

**SALFORD DIOCESE  
INSPECTION REPORT**



**ST. EDWARD'S  
ROMAN CATHOLIC PRIMARY SCHOOL  
Rusholme**

Inspection date January 2006

Reporting Inspector Mrs. J. Schofield

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	223
Appropriate authority	The governing body
Chair of Governors	Mr. G. Young
Headteacher	Mr. P. Heneghan
Religious Education Co-ordinator	Mrs. P. Sullivan
Date of previous inspection	December 2003

<b>The Inspection judgements are:</b>	<b>Grade</b>	
Overall effectiveness of the school	3	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	3	
The quality of teaching and learning in Religious Education	3	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	3	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

St Edward's is a voluntary aided Roman Catholic primary school serving the parish of St Edward approximately two miles from Manchester city centre. Pastoral care of the school is currently provided from the neighbouring parish of St. Kentigern. The school's catchment area has a high incidence of social deprivation and pupil mobility. The age range of learners is from 3 to 11 years. The school has a single form of entry with an admission number of 30 and there are currently 223 learners on roll. The diverse community served by the school is reflected in the fact that 52% of pupils are not of the Catholic faith. No pupils have been withdrawn from collective worship or curriculum Religious Education. The proportion of pupils eligible for free school meals is 48% which is well above the national average. The school has identified 23% of pupils as having special educational needs and 2 pupils have a statutory statement of special educational need. There are 8 full time teaching staff of whom 6 (75%) are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

The overall effectiveness of St. Edward's school is satisfactory with some good aspects. The inclusive caring ethos within its community creates an environment in which all members of the community are valued. Provision to support pupils' spiritual, moral, social and cultural development is good. The Religious Education curriculum is generally well planned and monitored. Assemblies and classroom worship of good quality support the religious Education curriculum. Overall the teaching of Religious Education is satisfactory with some good aspects. Pupils are well motivated and behave well. From Foundation Stage to the end of Key Stage 2 pupils make good progress. The governors and headteacher have a clear understanding of the strengths and weaknesses of their school.

### **Improvement since the last inspection**

Following the last Section 23 inspection in October 2003 the school has addressed in full most of the issues identified in the inspection report. However there is still the need for more rigorous support and monitoring of teaching and learning in some classes in Key Stage 2. Written policies for prayer and worship set out clear expectations for all staff and funding has enabled the purchase of extra resources to support the Religious Education curriculum and prayer and worship. The continuing development of the Religious Education coordinator's role is enabling her to be more effective in her monitoring of some areas of the curriculum.

### **Capacity to improve**

The school's self-evaluation is accurate in most areas. Priorities for development are identified in the School Improvement Plan. The headteacher and senior management team are committed to supporting staff in areas of the school where teaching and learning are of a significantly lower standard than expected. The school's capacity to improve is judged to be satisfactory.

### **What the school should do to improve further**

- Raise teachers' expectations of pupils with regard to the presentation of written work in Key Stage 2.
- Raise the standards of teaching and pupils' learning in areas of Key Stage 2.
- Develop current assessment procedures by the introduction of the new Salford Diocesan guidelines for assessment.
- Establish a system to enable the coordinator to monitor effectively the quality of teaching and pupils' learning in Religious Education

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The leadership and management of the Catholic life of the school are good. The governing body has an organised committee structure with well-defined roles and the headteacher has a very clear vision for the future development of the school. The assistant priest from the neighbouring parish of St. Kentigern is a regular and welcome visitor to the school. He is committed and fully involved in the school's religious life and in pupil's participation in the Sacramental Programme. Leadership at all levels endeavours to promote both staff and children's spiritual growth. Staff recently attended in-service training on the theme "Celebrating and Reinforcing our Catholic Mission". With the emphasis on Religious Education as a core subject it is given priority in the School Development Plan. The school maintains good links with the Salford Diocesan advisers and the Religious Education coordinator attends all relevant training, feeding back to staff when appropriate.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship in the school is good. Prayer and worship are carefully planned, organised, celebrated and recorded. This ensures that a range of meaningful opportunities for worship and reflection are a regular and integral part of the pupils' prayer life. During inspection a whole school assembly attended by many parents was presented by Year 4 pupils on the theme of friendship. Through role play the pupils enacted stories from the Old and New Testaments to illustrate how God always extends the hand of friendship to all people. The example of the men who took their sick friend to Jesus to be cured emphasised the importance of friendship and the love of God for all people. Pupils spoke about their own friendships. In a time of quiet all present reflected on their own friends. All the class was fully involved through drama, music, personal and reflective prayer. The Assembly concluded with a hymn. In Year 1 as the pupils gathered round a central altar they were helped to understand that God is always there for them as the teacher shared with them the poem "Footsteps". They reflected on times when they felt sad or lonely and prayed with reverence.

The parish church is situated some way from the school meaning that opportunities for the celebration of Mass for the school community are presently limited to significant feasts. The school plays a leading role in the parish Sacramental Programme.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and standards in Religious Education are satisfactory overall. On entry to the Nursery attainment of pupils is often below average. In Foundation Stage and Key Stage 1 pupils are making good progress. In Key Stage 2 pupil progress is dependent upon the knowledge and expectations of individual staff. By the end of Key Stage 2 progress is good. At the end of both Key Stages standards are in line with those expected in the diocesan programme of work. In the lessons observed pupils were able to build on prior knowledge and attainment. Key Stage 1 learners demonstrated an appreciation and understanding of the story of Jesus lost in the temple through role play involving all members of the class. In the following discussion they showed a developing empathy with the main characters. The older pupils were confident in a thoughtful discussion about vocations. They responded to good questioning, demonstrating good knowledge and understanding. From early Key Stage 1 pupils are beginning to write simple pieces of independent work. By the end of Key Stage 2 their independent writing is good and well presented. They are encouraged to record their work in a variety of forms including narrative, poems, prayers and letters. However there are some classes in Key Stage 2 where the quantity and quality of pupils' written work is below the expected standard for their age. This indicates the low expectations of some teachers and results in significant gaps in pupils' knowledge and achievement in those classes. This issue should now be addressed by the school.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The school has assessed the overall quality of teaching and learning to be satisfactory. Inspection evidence gathered agrees with this judgement. During the inspection the lessons observed had many good elements. However there is a need to raise the standards of teaching and pupils' learning in areas of Key Stage 2. Lesson planning is generally good with clear objectives and activities to develop each topic. Evaluation of lessons is evident in some plans and assessment tasks from *REvision 2000* are completed and recorded in individual assessment books. As yet the school has not taken on board assessment material recently published by the diocese and is therefore unable to begin to level the pupils' work. The school should now address this issue. Classrooms are stimulating learning environments as most teachers use a range of techniques to encourage and support learning. Quality resources are used to create interest and enjoyment in the classroom. A good example occurred in a Year 6 lesson. Good questioning introduced the idea of a vocation as a special calling from God in a person's life. Learners recognised this in the life of Mary the mother of Jesus. They recalled their previous work on Oscar Romero drawing parallels between the recent lives of Mother Teresa and Martin Luther King. After telling the story of the work of John Bosco the teacher set challenging tasks and activities according to the ability of groups. The learners recognised the different techniques needed in writing a newspaper report and a precis of the life of the saint. Less able pupils were well supported by the classroom assistant as they produced a prayer card for vocations. In lessons observed pupils were well behaved and their attitude to learning was good. They listened attentively, responded to questions and used appropriate religious vocabulary in their own questions. They are interested in their work and settle quickly to given tasks.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The curriculum for Religious Education is good. The school follows the Salford guidelines *REvision 2000*. Time allocated to Religious Education lessons is 10% and in line with national and diocesan requirements. Teachers plan and evaluate their lessons when appropriate. Lessons are observed and feedback given to ensure quality of teaching and learning. Half termly assessments are recorded in the pupils' assessment books. Masses, assemblies and liturgical celebrations have a positive impact in supporting and extending the Religious Education curriculum at the school. The school, supported by the assistant priest from St Kentigern's, plays a leading role in the preparation of pupils for the Sacramental Programme.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The school has assessed the leadership and management of Religious Education as satisfactory. Inspection evidence gathered indicates this assessment to be accurate. The Headteacher's reports to the governors ensure they are kept well informed of Religious Education matters. There is regular governor attendance at assemblies and celebrations. The coordinator for Religious Education, appointed since the last inspection, has a comprehensive job description which recognises the importance of Religious Education as a core subject affecting the life of this Catholic school. She assesses staff needs and draws up an annual action plan which feeds into the School Improvement Plan. Her attendance at diocesan courses allows her to feed back to staff at meetings designated to Religious Education curriculum matters. At present her monitoring role extends only to teachers' planning and pupils' workbooks. There is now a need to establish a system to enable the coordinator to monitor effectively the quality of teaching and pupils' learning in Religious Education. She is aware that the introduction of the diocesan material on World Faiths should be a future priority in this multi-national, multi-faith school.