



St Chad's RC Primary School, a Voluntary Academy

URN: 148326

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

19–20 June 2024

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 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

Partially

What the school does well

- Senior leaders have worked hard to develop parent partnerships in a short space of time, providing them with support in their role as first educators.
- There is a clear commitment to the wellbeing of staff with staff supported fully to develop and provide high quality provision.
- Leaders have a clear commitment and ambition for the school and are resolute in their determination to achieve this.
- Behaviour and attitudes of pupils is excellent, and they are enthusiastic about the opportunities planned for them.

What the school needs to improve

- Develop awareness of Catholic social teaching to enable staff, pupils, and the wider community to recognise, embrace and celebrate the Catholic identity of the school.
- Ensure there are consistent expectations for teaching, learning, feedback, and assessment to enable pupils to make good progress and articulate what they have learnt.

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- Provide opportunities for pupils to plan, lead and participate in a broader range of prayerful experiences which build on the liturgical calendar and richness of Catholic tradition.

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

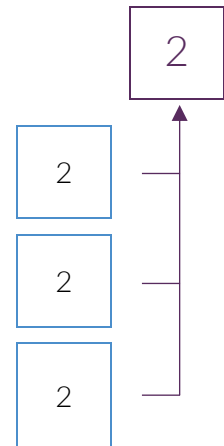
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils speak highly of the school, staff and opportunities offered to grow in virtue, supporting those in the school and wider community. They are happy, confident and feel secure. They consistently demonstrate respect for others and behaviour is good in lessons and throughout school. They have welcomed the new opportunities this year to offer service through the Growing in Faith Together (GIFT) team and Caritas Ambassadors, speaking with enthusiasm about how they have helped their local community, through fund raising, collecting, and donating food to the local foodbank and arranged a collection for baby items for refugees. Strong links are being developed with local care homes, charities, and the mosque to work collaboratively for the good of the community. The enthusiasm of the staff leading these opportunities has inspired and motivated the pupils to action. They would now benefit from deepening their understanding of how these principles of Catholic social teaching are central to the distinctive mission and identity of a Catholic school.

There is a clear commitment to the mission statement of the school and staff consistently and enthusiastically promote Jesus' message to 'Love One Another, as I have Loved You'. The strength of relationships, culture of welcome and care for one another makes St Chad's a happy, joyful, and supportive community. There is a clear commitment to helping others, including those who are most vulnerable. Pupils welcome the opportunity to learn about and celebrate other faiths and their own. The school curriculum environment reflects the Catholic identity of the school with signs, symbols, and scripture evident across school. Pupils talked with enthusiasm about the opportunity to learn about their own class saints. Chaplaincy opportunities, whilst relatively new this year, are appreciated by staff and pupils alike. These should continue to be valued and developed to provide opportunities for spiritual and moral development. Relationship and health education meets requirements and staff are committed to developing this further.

There is a clear commitment from leaders and governors to develop and improve St Chad's for the children and families of this special community. They have worked with other schools and leaders from the Trust, welcoming support from the Diocese to rapidly improve provision after a period of instability. They should continue to welcome these opportunities to build on their achievements this year. Leaders have worked hard since the beginning of the year to develop their partnership with parents, providing them with invaluable opportunities such as coffee mornings, parents' curriculum workshops, and English lessons for those new to the country. There is a clear respect for the dignity of workers and the support offered by leaders is appreciated by staff. One member of staff commented that as a result of leaders' efforts to improve communication and create an ethos of 'togetherness', the school and staff have blossomed. As a result of this, leaders have been able to bring about rapid change which has improved provision. Professional development has been a priority for the new leadership team, resulting in staff confidence being developed all the time. Pupils, through the opportunities being offered, are beginning to shape the Catholic life and mission of the school and should continue to develop this further. Governors and the Trust are ambitious for the school and are proud of the achievements made in a short time. All staff value the support offered, not only during induction, but throughout their time. This includes training, moderation and coaching to develop their own knowledge, understanding and skills.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

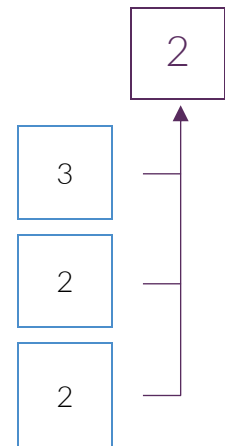
How well pupils achieve and enjoy their learning in religious education

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



Whilst evidence is emerging of improved knowledge, understanding and skills, the impact of changes and adaptations to the curriculum are yet to be embedded. Staff are working hard to develop the vocabulary of the children. However, pupils are not yet confidently able to articulate what they have learnt or how this may impact on them as individuals. Pupils have welcomed the opportunities this year to work independently and creatively, resulting in a broader range of work presented in a variety of ways. They are enthusiastic about having more of these opportunities. Marking and feedback has been developed in line with the whole school policy this year; however, pupils find it difficult to identify what they have done well and what they need to do to further improve. Pupils with special educational needs are being supported to access the curriculum through adaptations and leaders are beginning to look for different ways of assessing these pupils to demonstrate their progress. Pupils can talk about the changes to religious education this year and how they are becoming more confident.

Due to ongoing professional development and commitment of all staff at all levels, they are increasingly confident in their own subject knowledge. Staff recognise and value the importance of religious education and are beginning to communicate this to pupils. Assessment is being developed across school which is enabling staff to identify effective strategies for assessing all pupils. This, along with supporting pupils through effective feedback, will help pupils understand how to make further progress and build on their achievements. Teachers use questioning effectively and can adapt tasks to support all pupils to achieve. This year, teachers have developed opportunities for pupils to present their work in a variety of ways, and pupils talk enthusiastically about these opportunities. Reflection has been introduced into lessons which is

providing pupils with valuable opportunities to consider what they have learnt, and they are starting to understand the impact on their moral and spiritual development, which staff are keen to develop further.

Leaders and governors are ambitious for religious education and have committed to improving it this year. They recognise its parity with other core subjects and support staff to value its significance as a subject. Leaders have not shied away from challenging staff to improve provision and outcomes. Professional development has been a priority for staff and the new subject leader, and the impact of this is emerging. The new subject leader has rapidly and incisively identified and planned improvements to teaching and learning through regular monitoring. She has successfully used coaching and moderation opportunities to improve practice across school and has a clear vision for the subject and its profile in school. Through coaching and moderation activities, pupils are being provided with a wider range of enrichment activities to enhance learning. Leaders, including the religious education lead, have kept governors informed of the changes required, the impact on provision and outcomes, and the next steps for improvement.

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

2

Leadership

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

2

2

St. Chad's benefits from a calm atmosphere of respect and harmony. Pupils respond well to the experiences of prayer and liturgy that they are offered. They would welcome and thrive with more opportunities to experience awe and wonder, deepening their spirituality. Pupils confidently reflect in silence; they respectfully join in with prayer and they sing with reverence. The children using sign language to sing, 'Peace Perfect Peace,' added a further enhancement. Further opportunities for pupils to plan and lead liturgy would enable them to articulate their understanding of how this impacts on their wider life. The changes and developments of prayer and liturgy have been rapid this year and the outcomes of these changes are yet to be fully realised. With further commitment to embedding this, the pupils will be able to describe how the liturgical year influences the prayer life of the school. Pupils are keen to undertake ministries and although they have started this, they are yet to evaluate the experience of the prayer and liturgy and to be able to articulate the ways in which these experiences have led to action.

Through a focus of weekly virtues, prayer is routinely planned and is a central part of the everyday pattern of prayer, forming routine gatherings of staff and pupils. Use of scripture is mapped out across the liturgical year. Opportunities to enhance home prayer life are beginning to be introduced and are welcomed by parents and pupils, for example the Advent cribs being sent home. Prayer and liturgy offers a range of experiences and thought has been given to allow those pupils of other faiths ways to participate in prayer respectfully. Senior leaders are good role models to allow others to lead prayer and liturgy. Coaching is being used effectively to further develop the confidence of all staff to lead liturgy and to then enable pupils in planning pupil led liturgy. Good practice was seen where mood and atmosphere were considered, and this enabled pupils to have a more spiritual experience. The school has allocated funding to ensure that prayer spaces are well resourced. They have developed prayer spaces in all

classrooms and the GIFT team talk enthusiastically about having plans to develop an outside prayer garden.

The headteacher and religious education lead have worked very hard to introduce new policies and procedures in a rapid time frame. The new school policy on prayer and liturgy is fit for purpose, accessible and useful to staff. Staff and pupils value the time given to pray together and it is seen as a central part of school celebrations, for example weekly briefings start with a staff reflection. The school provides celebrations of the word for holy days of obligation and the pupils talk about the part they play in this. Parents feel part of the prayer life of the school and voice how they are now invited into school for celebrations, assemblies, and gatherings. Regular opportunities for professional development are planned for staff and staff welcome that the religious education lead is available for coaching and team teaching. Leaders attend Diocese and Academy Trust professional development. Leaders recognise the need for an increased profile of pupil leadership, including chaplaincy, and they have started the foundations of this. Leaders including governors understand the importance of reviewing the quality of prayer and liturgy.

Information about the school

Full name of school	St Chad's RC Primary School, a Voluntary Academy
School unique reference number (URN)	148326
School DfE Number (LAESTAB)	352 2047
Full postal address of the school	St Chad's Catholic Primary School, Balmfield Street, Cheetham Hill, Manchester, M8 0SP.
School phone number	0161 205 6965
Headteacher	Donna Malcolm
Chair of Governors	Christine Maymom
School Website	www.st-chads.manchester.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Emmaus Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed

Date of last denominational inspection 1st July 2016

Previous denominational inspection grade Outstanding

The inspection team

Sinead Colbeck
Jane Myerscough

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