CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

All Saints Catholic Primary School

URN: 106347

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

08 July 2026 – 09 July 2026

Summary of key findings

Overall effectiveness — 2

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3) — 1

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5) — 1

The quality of curriculum religious education RE

Collective worship (p.7) — 2

The quality and range of liturgy and prayer provided by the school

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

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- Passionate leadership of the subject leader and headteacher supported by a dedicated team of staff enables pupils to make excellent progress in religious education from their starting points.
- Catholic social teaching is embedded at All Saints, not just in understanding but permeating through pupils' actions and daily experiences within the school and wider community.
- Pupils' moral and spiritual development is nurtured through all aspects of religious education, prayer and liturgy, and the whole of the school curriculum.
- The comprehensive annual plan for prayer and liturgy ensures pupils and their families experience the rich tradition of the seasons of the Catholic Church throughout the liturgical year.
- Partnership between school, parents and parish enables pupils to flourish and the wider community to benefit from the partnerships' commitment to the Catholic life and mission of All Saints.

What the school needs to improve

- Review the prayer and liturgy policy to ensure that it is closely rooted in the Prayer and Liturgy Directory and provides clear day to day guidance for staff so progression of prayer, a variety of ways of praying and expectations of the senior leaders are consistently applied in all classes.
- Ensure teachers' feedback and formative assessment inform future planning for all groups of pupils in their classes.

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

1

Pupil outcomes

1

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

Provision

1

The quality of provision for the Catholic life and mission of the school

Leadership

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

All Saints is a community where its mission statement ' Love one another as I have loved you' (John 13:34) is lived out every day. Pupils and staff understand what this means because their school values of 'working together, happiness, forgiveness, trying your best and resilience' are practical ways they show this love for one another. It is a school where faith leads to action because pupils respond eagerly to the leadership opportunities offered; for example, Mini Vinnies, Faith in action leaders, prayer leaders and Y6 buddies. These groups organise support for many charities including the local foodbank, Wood Street Mission, Mary's Meals and Cafod. They also organise hampers for those who are housebound. All these actions deepen their understanding of Catholic social teaching by caring for the more vulnerable in society. The performing arts group and other pupils visit residents in care homes allowing them to show they care about the dignity of each human person. Pupils of all ages are proud of the way they care for God's world. Starting in Nursery, they learn about the smallest creatures in their garden; in the Early Years Foundation Stage they grow and tend to produce which is used in hampers or foodbanks. By simply picking up litter or supporting the Sale West community project to save the Carrington Moss, all pupils know they can make a difference.

Staff are guided by the Catholic life and mission of All Saints and enthusiastically participate in a wide variety of activities beyond the classroom to support the school's Catholic mission. Because of this they are excellent role models for the pupils and have the trust of the parents and carers who speak highly of the nurturing atmosphere in which their children learn. 'This is a wonderful school that has its Catholic ethos at the heart of all the staff do' and 'My child

knows he is loved and valued'. Staff describe All Saints as a 'family where there is a genuine sense of belonging', where pupils 'flourish as the unique person God created them to be'. Pastoral care is a strength of the school because of the excellent provision made for pupils' social and emotional needs. The environment is sensitive to the differing needs of pupils and reflects the Catholic character of the school. This nurturing provision, together with the support given to families, results in pupils having the best opportunities to flourish spiritually and emotionally and achieve academically.

The Catholic mission is at the 'heart of All Saints' and therefore this guides all decisions and policies that leaders and governors put in place. Partnership between school, parish, family and the wider community is central to school life. Therefore, leaders and governors have well planned strategies to ensure families have many opportunities to engage in the prayer life of their children, support charitable activities and understand how the school lives out its Catholic mission. Leaders and governors demonstrate strong and purposeful commitment to the common good which means that from an early age pupils develop an understanding of what this involves i.e. 'doing what's right for others, not just us'. New staff are encouraged to undertake the *Catholic Certificate of Religious Studies* and others attend the *Christ at the Centre* course. Self-evaluation is informal but does take place throughout the year through the governors' informal visits to school, detailed reports from the headteacher and attendance at celebrations and Masses. Therefore, they are fully informed about all aspects of the Catholic life and mission of the school and as a result, All Saints continues to flourish as a beacon of faith in action within the community.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

1

Pupil outcomes

1

How well pupils achieve and enjoy their learning in religious education

Provision

1

The quality of teaching, learning, and assessment in religious education

Leadership

1

How well leaders and governors promote, monitor and evaluate the provision for religious education

Pupils enjoy their religious education lessons, develop excellent knowledge and understanding of the *Religious Education Directory* and make excellent progress from their starting points at All Saints. They use appropriate vocabulary to confidently talk about their previous learning and express their own views about how this influences their own lives. It helps 'us to follow in Jesus' footsteps', learn 'how to respect others' and 'be kinder to the homeless'. Pupils in all classes do not always have time to reflect and improve their written responses. However, because pupils enjoy their religious education lessons, they engage enthusiastically in the wide variety of tasks they are set, resulting in excellent behaviour and effective learning from Nursery to the end of Upper Key Stage 2. In Early Years one child links her learning to the kind actions of another explaining 'You're like the Holy Spirit. You're everywhere'. By Upper Key Stage 2, pupils articulate why it is important to respect other people's faiths and confidently ask questions of the Hindu visitors from their local community. Pupils are keen to put their religious education learning into action and embrace the invitation to make a positive difference in their own lives and the lives of others.

Staff are highly skilled practitioners and use their expertise to teach the *Vine and Branches* scheme with confidence. They value and recognise the positive impact this can have on pupils' lives, therefore they have high expectations of themselves and their pupils, explaining 'religious education is at the heart of everything we do'. Teachers ensure lessons are well planned and include a wide variety of creative tasks to keep pupils interested and engaged. Ongoing assessment is central to the teachers' planning, but the school's written feedback

policy is not consistently applied across all age groups, therefore this formative assessment is not always used to inform future planning for individuals. However, teachers do use a range of strategies to assess pupils' understanding including low stakes quizzes, scripture journaling and retrieval practice. Religious education is seen as an integral part of the education of the whole child, therefore, where appropriate, themes being taught are linked to prayer times in school which help pupils make connections and put their faith into action. Adults are deployed effectively and pupils are given a wide variety of creative ways to express their learning and understanding.

Leaders and governors are passionate about ensuring the *Religious Education Directory* is understood and effectively taught in all year groups. Focussed internal training, diocesan professional development and participation in pilot schemes ensure staff confidently teach the *Vine and Branches* and make links to the ways of knowing outlined in the *Religious Education Directory.* This subject is considered the core of all subjects and as such leaders and governors are committed to allocating resources and timetabling lessons to maximise learning. Leaders are keen to ensure the needs of all pupils are met so that every pupil can access learning opportunities and build on prior learning. Support from senior leaders and peer support opportunities are valued by staff, as well as dedicated time allocated for teachers to meet with cluster groups. Governors evaluate religious education through informal visits to school and the headteacher's report, and the subject leader shares written work with the link governor. The subject leader is inspirational and has the knowledge and skills to improve the teaching and learning in religious education to ensure teaching is consistently good and often outstanding. She is outward looking and eager to share expertise with local cluster groups and trial new diocesan initiatives. This results in high standards of attainment and progress at All Saints.

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

1

Pupils are respectful and prayerful in all experiences of prayer and liturgy at All Saints. They engage and participate fully in celebrations of the word and liturgies celebrated in school and in church. Their attendance at weekday and Sunday Mass is acknowledged by parishioners and families, who provide positive feedback about how much they value these times with the pupils. Pupils speak confidently about the Church's liturgical year because they participate in, and undertake ministries in a variety of Catholic seasons throughout the year, including Advent, Lent and Easter celebrations, Marian and saints' feasts. Pupils learn how to undertake simple ministries from an early age so that by Upper Key Stage 2 they can plan in some detail celebrations of the word for their peers. These celebrations are mainly limited to a formal structure, although some classes are starting to explore other ways of praying. One strength of prayer and liturgy at All Saints is the way it influences the wider life of the school. Pupils articulate confidently how prayer helps to guide their daily decisions and live out their Catholic mission because 'God is in our hearts' and 'we try to act like him'.

Prayer is very much part of everyday life, and the class prayer books reflect significant moments during the year when the community comes together to celebrate feast days or pray for those who have died. During the liturgical year there are opportunities for pupils and their families to experience the seasons of the Church's year, both in school and in the parish church. Staff are fully committed and support all initiatives of the senior leaders. They ensure that scripture is well chosen for the age of the pupils and is linked to either religious education lessons or the liturgical season. Staff rely on Cafod resources for celebrations of the word and use a wide range of artistic and creative ideas to enhance these experiences. The

spirited art projects and the performing arts groups are examples of this creativity. Staff are aware of other ways of praying but these are not embedded into the planning of prayer experiences in classes. There is a comprehensive annual plan of prayer and liturgy which means the school community, families and parishioners come together to pray ensuring pupils realise they are united in prayer and part of God's family.

The prayer and liturgy policy is reviewed annually and provides an opportunity for leaders and staff to reflect on the implementation of the new *Prayer and Liturgy Directory.* Leaders are passionate about providing staff and pupils with experiences that will enable them to experience meaningful times of prayer. The impact of this truly authentic faith in the power of prayer drives the subject leader to share this with the whole school and wider community. The flourishing partnership with the parish is further enhanced because of the support and dedication of the parish priest who is committed to providing many opportunities for families and pupils to worship and celebrate together during the year and at Sunday Mass. There is a comprehensive and meaningful programme for those who are preparing for the Sacrament of Holy Communion and Forgiveness. Pupils are encouraged to evaluate celebrations, but further training and sharing of good practice will develop their ability to reflect on what could be better. Self-evaluation by leaders and governors does take place, but more formal and regular monitoring of the provision of prayer is now needed.

Information about the school

Full name of school	All Saints Catholic Primary School
School unique reference number (URN)	106347
School DfE Number (LAESTAB)	3583311
Full postal address of the school	Main Office, Cedar Road, SALE, M33 5NW
School phone number	0161 962 1288
Headteacher or Head of School	Mrs Anita Fagan
Chair of Governors	Mr Graham Perkins
School Website	www.allsaints.trafford.sch.uk
Trusteeship	Diocesan
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	10 July 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Susan Lyonette	Lead
Catherine Quinn	

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