



Our Lady and St Hubert's Roman Catholic Primary School

URN: 119645

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

28–29 November 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 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

2

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant with any additional requirements of the diocesan bishop.
- The school has fully met all of the areas for improvement from the previous inspection

What the school does well

- A strong sense of community at St Huberts is tangible: the welcome received by all is warm and sets the foundations for positive and joyful relationships at all levels.
- The quality of pastoral care for all within and beyond the school community promotes a strong sense of ownership and belonging and ensures all members of the school family feel valued and loved.
- Pupils' behaviour and attitudes to learning is exceptionally strong enabling them to fully engage with all aspects of learning in religious education.
- The range of opportunities provided for children to lead and influence the life of the school.
- The close reciprocal partnership between the school and parish.

What the school needs to improve

- Ensure teachers use a variety of stimuli to enhance learning and teaching in religious education, including Art, Music and drama.
- Improve feedback in religious education so that all pupils know how well they are doing and how they can improve further.
- Clarify expectations for progression in collective worship, facilitating greater opportunities for the younger pupils to lead as well as participate.

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

St Hubert's provides pupils with a high level of understanding of gospel values, and as a result, they are well prepared for life as active Catholics in the modern world. Love for God and each other is the cornerstone of this community of learners, who recognise the worth of each individual and educate children spiritually, morally, and socially. The school's mission, 'Believe to Achieve: Love God, Love Learning, Love One Another', sits centrally at the heart of the tireless work to support each unique child of God. Staff are thoroughly committed to the mission; they greet families and children warmly, demonstrating outstanding concern. The inclusion process is loving and compassionate, tailored to individual need, and gives all children opportunities to experience success. Families with vulnerable children are supported to access wider services and are included in decision-making, ensuring the best opportunities are opened up for children. Children's mental health and well-being are very well supported. Pupils told us they each have a key adult who they can turn to for extra support and guidance. The pastoral offer enables the most vulnerable pupils to access specialist intervention and support weekly and sometimes daily. One parent told us, 'The children can bring home a teddy prayer bear to practice praying at home and to promote wellbeing in our families through kind thoughts and support for each other.' Children clearly articulate their sense of feeling secure, loved and happy at this school. They value each other as children of God, describing with pride the values of their school. Older pupils told us excitedly about their 'Gardeners and Seeds' initiative where they support transition into school for EYFS pupils, modelling impeccable behaviour and guiding them to show how they love God and each other, by caring for each other in their play and learning. A pupil commented, 'we get to see what the younger children are learning, and we get a chance to share our own learning. It's fun, and I look forward to it'. Pupils are proud to take on leadership roles. They support a wide range of charitable groups nationally,

internationally and within their community. Working with the local foodbank, the British legion, and towards the 'Live Simply Award'.

The environment explicitly signals Catholicity; displays, prayer stations, and class altars are beautifully maintained, providing opportunities for quiet reflection and contemplation. The Growing in Faith Together team work enthusiastically alongside leaders to facilitate the celebrating and understanding of Catholic traditions practiced throughout the liturgical year. Each week in the worship assembly, children respond to the Pope's invitation to come closer to God through the prayer that Jesus taught His disciples. by saying the Our Father with Christians from all over the world. Care for our common home (Laudato Si') anchors the curriculum in the richness of gospel values. For example, the eco team are repurposing plastic bags as bricks to build outdoor prayer huts. Relationships, sex, and health education is taught using the Diocesan and DFE approved *Ten:Ten Life to the Full* scheme.

Through policies, procedures and practice, leaders ensure every interaction that happens between individuals is both sensitive and attentive to the dignity of that person and in the spirit of their mission. As a result, children can reach their potential within a safe and happy environment. Staff told inspectors that leaders prioritise their physical and mental wellbeing and they feel well supported. Governors demonstrate great commitment to their role. Engagement with the Diocese is strong, and leaders attend CPD, updates and training. Governors are involved in school self-evaluation, meeting regularly with staff and pupils. This helps them to both challenge and support school leaders.

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

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

2

Pupils' behaviour and attitudes to learning are exceptionally strong, and this enables them to fully engage with all aspects of their religious education lessons. Pupils talked about their learning within religious education with great enthusiasm and shared their interest in the topics studied. For example, through their work on the Saints, pupils had an extensive knowledge of their own patron saint, St Hubert. Pupils could recall prior learning in some detail, retelling elements of the creation story. They were respectful when discussing other faiths such as Judaism, giving clear definitions of vocabulary such as 'Shabbat'. Religious education books show a good quantity and range of work and workbooks reflect outcomes in line with other core subjects.

Leaders have ensured that the *Religious Education Directory* informs the planning for and delivery of religious education and how these elements will enable pupils to come to a deeper understanding of the word of God. Recapping prior learning is now a fundamental part of the teaching and learning process, and from this, teachers can see how pupils have built on their prior knowledge. The subject leader has ensured that a 'Check in and Check out' process is established to support with both formative and summative assessments. Teaching across the school is good overall, and most teachers are confident with their subject knowledge in religious education. Teachers' skilful questioning addresses misconceptions and enables deeper thinking and reflection on key ideas and concepts from pupils. For example, a child's initial literal response to a piece of scripture was explored further by the teacher to help the pupil clarify their understanding. In all the sessions observed teachers ensured space and time were given for quiet reflection and personal prayer. Progression within religious education is developing over time from the training and support given to staff. Staff talked very positively about the support they receive to teach religious education effectively, saying, 'Our planning and delivery is much more consistent. Scripture is always included and religious vocabulary much stronger.' Vulnerable pupils, and those with additional needs are supported discreetly and appropriately.

The school has worked hard to ensure they have a full complement of governors. The renewed governing board meet regularly and are energised and committed to taking the school forward. The new Chair has sought out an experienced mentor to support with their induction into the role. Governors take a full and active part in the schools strategic planning for religious education and talk confidently about their training, explaining how it gave them a clear overview of what should be in place for the school to continue to improve. Governors articulated the range of activities that they undertake to hold leaders to account. For example, they have set up a curriculum working party to work closely with the headteacher and subject leader and have commenced evaluation of the full breadth of the school's curriculum offer in religious education. Governors shared their findings from a wide range of evidence including work scrutiny, pupil voice and examining outcomes in relation to religious education and other core subjects. They commented that they feel the school has, 'equipped pupils with the life skills they need to succeed at high school and beyond'. Through regular monitoring, the subject leader identifies support for teachers, both experienced and new to teaching, and offers invaluable guidance and advice. CPD from a range of external providers has increased staff confidence and consistency in teaching the religious education curriculum. Leaders and governors have ensured that the school has begun curriculum mapping for religious education in line with the new *Religious Education Directory*. In one year group, the school is trialling the new resources from the new Directory with some success.

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

Collective worship is a regular part of the life of the school, and is enjoyed by both pupils and staff. Alongside a twice weekly class based collective worship session, whole school worship led by the Growing in Faith Together team provides a joyous experience for the school community. Pupil leaders set up the worship space and lead the majority of the prayers. All pupils join in community prayer willingly, sing hymns enthusiastically, joining in with the actions. In all of the collective worship sessions observed, there was care and attention given to both mood and setting. Investment in appropriate resources is evident and the range of artefacts available provide opportunities for pupils to both lead and participate. Pupils in key stage 2 regularly plan and lead class based collective worship which follows the 'gather, listen, respond, go forth' structure supported by the Cafod resources. In some classes, pupils evaluate the quality of the collective worship session with the teacher to improve future planning. Pupil voice evidences that children know they can turn to members of staff to support them with the planning and delivery of collective worship. Inspectors witnessed silence, reverence and reflection in all collective worship sessions. For example, in one session, children were asked 'How can you be like Jesus?'; hearts and pebbles were shared, and an opportunity to reflect silently given whilst listening to the words of a hymn.

Prayer and liturgy are central to the life of the school. Collective worship planning documents identify key scripture to be linked to the appropriate liturgical season or theme. An annual prayer and liturgy calendar is prioritised to ensure that alongside daily prayer and worship there are opportunities for children to celebrate Mass for the major feasts of the liturgical calendar. Each class plans and leads elements within a Mass with the parish during the course of the school year. Classrooms and shared spaces have dedicated areas that provide a clear focus for prayer and reflection. These are of a consistently high quality across school. All staff confidently and reverently model the practice of taking part in prayer and liturgy. The children see this good practice and emulate their behaviours in class and in assemblies. The school liaises closely with the parish to co-lead the Sacramental programme. The link governor works closely with the

parish, and through this close collaboration, the parish community have taken the unique step of altering Mass times to encourage greater attendance of children and families.

The school policy on collective worship has been formulated by governors and senior leaders. New and experienced staff use this as a reference point when preparing prayer and liturgy. The recently implemented prayer and worship guidance is clear and followed by all. Staff at all levels spoke positively about the opportunities for professional development and formation that they had received. They told inspectors that their confidence in the planning and delivery of collective worship was stronger following training by the subject leader and the use of a structured framework. Leaders have allocated significant time and resource to support the effective planning and delivery of collective worship. The school development plan and associated collective worship action plan illustrate commitment to a robust cycle of monitoring and evaluation to enact continuous improvement. For example, the subject leader has observed and worked alongside new teachers to ensure a consistent structure to collective worship sessions across school. Attention is taken by leaders to ensure the liturgical cycle of the church is prominent and celebrated within the daily life of the school. Governors are well informed about provision and outcomes in this area through first hand experiences of collective worship in school.

Information about the school

Full name of school	Our Lady and St Hubert's Roman Catholic Primary School
School unique reference number (URN)	119645
School DfE Number (LAESTAB)	8883746
Full postal address of the school	Our Lady and St Hubert's Roman Catholic Primary School, Hallfield Road, Great Harwood, Blackburn, BB6 7SN
School phone number	01254885778
Headteacher	Julie Brooks
Chair of governors	Sarah Allen
School Website	www.sthuberts.org.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	19 th October 2016
Previous denominational inspection grade	Outstanding

The inspection team

Mylene McGuire
Chris Horridge

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

