s current position. Leaders need to ensure that a regular and robust monitoring programme is in place for religious education. This will further improve teaching and learning and improve outcomes for all pupils.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

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

3



Pupils respond well to the experiences of prayer and liturgy provided by the school. They show reverence and are respectful. They understand there are a variety of ways of praying, including the use of scripture, silence, meditation and liturgical music. The *Lectio Divina* method is used to pray with scripture and pupils are taught how to meditate and pray when contemplating key passages from the bible. Each class has a prayer area as part of their religion display, which reflects the liturgical year. The Growing in Faith Team (G.I.F.T.) work collaboratively with teachers and each other in planning prayer and liturgical services. They are developing in their roles to help all pupils in planning class prayer and liturgy so that everyone can undertake liturgical ministries with confidence. Next steps for pupils is to reflect on the experiences of prayer and liturgy. They need to evaluate the impact of these services and how they can be improved. Pupils have the opportunity to be involved in school masses that take place throughout the year. Each class, in turn, has an opportunity to be involved and plan parish weekday masses throughout the year. Pupils also have the opportunity to be involved in parish family mass on Sundays. Both parents and governors reported these masses are well attended and stated it is always “standing room only”.

Assemblies, class prayer and liturgy and whole school Masses take place on a regular basis. Leadership of the school ensure that pupils attend Mass on key feast days, significant celebrations and other opportunities during the year. To encourage the faith development and prayer life of all families, school have developed “prayer bags” which are taken home each weekend. This initiative has been very successful. Pupils and parents talked about how they are used within their families. A permanent dedicated prayer space has been created to allow small groups to pray. It is also a working space for the GIFT team to plan their services. Staff now need to continue to develop class prayer and liturgy so that these sessions are prepared and led by all class pupils. During the

inspection there was some good examples of class prayer and liturgy where the class teacher as facilitator, allowed pupils to lead with readings, prayers, and opportunities for quiet reflection. However, it was not consistent across the school. Leaders need to ensure that class led prayer and liturgy is more robustly monitored and evaluated.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the school community. The school calendar is planned so that holy days of obligation, key feasts and other important occasions in the liturgical year are celebrated. Leaders, with the parish priest, have planned the sacramental programme. These meetings and services are well attended. Leaders and governors have ensured that assemblies, phase prayer and liturgy services and class worship take place on the weekly timetable. Appropriate resources and artefacts have been purchased and used in these services. However, a more detailed prayer and liturgy policy needs to be developed so that it is a useful and effective document, impacting on the work of staff who prepare prayer and liturgy. Further professional development and support for staff is required in this area so that all class prayer and liturgy is well planned and effective. Opportunities need to be provided for all pupils in every class to lead prayer and liturgy sessions. A clear strategy for building up these skills of participation would support pupils as they progress through the school. The headteacher has correctly identified, in the school improvement plan that prayer and liturgy is an area for development and focus.

Information about the school

Full name of school	St Edmund's Roman Catholic Primary School
School unique reference number (URN)	135307
Full postal address of the school	St Edmund's RC Primary School Queen Street Little Hulton M38 0WH
School phone number	0161 921 2940
Name of head teacher or principal	Ms Laura Moran
Chair of governing board	Mr Kevin Machell
School Website	https://www.st-edmunds.salford.sch.uk/
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11 years
Trustees	Salford Diocese
Gender of pupils	Mixed
Date of last denominational inspection	11 th July 2016
Previous denominational inspection grade	Outstanding

The inspection team

Fiona Robinson

Lead inspector

Danielle Ellison

Team inspector

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