



# Holy Saviour Catholic Primary School

URN: 119654

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

Date: 31st January–01 February 2024

## Overall effectiveness

The overall quality of Catholic education provided by the school

3

### 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

3

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

## Summary of key findings

### What the school does well

- Leaders, staff and governor commitment to Holy Saviour is a strength of the school. They value and respect all in the school community.
- The mission and motto of the school are well known and lived out by all.
- The school supports parents and carers effectively who in turn feel their children are well supported, guided and cared for.
- Pupils have a strong sense of belonging and pride in their school. They are well mannered, polite and considerate of others.

### What the school needs to improve

- Leaders need to ensure that all staff are skilled in supporting pupils to plan and lead well-constructed prayer and liturgy.

- Leaders need to ensure regular monitoring activities in prayer and liturgy are followed up to ensure strategic improvements are made.
- Leaders and governors need to further develop pupils' understanding of their role in and commitment to our common home and the common good, ensuring they have opportunities to put this into practise at the service of others.

## 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**

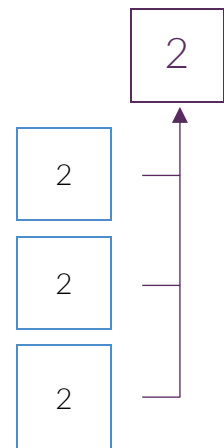
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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



Holy Saviour is a happy and welcoming school and the pupils, staff and governors are proud of their school. The mission statement and school motto are displayed in every classroom and around school. The mission statement is well known by pupils who are able to say what it means to them. Pupils demonstrate a respect for each other and pupils of other faiths. Pupils' behaviour in lessons is good. They are happy and confident pupils who know they are valued and cared for. Pupils have opportunities to take on leadership roles and responsibilities and contribute to the life of the school. All pupils can talk about the charity work they are involved in which includes raising funds for the local hospice, the Caritas charity during Lent, and the November Poppy Appeal. The Growing in Faith Together (GIFT) team and Caritas Team are very eager to further their work in the school and they need support in leading other pupils to ensure that all participate in the opportunities they provide. Although pupils understand that they follow the teachings of Jesus and need further opportunities to develop their understanding of improving and caring for God's home and working for the common good and why we are called to serve in doing this.

The mission statement is known, lived and witnessed throughout the school. All staff display loyalty and support for the school and show care and service for each other. All are welcomed and there is a strong sense of community reflected in relationships. Staff are positive role models for pupils and pupils recognise the love and care they show for them. Staff say that they believe Holy Saviour school makes a difference to the pupils, 'we change their lives'. Leadership ensures that the needs of all pupils are met. Pastoral care is very strong and there is a clear commitment to the most vulnerable, through the school's full-time family support officer and access to a variety of outside agencies and services, including a special educational needs coordinator and

an educational psychologist. The school has a welcoming and engaging Catholic environment. Within the relationships, sex and health education curriculum the co-ordinator has ensured that the scheme of work is well planned. The school has adopted the *'Journey in Love'* scheme to deliver these lessons. It meets both the statutory and diocesan requirements and is faithful to the teachings of the Church.

The development of the Catholic life of the school is a priority for both leaders and governors. Policies are in place to provide the highest levels of pastoral care for staff, pupils and families. Resources are used effectively to support those pupils and families in the greatest need. The staff questionnaires were positive about the support and care they receive from leaders and governors of the school. Parents are very complimentary about the school. They commented that staff are approachable and friendly and they, 'go above and beyond' for all families and knew they could approach the school for support, if needed. Parents recognise the high level of care and nurture for their children. Senior leaders encourage and foster a strong partnership with the local parish. The link governor for religious education is committed and conscientious in her work to support the school and meets with the religious education subject lead. However, moving forward, all governors need to be more actively involved in the school self-evaluation process, so that they have an even more accurate picture of the strengths and priority areas for development within the school. They would also benefit from attending up to date diocesan training.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

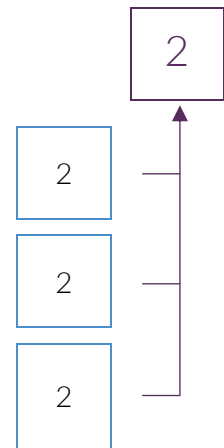
How well pupils achieve and enjoy their learning in religious education

**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 clearly enjoy their religious education lessons. They show interest and enthusiasm and are keen to share their learning. The school follows the *Come and See* programme and pupils are developing secure knowledge, understanding and skills. Behaviour in lessons is good. Scripture is displayed around the school and references to scripture in lessons were evident during the inspection. Pupils engage well in lessons and were eager to share their knowledge during recap sessions of the lessons observed and when questioned. The pupils spoken to talked confidently about their learning and showed an understanding of subject specific vocabulary. The work in books is neat and well-presented and evidences the pride they take in the work and the respect they have for the subject. Pupils work both collaboratively and independently to achieve success. Books demonstrated, through following the school's marking policy, that pupils were able to reflect upon and improve their work. Through the checking in and checking out sheets used for each unit, pupils are able to recognise their own progress. There is a focus on vocabulary development evident on the unit focus sheet and through teacher expectations of pupil responses. Attainment compares favourably with other core curriculum subjects.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of staff development and deployment of staff, resourcing and timetabling. All staff create a positive environment for learning in which pupils are given time to reflect. Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. They value religious education and have high expectations in lessons. Lessons are well planned and linked to prior learning. Teachers plan for a variety of tasks so pupils can present their learning in a variety of ways, which contributes to the pupils' enjoyment of the subject. Pupils were observed applying their prior learning to assist them in completing tasks. Questioning is used effectively in lessons to recap previous learning and to identify pupils' knowledge and

understanding. Scripture was embedded in the lessons seen. Teaching assistants are well deployed in all lessons and contribute effectively to the teaching and learning of all pupils. Pupils of all abilities were well supported so they were able to access the lessons. Pupil books demonstrate the consistency of approach toward the teaching and assessment of religious education through the use of checking in and checking out sheets and the school's tracking system.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling and reflects the requirements of the *Religious Education Curriculum Directory*. Religious education is given the required teaching time. Leaders have consistently developed teaching in religious education so that teaching and learning in this subject is good. The subject leader is confident in her role and has a vision for the subject. She leads by example with the knowledge and commitment for the continued development of religious education. The religious education subject lead attends diocesan training and delivers the key messages to staff through staff training. She has developed clear non-negotiables for the teaching of the subject and has ensured that systems developed are consistent across the school in religious education. A more regular monitoring programme for religious education that includes learning walks, book scrutiny and lesson observations would support further developments in teaching and learning and 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

3

**Provision**

The quality of collective worship provided by the school

3

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship

3

3

The GIFT team are enthusiastic in their role. They deliver a daily prayer broadcast and have been involved in planning and delivering some services for pupils. This year, they have been involved in the monthly family parish mass, working alongside the religious education subject leader to deliver the children's liturgy. They promote their work to the parish by providing a newsletter informing parishioners of events that take place in school. Leaders need to continue developing the work already undertaken with the GIFT team so they become confident in independently planning, delivering and evaluating their work, so it impacts on the spiritual life of the pupils. Daily prayers take place and pupils can recite the prayers that are said at various times of the day. Holy Saviour has its own school prayer that pupils enjoy saying. The school needs to ensure that traditional prayers are known by the pupils and used at appropriate times of the year and in daily worship. Most pupils respond to the experiences of prayer and liturgy provided for the school. However, in some collective worship, not all pupils were engaged in either saying the prayers or singing. The class prayer and liturgy sessions observed during the inspection were teacher planned and gave little opportunity for pupils to use their own prayers, engage in spontaneous prayer or sing self-chosen hymns. Pupils need further opportunities to reflect on their experience of prayer and liturgy and how this can lead to action.

During the inspection a daily pattern of prayer was witnessed. Seasonally appropriate scripture is used, for example, during harvest, Advent and Lent. The headteacher and leadership team attend the family mass, once a month, to support families in their spiritual development and to support the GIFT team. The quality of provision for collective worship in classrooms is variable as prayer and liturgy is not taking place on a regular basis. It was evident from discussions with pupils that their experiences of prayer and liturgy in the classroom is very limited. Some elements of worship that were seen had elements of a lesson, therefore losing the opportunity

for the pupils to be immersed in a prayerful time. Prayer spaces are provided in each classroom and follow the liturgical year, however they are not used regularly by pupils to enhance their spiritual development and need to be promoted and further developed. The pupils and the GIFT team would benefit from further prayer spaces in school so that they have places that are conducive to prayer.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the school community. The school's policy for prayer and liturgy follows the *Catholic Education Service* model policy. Staff would benefit from revisiting it to ensure it is a useful and effective document that impacts on their practice. Further professional development and support for staff is required in this area so that all class prayer and liturgy is well planned and effective with opportunities 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. Leaders, with the parish priest, have planned the sacramental programme. These meetings and services are well attended and parents are appreciative of the support given by the school. Senior leaders lead groups of children on the sacramental programme and class staff support them at the First Holy Communion Masses. More use of formal monitoring of prayer and liturgy is required to ensure improvements are made in the consistency of provision and outcomes for pupils.



## Information about the school

Full name of school	Holy Saviour Catholic Primary School
School unique reference number (URN)	119654
School DfE Number (LAESTAB)	8883757
Full postal address of the school	Holy Saviour Catholic Primary School, Holland Place, Off Reedyford Road, Nelson, BB9 8HD
School phone number	01282612319
Headteacher	Catherine Baxter
<b>Chair of Governors</b>	Clare Sarchet
School Website	<a href="http://www.holy-saviour.lancsngfl.ac.uk">http://www.holy-saviour.lancsngfl.ac.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	12 <sup>th</sup> January 2016
Previous denominational inspection grade	Outstanding

## The inspection team

Marie Kwiatkowski Lead Inspector

Fiona Robinson 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