



Catholic Schools Inspectorate inspection report for  
St Charles RC Primary School

URN:105955

Carried out on behalf of the **Right Rev. John Arnold, Bishop of Salford** on:12<sup>th</sup> and 13<sup>th</sup> July 2023

Date:

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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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.....	1
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	Fully

## Summary of key findings

### What the school does well

- The appreciation and love of the St Charles community and ensuring all (especially the most needy) are welcomed and feel embraced in a loving, Catholic, family community.
- Pupils who have a high level of enjoyment at school who wish to give of their best in all elements of the religious education curriculum and wider provision.
- Highly committed staff who wish to give of their best at all times for their community.
- Prayer is at the heart of the school and pupils are given the opportunity to reflect upon and develop personal prayer.
- Pupil leadership teams are highly committed to St Charles and ensure that they always give of their best.

What the school needs to improve:

- Pupils learn well and make good progress but they need to consistently demonstrate knowledge of this over time to make outstanding progress.
- Questioning needs to more precisely identify next steps and include further opportunities for pupil's own questions.
- Pupils can articulate meaning for some technical words but this needs to be in more depth and needs to articulate meaning to specific technical vocabulary.

## 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

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

1

### Provision

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

1

### Leadership

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

1



St Charles is a school where their Catholic identity is lived daily through their mission, “As a family of God, we love to learn and learn to love”. Pupils understand and love the Catholic identity of their school and are committed to demonstrating justice, compassion, love and forgiveness. They actively contribute to and enhance the Catholic life and mission of the school. Pupils are happy, confident and feel secure. Pupils often commented that they are part of a ‘family’ and that they feel valued and loved by the school. Pupils follow the example and teachings of Jesus closely as expressed in the Gospel values. Pupils have embraced the opportunity to support their local and wider community and they are active participants in a wide range of activities to serve and support those most in need. Pupils now need to understand more clearly the theology behind the actions that are taken. Pupils have responded well to supporting the Laudato Si mission and have actively responded to putting this in place within the school. Pupil behaviour is generally outstanding both in and outside of lessons with pupils showing a deep respect for their own personal dignity and that of others. The school has well established chaplaincy teams who take their roles seriously and value the support and leadership that they can offer to all those in their school community.

The school mission statement is well known by the whole school. It is seen as central to the life and work of the school. It is regularly revisited and has a significant impact upon the school. This means that the life and mission of the school are deeply rooted in the Word of God. Staff actively support the living of the school mission and they confidently speak about the part they have to play in this within the school. Staff show genuine love and care for their pupils and for the school. They are role models for their pupils and they bear witness to the school’s mission. The school is recognised as central to the local community. The school goes above and beyond to ensure that all are welcomed and all feel valued and part of their community. The school environment effectively witnesses the

school's mission and character celebrating the efforts of all and inspiring pupils to live in the likeness of Christ. Pastoral care for pupils is a high priority for the school and continues their mission that all are welcome at St Charles. Significant investment has been made by the school to ensure the pastoral needs of pupils and families are supported effectively. The school uses a variety of inspiring approaches to ensure that all pupils are able to access all aspects of school life. RSHE is well planned to ensure that all statutory requirements are fully met and well taught and enjoyed by all pupils.

Leaders and governors are fully able to articulate the Church's mission in education and fully support the implementation of this at St Charles. Leaders are passionate about the role that they have to play in forming and shaping the Catholic life of their pupils and how this is integral to all that is put into place at St Charles. Governors are ambitious for the Catholic life and mission of the school and recognise this as a school priority. Governors are committed and conscientious in their work. The recent appointment of a specific religion governor will further support the work of the governing body alongside the school. The school embraces the bishop's vision for the diocese and ensure that they are active participants in a number of initiatives. This is shared with the school, parish and local community. St Charles clearly values the partnership with their parish church and the role that the parish has to play in supporting and enhancing the school. It is recognised that there will be some work required to build this again following a change in parish priest but there is clearly a fond and loving partnership in place between school and parish. Parishioners commented on the respect and enthusiasm that pupils show when coming into the church and how welcomed they had felt coming into the school. Parents commented on the feelings of love, understanding, compassion, value and family. Parents were unanimous in their praise for the welcome offered by the school. Staff at St Charles feel that they are valued and respected. They feel that they are well supported by the leadership of the school and they value the Catholic community which they are active participants of. The school curriculum has religious education at its core.

## 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

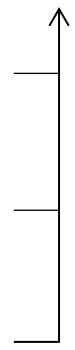
The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

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

1



Pupils are developing excellent knowledge, understanding and skills. Pupils make good progress in religious education when measured against the planned curriculum for each year. Pupils achieve well. Pupils are religiously literate and they use their knowledge and skills effectively. Most are aware of the demands of religious commitment in everyday life. Pupils need to be able to articulate meaning in more depth to specific vocabulary consistently in all year groups. Pupils can speak with confidence about what they have learned and show an awareness of key concepts. Pupils produce work in their books which is of a consistently high quality which clearly demonstrates the high priority that religion is given in the school. Pupils enjoy their learning and approach lessons with interest and enthusiasm. Most pupils spoke about religious education being one of their 'favourite' lessons in school. Pupils engage in lessons and show a willingness to improve their knowledge, understanding and skills. Pupils have a clear understanding of how well they are doing and what they need to do to improve. Pupils spoke about the use of Golden Books and could articulate how they have made progress. Results for religion are consistently improving and are at least average when compared with other curriculum areas. Pupils now need to actively engage in lessons and be able to ask incisive questions of adults and peers to deepen their learning.

Teachers are highly confident in their delivery of religion at St Charles and feel well supported in the development of their knowledge and ability to deliver a high quality curriculum. Planning is linked to pupils' current assessment so that pupils learn well. Teachers use questioning in lessons to identify where pupils are in their understanding to improve learning for most pupils. Teachers now need to ensure that they are precisely identifying the support and next steps for each pupil. Pupil effort is often celebrated leading to good levels of motivation from pupils. Teachers now need to ensure that all pupils are able to clearly articulate what they need to do in order to make further progress in their learning. Teachers have a profound understanding of the impact that religious

education has upon the moral and spiritual development of the pupils. The use of resources has improved over time in books and are used effectively in all lessons.

Teachers and governors ensure that school curriculum is faithful expression of the Religious Education Curriculum Directory. Religious education has full parity with other core curriculum subjects including professional development, resourcing, timetabling and staffing. Clear information is shared with parents. . Regular, high quality professional development takes place for staff which is tailored to the needs of both staff and pupils. Teaching and learning is clearly improving over time. The subject leader works collaboratively with the leadership of the school to improve teaching and learning in religious education. The school works collaboratively with other schools. The school's curriculum is well planned to ensure that content is introduced systematically in an increasingly demanding way as learners progress. Religious education is effectively planned to meet the needs of different groups of pupils and secures coherence across different key stages and phases. There are excellent links with a wide range of agencies to promote pupils' learning. Self evaluation is informed by through monitoring analysis and self challenge. This is leading to good outcomes and shows the potential for outstanding outcomes to be achieved.

## Collective worship

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

Collective worship key judgement grade:.....

1

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

1

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

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

1



The experience of prayer and liturgy at St Charles for pupils and staff is a special time for the whole school community. All are engaged deeply and clearly value the time and commitment that is given to ensuring that prayer and liturgy is meaningful and highly valued by all. The school is led by the Church's liturgical year to offer a wide variety of ways of praying that are a part of Catholic tradition. This is guided by leaders, staff and pupils equally. Pupils undertake liturgical ministries willingly and are proud of the contribution that they make to the prayer life of their school. They are able to effectively evaluate the quality of prayer and liturgy and ensure that this is suited to the groups and ages of pupils they are working alongside. There are a wide range of prayer opportunities offered throughout the school day and pupils speak confidently about the opportunities they are given to pray and why prayer is important to them.

There is a clear, naturally embedded pattern of prayer in the school which has been clearly developed over time. Prayer opportunities are embraced by the school and a wide range of engaging and creative experiences are offered to all. Scripture is used highly effectively within prayer and liturgy and fits closely with the theme or message that is being shared. This is selected effectively by both staff and pupils alike. All staff are inspiring models of exemplary practice as participants in and leaders of prayer. This is clearly reflected in the confidence with which pupils are able to participate in and lead prayer and liturgy. Knowledge of traditional prayers develops throughout the school and these are used regularly. However, spontaneous prayer and expression of prayer in a variety of forms are actively encouraged. This is closely linked to the encouragement of creative and artistic skills for all pupils to use their gifts to further enhance prayer throughout the school. Space is used imaginatively and creatively in the school. Each class has a prominent prayer space and pupils are actively involved in setting up an area of focus during prayer and liturgy times. Around the school, prayer stations are used highly effectively which are regularly updated and

relevant to the current themes being taught in the school or particular occasions within the liturgical year. Further use could now be made of the outdoor areas for this to mirror the outstanding provision that is provided within the school building. The school clearly recognises the power of prayer in the whole community and regularly looks for opportunities to invite members of the parish and local community to join with them in prayer. The confidence and reverence that children pray with was commented upon by parents and parishioners. Parents feel very welcomed during prayer and liturgy at the school.

St Charles has a clearly formulated policy on prayer and liturgy which is regularly reviewed and further developed. This policy is highly relevant to the school community and ensures that prayer and liturgy are consistently of a high quality and regularly referred to by members of staff. Leaders ensure that there is a growing level of involvement and understanding of prayer for pupils that is fully reflective of the age and capacity of the pupils. This is evidenced by the confidence with which pupils are able to participate in liturgy and prayer as they mature. The opportunity for pupils to participate in Mass is regularly planned for and pupils value this experience. There is clear evidence to see that prayer and liturgy has been given regular opportunities for staff professional development and as a result staff understand the centrality and importance of prayer. Staff feel confident and skilled in being able to lead prayer and liturgy. Leaders have embraced a broad range of ways of praying that is well suited to the school. This knowledge and confidence ensures that pupils are able to experience prayer with confidence, meaningful prayer and prayer which is truly relevant and purposeful to themselves. The effectiveness and quality of prayer and liturgy is evaluated regularly supporting further development. The opportunity for pupils to evaluate prayer is particularly powerful and effective.



Inspection report:

Date:

## Information about the school

Full name of school	St Charles RC Primary School
School unique reference number (URN)	105955
Full postal address of the school	Emlyn Street, Swinton, Salford. M27 9PD
School phone number	0161 794 4536
Name of head teacher or principal	Dr. Clare Campbell
Chair of governing board	Mr. Stuart O'Brien
School Website	<a href="http://www.stcharlesprimary.co.uk">www.stcharlesprimary.co.uk</a>
Multi-academy trust or company (if applicable)	
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	N/A
Gender of pupils	Mixed
Date of last denominational inspection	June 2015
Previous denominational inspection grade	Outstanding

## The inspection team

Carl McIver Lead inspector

Matthew Lawrence Team inspector

Name of inspector

Name of 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

