



Catholic Schools Inspectorate inspection report for  
St Catherine’s RC Primary, Didsbury, Manchester

URN: 105524

Carried out on behalf of the Title. Arch/bishop’s name, Arch/bishop of Diocese on:

Date: 21<sup>st</sup>-22<sup>nd</sup> June 2023

|                                                                                                                                                                           |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Overall effectiveness<br>The overall quality of Catholic education provided by the school.....                                                                            | 2     |
| Catholic life and mission (p.3)<br>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)<br>The quality of curriculum religious education.....                                                                                           | 2     |
| Collective worship (p.7)<br>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

- Pupils, staff, parents and leaders live the mission and vision of the school. It is tangible and evident through the mission statement and the core values.
- The head teacher and her leadership team have worked strategically with governors to form a cohesive team committed to whole school improvement.
- The strong subject knowledge and passion of the religious education leader has led to improvement in the teaching and pupils’ enjoyment of the subject.
- High expectations within lessons allows pupils to think deeper and produce work of high quality in books.

What the school needs to improve:

- Further develop Catholic Social Teaching in school so that pupils feel inspired to change the world as missionary disciples.
- Staff have confidence to allow pupils to take the lead so that they are instrumental in planning and leading 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



Pupils actively contribute to the mission of the school. They have a clear understanding of St Catherine’s Catholic identity and are able to articulate the school mission statement and how it impacts the life of their school. Indeed, one child stated ‘It is the middle of everything. It is the reason for everything we do.’ Pupils understand that they are valued and cared for in this loving community. Pupils are actively engaged in responding to Catholic Social Teaching. For example, they collected for the local foodbank. To further enhance their work, pupils need to be proactive and take a lead role in responding to the demands of Catholic Social Teaching. Pupils demonstrate respect for themselves and others and to their credit have achieved gold award as a ‘Rights Respecting School’. The Growing in Faith Together team are enthusiastic. They help to prepare liturgies and act as role models to other pupils.

The mission statement is known, lived and witnessed throughout the school day. It is constantly referred to in lessons and in prayer and liturgy when pupils are bearing witness to their six core values. Staff embrace the mission statement and are right to be proud of their Catholic life and mission books. There is a culture of welcome that extends to the whole community. This is evident in the morning with music playing as senior leaders greet parents on the playground and adults welcome children into their classrooms. The school is a supportive and joyful community and is appreciated by parents. One parent stated, ‘My husband and I feel lucky to have found this school’. Staff know the families well and are excellent role models. The newly appointed pastoral support and family liaison leader is having a good impact providing support and care for families signposting them to relevant services. The school has consulted with parents through surveys and engagement workshops and meets both statutory and diocesan requirements for relationships, sex and health

education. The school is committed to further developing the curriculum with the introduction of *Ten:Ten* resources in September. The care and attention given to the physical environment of the school mirrors the Catholic identity. For example, all class altars are well resourced and maintained and reflect the liturgical year. Imaginative use of limited space has allowed for areas of quiet prayer and reflection in communal spaces. Senior leaders support the Growing in Faith Together team, Caritas Ambassadors, and Laudato Si Team to provide spiritual growth including leading whole school Mass and preparing for Friday worship. In order to further improve, pupils need to take the lead in planning and providing creative opportunities for spiritual and moral development. School has provided strong foundations for the pupils to 'be who God wants them to be' and now needs to encourage them to go out and 'set the world on fire'.

Leaders and governors have a shared vision of guardians of the Catholic life and mission of the school. Their commitment to the role is evidenced in their recent review of governance resulting in an ambitious 5 year plan for the school. Leaders and governors recognise that parents are the first educators of their children. They have worked hard to create strong links with the parish. For example, during the pandemic leaders used technology creatively for prayer and worships and for all pupils to continue to have question and answer sessions with the parish priest. As a result of accurate self-evaluation, governors and leaders have participated in effective professional development resulting in a deep understanding of 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 make good progress in knowing more and remembering more and can speak with confidence about what they have been learning in religious education lessons over time. Pupils enjoy their lessons. As one pupil said, 'School is better for having RE lessons.' Pupils relative to their age use their knowledge, understanding and skills effectively. In a lesson in the early years about friendship, the children knew that a disciple was a friend of Jesus. When the circle of friendship was broken the children were able to offer practical solutions as to how this could be repaired. Equally, in a lesson in upper key stage 2 pupils were challenged to discuss whether all pilgrims who visit Lourdes will experience a miracle. Pupils' work is of a consistently high quality. The introduction of the class character enhances pupils' motivation and provides an opportunity for pupils to reflect on scripture or what they have been learning. They present their work in a creative manner and it is clear that they take great pride in their books. To further improve, focus needs to be on ensuring this is embedded in all classes.

Teachers are confident in their subject knowledge and know where to seek support if required. A member of staff said, 'I always feel valued, kept informed and help is always available when needed.' Teachers have high expectations of pupils in religious education lessons using sacred scripture as the starting point in all lessons observed. Planning is linked to assessment so that children learn well. Where best practice was observed, teachers used questions effectively referring modern day issues back to scripture. As a result, pupils were highly engaged in the lesson and learning was maximised for all pupils. Teachers provide pupils with feedback within the lesson so that they know what they need to do to make progress. Good quality resources are used effectively within lessons including the use of other adults to support the learning for pupils who have special educational needs and/or disabilities.

All leaders ensure that the curriculum is faithful to the *Religious Education Curriculum Directory*. The school's chosen scheme of work has been imaginatively supplemented with characters to provide opportunities for pupils to reflect upon scripture and how it can be interpreted in their daily life. Leaders and governors have ensured it is comparable to other core subjects in terms of professional development, resourcing, timetabling, and staffing. Work has been scrutinised through work sampling by senior leaders and governors. Professional development opportunities have been identified and made available for all staff. Pupils are given enrichment opportunities through visits to places such as the Marist Centre. The subject lead for religious education took up the post in September. Through her inspiring vision and own expertise she has been a model of good practice for staff leading to a significant impact on the teaching of religious education. Over the course of the year the curriculum has been adapted to provide more opportunities for deeper thinking. To secure improvement, leaders have identified that the new lesson structure needs to be implemented consistently across all classes next year.

## 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 .....

2



Pupils respond well to prayer and liturgy. Parents are invited to attend class led 'Wednesday Worship'. Several classes reverently joined the gathering demonstrating and understanding that they were in the presence of The Lord. The pupils reflected in silence, respectfully joined in with prayers, and sang joyfully accompanying the piano and guitar. Pupils understand there are a variety of ways of praying that are part of the Catholic tradition. They have a good understanding of the liturgical year and all sacred spaces in the school reflect this. Pupils work well with their teachers to prepare engaging liturgies. The youngest children in the school were given the opportunity to prepare the focal point by choosing how to display the cloth and where to place The Bible. There was a tangible sense of awe and wonder when the teacher lit the candle. To enhance prayer and liturgy, these foundations need to be built upon further up the school, by giving pupils the opportunity to take a greater lead so that they are able to undertake liturgical ministries with confidence.

Prayer is routinely planned for and forms part of the everyday life of the community. The daily pattern of prayer reflects the rhythm of the prayer life of the church. Scripture is central to prayer and liturgy and is carefully chosen to help those present fully participate. For example, the scripture selected reflected the term's core value of inspiration. All leaders are models of good practice to staff and pupils. Skilled staff help pupils plan and lead prayer and liturgy. The focus now needs to be on best practice being disseminated as there is clear potential for staff and pupils to further enhance the quality of class worship. Pupils have used their gifts to enhance liturgy in school and this has been recorded creatively in the beautiful Catholic life and mission books. The school makes good use of space within classroom and communal areas for prayer and liturgy. Current exterior building work has limited the opportunity to use the outdoor spaces. Leaders have identified this as an area for improvement. Staff work hard to include families in the prayer life of the school and

works well with the parish. A parent said, 'The school and staff have created a wonderful community working in harmony with the parish church'.

School policy on prayer and liturgy is fit for purpose, accessible, and useful to staff resulting in a consistent approach to prayer and liturgy across the school. Leaders have an understanding of the different levels of skills and participation that are reflected in the age and capacity of pupils. They have tried to address this through scaffolding support across key stages. In order to improve, leaders need to support staff to know when to remove this scaffold by implementing a clear strategy for building up these skills of participation as pupils progress through school. The liturgical year has been mapped and included in the school calendar. All Holy Days of obligation and other significant days such as the feast day of St Catherine of Siena, which the pupils spoke enthusiastically about, are included in the school's calendar. Staff and pupils pray together. Prayer is central to all school celebrations. For example, at staff meetings all staff take a turn to lead the community in prayer. Pupils have regular opportunities to celebrate class Mass in church. Regular opportunities for professional development are offered to all staff for liturgical formation. As a result, all staff understand the importance of prayer and liturgy in this worshiping community.



## Information about the school

|                                                |                                                                                              |
|------------------------------------------------|----------------------------------------------------------------------------------------------|
| Full name of school                            | St Catherine's RC Primary School                                                             |
| School unique reference number (URN)           | 105524                                                                                       |
| Full postal address of the school              | School Lane, Didsbury, Manchester, M20 6HS                                                   |
| School phone number                            | 0161 445 6359                                                                                |
| Name of head teacher or principal              | Jessica Quiligotti                                                                           |
| Chair of governing board                       | Elizabeth Dumbill                                                                            |
| School Website                                 | <a href="http://www.st-catherines.manchester.sch.uk">www.st-catherines.manchester.sch.uk</a> |
| Multi-academy trust or company (if applicable) | N/A                                                                                          |
| Type of school                                 | Primary                                                                                      |
| School category                                | Voluntary aided                                                                              |
| Age-range of pupils                            | 3-11                                                                                         |
| Trustees                                       | Diocese of Salford                                                                           |
| Gender of pupils                               | Mixed                                                                                        |
| Date of last denominational inspection         | 25 <sup>th</sup> June 2015                                                                   |
| Previous denominational inspection grade       | Good                                                                                         |

## The inspection team

Mary Garvey

Lead inspector

Joanne Butterworth

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 |