



St Dunstan's Catholic Primary School

URN: 105526

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

06–07 February 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 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 area for improvement from the last inspection.

What the school does well

- Relationships at all levels fully reflect the mission statement. They are respectful and mutually supportive and show a care and compassion for each person made in God's image.
- Pupils enjoy religious education lessons. They ask thoughtful questions, take a pride in their work and can reflect on this learning in relation to their own life.
- School leaders have ensured that those most vulnerable pupils, including those with complex special educational needs and disabilities are fully included in every aspect of school life.
- The religious education subject leader is passionate and committed. She has worked tirelessly to ensure it is the core of the core.
- The school's religious education curriculum helps pupils to understand and respect other faiths and reflects its inclusive ethos.

What the school needs to improve

- Further improve teaching by identifying more precisely the key knowledge to be taught in each lesson and how best to support pupils to learn and remember this.
- Provide more regular opportunities for pupils to prepare, deliver and evaluate prayer and liturgy.
- To develop further the Laudato Si' mission to impact more fully the school, the locality and internationally.

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

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

2

St. Dunstan's has a distinctive Catholic identity. Leaders and Governors are clear on the Church's mission and ensure that policies, procedures and curriculum have Christ at the centre. The Catholic life and mission of the school is key and this is supported by leaders and governors alike. Governors are proud of the pupils at St. Dunstan's and support them by meeting with pupil groups such as the Caritas ambassadors. Pupils can speak of the mission of the school and it is known and lived by all. Staff are committed to the centrality of the mission and implement this consistently across school. Pupils express clearly that they are well cared for at St. Dunstan's with one pupil saying, 'everyone cares about me, they are like my family'. Pupils feel safe in school. Pupils are clear about how St. Dunstan's follows the teachings of Jesus and can articulate why this is important to them. Pupils' spiritual, moral, social and cultural development is underpinned by a strong sense of responsibility to the common home and to others around them. Pupils at St. Dunstan's have a strong sense of respect for pupils of other faiths; this is reinforced through curriculum lessons about other faiths such as teachings about Islam and Judaism. Pupils and families of various beliefs and cultures are supported and encouraged to be true to their own commitments. This can be seen in the family day held by school where a wide range of other faiths and beliefs were celebrated and shared by all with pupils saying, 'it was an amazing day'.

There is an evident sense of community at St. Dunstan's and the quality of relationships between all is a strength. Teachers care for one another as well as caring for their pupils, their families and wider community. Staff in school provide positive role models for pupils and they bear witness to the Catholic life and mission of the school. Everyone is made to feel welcome, especially the most vulnerable, with one pupil commenting, 'we take care of others and help the poor'. Pupils spoke animatedly about the regular care drives the school hosts and how this impacts the community; pupils were keen to share their responsibility to those in need. Pupils know why it is important to care for others with one commenting, 'because God cares for us'.

The school environment reflects its Catholic identity with displays, artefacts and classroom prayer tables all mirroring the pupils' learning and liturgical year. The chaplaincy provision in school is supportive of the Catholic life and mission; pupils are encouraged to engage with a range of opportunities which develop themselves spiritually and morally. The chaplaincy provision is evident in the extensive evidence in the Catholic social teaching floor books and the Catholic life and mission floor books; pupils are developing how to relate this learning to their own lives and experiences. The provision for relationships, sex, and health education is faithful to the teachings of the Catholic church and stakeholders have been consulted with policy and curriculum.

Leaders and Governors are supportive of the Bishop's vision and have responded by making steps towards joining the *Emmaus Catholic Academy Trust*. School have begun working with the Catholic academy trust to enhance their own provision. Leaders at school recognise that they serve the local Catholic church and are committed to ensuring pupils at St. Dunstan's are a vital part of parish life; pupils are scheduled to attend Mass in church weekly. Leaders and governors embrace parents as a child's first educator and invite them to play an active role in their formation through newsletters, consultations and invites to worships, assemblies and Masses; parents also feel valued in this role. Leaders and governors have a keen concern for the dignity and wellbeing of staff and ensure policies and procedures are in place to support this; staff feel valued and loved with staff commenting that, 'there is always someone to turn to'. The school's self-evaluation is accurate and reflects the true nature of St. Dunstan's clearly, both providing evidence for what is to be celebrated and what is developing. Pupil evaluation is developing across all areas of school. Professional development for all staff is effective and is having impact; staff are implementing training ideas from trusted sources and early career teachers benefit from a Catholic induction programme provided by the Diocese.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

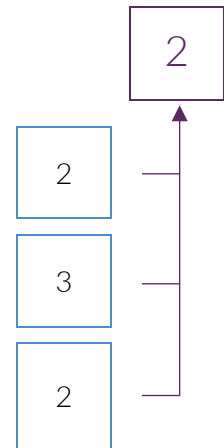
How well pupils achieve and enjoy their learning in religious education

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



In religious education lessons pupils are supported to develop a secure knowledge and understanding of the curriculum. Books, including floor books for younger pupils, confirm that pupils make steady progress from Nursery to Year 6. When speaking to pupils it is clear that they are remembering significant chunks of knowledge. For example, pupils can confidently talk about a range of parables they know and understand. Pupils' ability to use appropriate religious vocabulary, reflective of their age is impressive. The standard of presentation in religion books is generally good and often better than in other core subject area books. In the best lessons, pupils are highly engaged throughout and show enthusiasm and a real thirst for knowledge. As they mature, pupils are able to concentrate for longer periods of time and work with greater independence, drawing upon their accumulated knowledge. When pupils receive feedback in lessons, they have a clearer understanding of what they need to do to improve their work still further.

Due to training for teachers from the Salford Diocese Education Department, the school's religious education leader, and other external professionals, teachers are becoming more confident in their subject knowledge. Teachers show a commitment to the value of religious education and there was evidence during the inspection that pupils work and efforts were praised and celebrated. In the strongest lessons seen, teachers had identified exactly what they wanted pupils to learn and then they planned a series of simple activities that consolidated this learning. For example, in a Key Stage 1 class, the teacher effectively conveyed new learning about an aspect of Judaism by planning and delivering a series of simple tasks that really consolidated pupil understanding. Teachers do use questioning to check pupils understanding, but this is not yet consistent across all key stages. All teachers recognise the positive impact that religious education lessons can have on their pupils' moral development.

To enable this to happen they do build into lessons regular reflection time. Lessons are generally well resourced, but on occasions learning support assistants could have been more effectively deployed to support and guide learners.

Leaders, including governors, are committed to making the religious education curriculum the 'core of the core' and a faithful expression of the *Religious Education Curriculum Directory*. Leaders ensure that sufficient time, training, resources, staffing and use of accommodation are consistently allocated to curriculum religious education. As a result, the standard of work in religious education books and assessments are at least as good and often higher than in English and maths. The religious education leader has driven forward standards of teaching and learning in religion lessons. She has a clear vision for the subject and have effectively shared this with other staff. In particular, the religious education leader has organised high quality training both for herself and other teachers, including those at an early stage of their career. Curriculum content is well thought through, to ensure that over time pupils' knowledge and understanding develops cumulatively. The subject leader has been highly active in organising rigorous monitoring and evaluation of standards and has both supported and challenged where practice is not as strong. There is a commitment from leaders to improve outcomes for all pupils and ensure that teaching is at least good with aspiration for creative practice to be further developed.

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

3

Leadership

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

2

2

The quality of collective worship at St Dunstan's is good. Pupils are active and enthusiastic participants in the daily prayer life of the school. In some classes, pupils have been given the opportunity to take a more leading role in prayer and liturgy and they rise to this greater challenge. These pupils relish the weekly opportunity to choose prayers, scripture and music to suit the themes that have been planned by teachers. Pupils now need to be empowered to plan, write and deliver these sessions with even greater independence. The behaviour and reverence of pupils was excellent in all prayer and liturgies seen by inspectors. Liturgical music, scripture, symbols, silence meditation and reflection are all used to enhance and deepen class worship. Opportunities for more spontaneous prayer was less evident. Pupils of all ages are knowledgeable of and confident to describe the church's liturgical year and articulate how it influences the liturgical calendar and prayer life of the school.

Prayer frames each day at St. Dunstan's, and leaders have established the centrality of prayer in the life of the school. Traditional and more innovative prayer reflect the Catholic tradition and its liturgical calendar. The use of well-chosen scriptural passages is less well established and this needs more work going forward. At times, prayer and liturgy is still too teacher led with too much emphasis on question and answers rather than joyful worship. Teachers show appropriate commitment to supporting pupils to participate in and on occasion led prayer and liturgy. Further professional development of staff will upskill and empower them to more confidently support and guide pupils to develop their abilities to led prayer and liturgy. The school makes good use of space around school including prayer corners and displays in each classroom. Scripture is evident throughout communal areas. Relationships with parents are strong. To further develop provision, leaders would benefit from exploring further opportunities of including families and the wider parish within the prayer life of school.

Leaders have developed a well formulated prayer and liturgy policy that is fit for purpose. This provides an important framework. Staff now need to be trusted to lead this independently and creatively. This will enable pupils to be supported in leading their own sessions of prayer and liturgy with greater confidence and enthusiasm. Leaders, including governors have planned out liturgical celebrations for the year that fully reflect the tradition of the Catholic church. All Holy Days of Obligation and other significant days, such as St. Dunstan's feast day, are scheduled for celebration. Older pupils attend Mass regularly in school time and talk with knowledge and enthusiasm about this experience. Further professional development will deepen the formation and spiritual development of staff. Leaders have used the school's resources wisely to invest in additional high-quality resources to support and enhance prayer and liturgy. Self-evaluation of prayer and liturgy would benefit from input from a wider cross-section of stakeholders, including pupils, all staff, parishioners and leaders.

Information about the school

Full name of school	St Dunstan's Catholic Primary School
School unique reference number (URN)	105526
School DfE Number (LAESTAB)	3523439
Full postal address of the school	St Dunstan's Catholic Primary School, Bacup Street, Moston, Manchester, M40 9HF
School phone number	01616815665
Headteacher	Gabrielle Eccles
Chair of governors	Monica Strothers
School Website	www.stdunstansmoston.com
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	November 2016
Previous denominational inspection grade	Good

The inspection team

David Deane

Laura Wolstenholme

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