

## Catholic Schools Inspectorate inspection report for Shrewsbury Cathedral Catholic Primary

URN: 123554

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: Wednesday 30 November-Thursday 1 December  
2022

Overall effectiveness The overall quality of Catholic education provided by the school.....		2
Catholic life and mission (p.2) 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.4) The quality of curriculum religious education.....	2	
Collective worship (p.6) 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	<input checked="" type="checkbox"/>	
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>	
The school has responded to the areas for improvement from the last inspection	Fully	

### Summary of key findings

#### What the school does well

- The school is a welcoming place, and this is recognised and valued by all stakeholders
- The school's vision and practices for inclusion are exceptional
- Dedicated staff work hard to provide lessons which include all pupils
- Behaviour is good at all times

#### What the school needs to improve:

- Review the school's mission statement, involving all stakeholders
- Enhance the whole school curriculum by making explicit links to Catholic Social Teaching
- Ensure all stakeholders contribute to the school's self-evaluation document

## 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 are articulate and can explain how their school is distinctly Catholic. They take their roles and responsibilities seriously and participate actively in the Catholic life of the school. For instance, the older pupils enjoy caring for the younger pupils at lunchtime, and when the whole school is gathered. The Mini Vinnies are an active group, and they take responsibility for writing and giving out the monthly virtues certificates. Pupils know they are valued and cared for as unique individuals, and they recognise this in others. They have a very well developed respect for other people, and they are kind and considerate. They listen to each other respectfully. Pupils embrace their diversity and differences and are accepting of each other. They feel safe and are confident enough to talk about how their individual needs are being met by the school. Pupils have a keen sense of justice and are actively engaged in helping those in need through Cafod, Children in Need and the local foodbank. Pupils are very welcoming of those who are new to the school, and this is recognised and valued by parents. New pupils settle in quickly, and benefit from the family atmosphere which all stakeholders, including parents, appreciate. Behaviour is good at all times, and pupils from the special educational needs and disabilities hub move seamlessly into the main school, and on to the playground. They are fully integrated into the school’s Catholic life.

The executive head teacher has a clear vision for the school, which he is determined to realise. However, whilst the mission statement of the school is a clear expression of the educational mission of the Church, the school has not reviewed it for a considerable time. The school’s environment both indoors and outdoors, reflects and celebrates the school’s Catholic identity. The provision of Forest School gives a wealth of opportunities to enhance the school’s Catholic life and mission, and this is valued by pupils and staff alike. This high quality provision nurtures pupils’ love for, and appreciation of God’s creation. The school has embarked on the promotion of the virtues at an age-

appropriate level, and the commitment of staff to this is beginning to have an impact on the pupils' daily lives and their attitudes. The school's sense of community and family is strong, and every pupil is known by every adult, reflecting the commitment of the school to the dignity of each person. Staff clearly care about their pupils, and relationships are extremely positive. Pastoral care is strong. The school's provision for relationships and sex education meets both statutory and diocesan requirements and is faithful to the teaching of the Church.

The personal commitment of the senior leaders, including governors, to the school's Catholic life and mission is tangible. Their commitment to the most vulnerable members of society is at the heart of the school's daily life and mission. This is evidenced by the strength of the provision for those with special educational needs and disabilities, both in the hub and in the school itself. Diocesan policies are in place and initiatives are followed. Leaders and governors lead by example and are witnesses to the Gospel. Governors challenge and support the school in equal measure, and are conscientious in their responsibilities as guardians of the school's Catholic life and mission. The whole school curriculum has been carefully planned but would be enhanced further if explicit links were to be made to the principles of Catholic Social Teaching. Whilst governors take on a range of monitoring activities in relation to the Catholic life and mission of the school, as yet, they have not contributed to a self-evaluation document.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	<b>2</b>
<b>Pupil outcomes</b> How well pupils achieve and enjoy their learning in religious education.....	2
<b>Provision</b> The quality of teaching, learning, and assessment in religious education.....	2
<b>Leadership</b> How well leaders and governors promote, monitor, and evaluate the provision for religious education.....	2

Pupils enjoy their religious education lessons and make good progress from their varying starting points. They are fully engaged in their lessons and have a secure knowledge in religious education. Pupils with special educational needs and disabilities achieve well thanks to careful consideration of their needs, and adaptations being made where necessary. Pupils are building up a rich religious literacy and are confident to express it. Pupils relish the opportunities their religious education lessons give them to respond in different ways, such as through drama, role play and art. Pupils work very well independently, as well as in pairs and in groups and they are rarely off task. Their behaviour in lessons is very good, which means that lessons are not disrupted, and learning can move at a good pace. Their books are well presented, and work is finished to a good standard. Pupils know when they have done well in their lessons, and what they need to do to improve, thanks to precise feedback. Teachers often use questions to challenge pupils to take their learning further, and these are nearly always responded to. Pupils explain this as ‘purple polish’ as they respond using a purple pen. By the end of Key Stage 2, standards in religious education are good.

Teaching in religious education is consistently good. Staff have strong subject knowledge and seek guidance from the subject leader for religious education when necessary. Staff value the support offered from senior leaders. Teachers plan lessons carefully, adapting their teaching where needed to ensure that all pupils are included and engaged. Teachers plan regular opportunities for reflection and discernment, and this means that pupils are confident in sharing their thoughts and opinions. Lessons are well resourced throughout the school. Teachers now use a range of creative approaches in religious education lessons, and this means that pupils find the learning more memorable. Teachers are enthusiastic and animated in their delivery of lessons, and their expectations of pupils are high. Teachers and support staff model learning well, and well briefed

teaching assistants make a good impact on learning. The school's Forest School provision enhances the religious education curriculum. Pupils feel that they are not challenged as much in religious education as they are in English or maths, but this was not found to be the case during the inspection. Teachers do ask questions which challenge the pupils, and pupils rise to that challenge. Assessments are regularly carried out and are in line with diocesan requirements.

The subject lead for religious education has a clear vision for religious education and he provides strong support for colleagues. Leaders and governors ensure that there is parity between religious education and other core subjects in terms of resourcing and timetabling. The school's passion for inclusion is evidenced by the commitment of leaders to ensuring that pupils with special educational needs and disabilities can engage fully in every aspect of school life. The long-standing Religious Education and Ethos Committee of the governing body takes seriously its responsibility as guardian of the religious education curriculum. Governors are skilled and have the relevant experience to challenge senior leaders. Understandably, the monitoring of the religious education curriculum by governors has stalled during the pandemic, but the cycle of monitoring activities in terms of observing lessons and looking at pupils' work with senior leaders has now been re-instated. This means that leaders and governors do have an accurate view of the school. However, governors have yet to be involved in the collation of evidence for the school's self-evaluation document. The school's curriculum for religious education is a faithful expression of the *Religious Education Directory*.

## 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 are reverent and respectful during the prayer and liturgy experiences provided by the school. They sing well, can reflect silently when invited to, and join in readily and confidently in community prayer. They know the responses to the gospel and to the intercessions. Pupils say that they enjoy working with teachers to prepare experiences of prayer and they willingly volunteer to set up class prayer focal points. They regularly have the opportunity to participate in prayer with their classmates and can make thoughtful comments on the scripture used or on the mission for the day. Older pupils can find scripture passages easily from Bible references and can make relevant and perceptive evaluations on their experience of liturgical prayer. Throughout the school, pupils are given many opportunities to write their own prayers, and these are extremely thoughtful and meaningful. Pupils therefore have an understanding of a range of Christian prayers, such as litanies. Pupils are building up a knowledge and understanding of the liturgical year and are aware that the colours change with the Church's seasons. Parents are very appreciative of the way in which their children engage in prayer at home, thanks to children's experiences in school.

Prayer and liturgy are central to the life of the school, and daily patterns of prayer are well embedded. Staff appreciate and value the time they spend together in prayer at the start of each staff meeting and at key points in the Church's year. Senior leaders and staff are good role models for pupils and are confident in supporting pupils in planning age-appropriate liturgical prayer. Themes for liturgical prayer are carefully planned and reflect the school's current focus on the teaching of the virtues. Scripture is central to the school's provision, and in whole-school acts of worship, the gospel is proclaimed from the lectern. The school's classrooms are not large, but staff make the best use of space they have available, and the outdoor prayer garden enhances provision when the weather allows. Class focal points reflect the liturgical year and are well resourced. Parents appreciate the ways in which the school has supported them in developing the prayer life of their

children, particularly in preparation for the Sacraments of Reconciliation and Holy Communion. Parents have missed the opportunities to join in the prayer life of the school during the pandemic and are grateful that they can now be involved again.

The school places a high status on collective worship and is forward facing in that it has reviewed its policy for prayer and liturgy in the light of the draft *Prayer and Liturgy Directory*. The school has already started to think about how it can implement the changes. The policy is fit for purpose and is useful to staff when preparing liturgical prayer. The school works well with its parishes, and has played a significant part in the provision for the Sacrament of Reconciliation and the Sacrament of Holy Communion. In turn, the local clergy support the school well, and are regular visitors to the school. Staff appreciate the opportunities they have to talk with the clergy and are grateful for the time they spend in class working with the pupils, deepening their understanding. Leaders and governors have ensured that the resourcing for the prayer life of the school has been well resourced in terms of professional development, budget, and time. As identified in the school's own self-evaluation, leaders and Governors have yet to review the quality and impact of the prayer and liturgy in the school with all stakeholders, including pupils.

## Information about the school

Full name of school	Shrewsbury Cathedral Catholic Primary School and Nursery
School unique reference number (URN)	123554
Full postal address of the school	New Park Road, Castlefields, Shrewsbury, SY1 2SP
School phone number	01743 351032
Name of head teacher or principal	Mr Graeme Hawes
Chair of governing board	Mrs Gay Kendrick
School Website	<a href="http://www.blessededwardcampion.co.uk">www.blessededwardcampion.co.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 Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	4 <sup>th</sup> July 2016
Previous denominational inspection grade	Good

## The inspection team

Julie Johnson	Lead inspector
Sue Lyonette	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement

