



St Winefride's Catholic Primary School

URN: 138299

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

04–05 December 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

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

1

Compliance statement

- The school fully complies with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school is fully compliant in relation to previous areas for improvement.

What the school does well

- There is a strong sense of community, evident in the lived-out mission of the school and the quality of relationships.
- Leaders and school staff are highly committed to the pastoral care of all pupils. Pupils are well cared for and nurtured; they respond positively, respectfully and with a high standard of behaviour.
- Staff have a strong understanding of religious education's impact on pupils' moral and spiritual development.
- Skilful planning and teaching provides the youngest pupils in Early Years with very secure foundations in religious knowledge and spiritual development.
- Pupils work well with others, such as teachers, other pupils, and lay chaplains, to prepare engaging experiences of prayer and liturgy.

What the school needs to improve

- Implement monitoring systems that are rigorous and robust in order to improve outcomes for pupils.
- Provide pupils with opportunities to work independently, enabling them to take ownership and initiative in their learning.
- Ensure pupils gain a clear understanding of how well they are doing and what they need to do in order to improve.

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

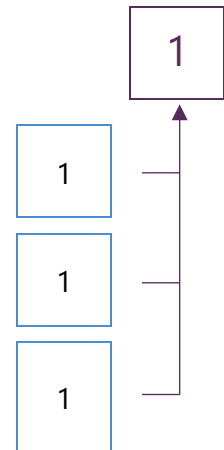
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The school's mission statement, 'Together as one family, together in friendship, together in learning, together in Christ' is lived out by all on a daily basis. Pupils are highly committed to following the teachings of Jesus, as expressed in the Gospels, embracing the values and school virtues which help them live out their lives in Christ to the full. Because of their deep understanding of how to apply the principles of Catholic social teaching, they know how to personally care for our common home and serve those most in need. They implement these actions readily by contributing to charities such as Cafod, local food banks and raising money for Children in Need, and supporting other causes through clothes donations. Pupils have a secure understanding of looking after our common home with some of the youngest pupils demonstrating their knowledge that 'Laudato Si' is a letter from Pope Francis calling us to look after the world because. 'God made it, and gave this as a gift to us'. Members of the chaplaincy team fully embrace their responsibilities; they are independent in their approach and effectively support pupils across the school in growing in confidence regarding matters of faith. Through the various pupil-led leadership groups in school, the local and national community is supported by prayer, fundraising activities, and care for the environment. Pupils highly value the school's chaplaincy provision and willingly take leadership roles within it. They actively participate in and contribute to opportunities provided by the school. They clearly articulate the importance of being stewards of God's creation, in every sense.

The school's newly revised mission statement is a clear and inspiring expression of the mission of the Church and of the school's particular charism. There is a strong sense of belonging amongst the staff and, as a result, they make an exceptional contribution to the school's Catholic life and mission. St Winefride's is a very welcoming community which actively includes everyone.

Staff 'go the extra mile' to understand the pupils' needs and enable them to love and pray in fidelity to their own commitments. Parents, carers, pupils, and staff are united through this welcoming culture and share a deep sense of commitment to the school's mission. This is evident in the parental responses, one example being, 'I could not ask for more support, from the class teachers to the leadership: the school's been nothing but fantastic!'

The dedication of leaders, including governors, bears witness to the Church's mission in education. They pursue this mission with energy and determination and are a source of inspiration to the school community. As a result, the school has achieved a range of national awards which reflect this hard work and dedication, reaching 'gold standard' in relation to school games and anti-bullying, and 'silver standard' in music. Staff enrich the lives of pupils through the organisation of a variety of activities, such as singing at community events, joining retreats and residential, holding a 'vocations week', and through links to the local parish during key liturgical events. Governors have a thorough insight into this aspect of the life of the school and are active participants. Leaders have developed effective strategies for engaging parents and carers for the benefit of all pupils. Families and pupils benefit from bespoke support from the Emotional Literacy Support Assistant (ELSA). Staff feel very highly valued; their views are considered when areas of school life are being reviewed. Well-planned and effective professional development and coaching enable all new staff to develop and secure their knowledge and understanding of Catholic life and mission as they join the school family.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

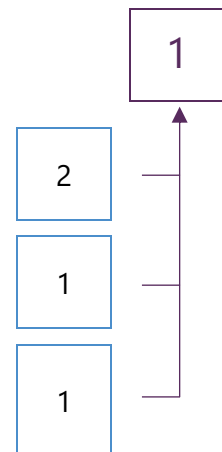
How well pupils achieve and enjoy their learning in religious education

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



Pupils report that they enjoy their learning in religious education, and parents agree that this is the case. Pupils remember what they have learned in recent topics and talk willingly about what they like best about lessons. They recall knowledge from prior learning. Pupils throughout the school work purposefully: they listen well to teachers; they show concentration; there is rarely any disturbance in religious education lessons. As a result, pupils make good progress, including those with special educational needs. The presentation of written work is variable and the marking and feedback to pupils is inconsistent, which means that pupils are not always clear about what they need to do to improve their work. Progress from starting points aligns with that of other core subjects. However, tasks are not always adapted, meaning that some pupils, especially those with higher prior attainment, do not always maximise their learning. Pupils have access to a differentiated lesson outcome, but the agreed system of ‘must, should could’ is underused and its purpose lacks clarity to support pupils in their learning and next steps. Pupils use specific and challenging vocabulary well because teachers plan this into the lessons.

Teachers have a high level of confidence in teaching the new Religious Education Directory. They plan lessons that build on prior learning and opportunities for recall are strongly evident across the school. Committed and experienced teaching assistants are deployed extremely well and they appreciate the support offered by teaching staff in order for them to be effective educators. Teachers have opportunities to work with colleagues to moderate pupils’ work within and across their two sister schools. They value the professional development on offer to support staff new to the school. Although teachers do not always plan sufficient opportunities for challenge, pupils’ effort is celebrated well. In the best lessons, teachers use questioning skilfully. Explanations are adapted and underpinned by secure and authentic subject knowledge. Pupils’ learning is enriched through engaging activities, such as retreats, music workshops with the diocesan

director of music, and lectio divina, which provides support for pupils to revisit their learning. Teachers have a profound understanding of religious education's impact on pupils' moral and spiritual development. They regularly provide meaningful opportunities for purposeful reflection so pupils can make sense of their world experience.

Leaders and governors have implemented the new Religious Education Directory with vigour. The executive headteacher's aspirations for pupils 'to achieve more' are driving this forward with passion and pace. Plans carefully map out and sequence the curriculum for religious education, building on prior learning with content introduced in a way that supports any gaps in knowledge. The resourcing of religious education is comparable with that of other core subjects in terms of time and accommodation. Leaders ensure that staff have access to regular and effective training to improve their practice. Staff new to the school undergo a well-planned induction programme with in-house support. The subject leader for religious education readily shares her knowledge and expertise with colleagues across two schools, enabling staff to continue to develop their practice in this school and beyond. Although monitoring visits to lessons take place, these are not regular enough to support outstanding outcomes for pupils in religious education. The governing body are committed to and passionate about the school and are determined to support its continued development.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

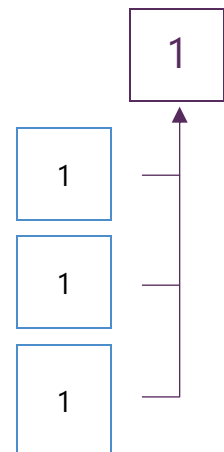
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils experience a wide variety of prayer and liturgy opportunities, ably supported by the school's lay chaplain. Pupils know and appreciate the many traditions of the Church: the very youngest pupils can make the sign of the cross and know how to greet the Gospel. Pupils become increasingly confident and independent in their planning and delivery of creative and well-constructed class-based worship as they move through the school. Scripture is consciously at the heart of all prayer, meaning that pupils readily relate its messages to their lives. Pupils have an excellent knowledge of the Church's cycle of seasons and feasts because it is emphasised by staff. There is a strong willingness to work with others to prepare well-thought-out celebrations of the word. Liturgical ministry is undertaken with confidence and a solid understanding of the shape and structure for prayer and liturgy.

Parents, carers, wider family members and parishioners are all welcomed into school for prayer and liturgy regularly. The parish priest visits and celebrates Mass and is highly valued by the community. The pattern of daily prayer is deeply embedded with opportunities throughout the liturgical year to enhance this: an example is the daily devotion to the Angelus during Advent. The school offers contemporary and traditional approaches to prayer and liturgy, which help to engage pupils. Scripture is carefully and thoughtfully chosen for all occasions, and leaders provide exceptional support for new staff. Even the youngest pupils demonstrate a secure ability to lead. All staff, where relevant, have had access to professional development on the provision of high-quality and creative worship and prayer.

Leaders place the highest priority on planning the liturgical year. They are ambitious for the school. Governors are regular visitors to the school and want the best possible outcomes. Leaders ensure that all holy days of obligation and other significant times are celebrated with

Mass. There is a clear progression of expectations as pupils move through school. This has resulted in high quality participation of pupils and staff. Leaders and governors regularly review the quality of prayer and liturgy, observing, challenging and seeking the views of pupils. Leaders and governors understand the different levels of participation that are reflective of the age and capacity of pupils. Work with families is having a positive impact on pupils and this partnership is supporting pupils in their faith journey. Spaces are used well and imaginatively in order to provide pupils with a sacred space. For example, there is a sacred area within the library that creates an inviting space for pupils at lunchtime to reflect and be active participants in the chaplaincy-led celebrations of the word on offer. Leaders have ensured continuous improvement in prayer and liturgy through significant training and support for staff. Leaders use diocesan training, external partnerships, and in-house training for support. Staff feel exceptionally well supported as both leaders of, and participants in, prayer and liturgy. Leaders have formulated a plan to build upon the skills of participation as pupils move up through the school. There is a wide variety of prayer and reflection during the liturgical year such as lectio and visio divina.

Information about the school

Full name of school	St Winefride's Catholic Primary School
School unique reference number (URN)	138299
School DfE Number (LAESTAB)	8553339
Full postal address of the school	St Winefride's Catholic Primary School, Britannia Street, Shepshed, Loughborough, LE12 9AE
School phone number	01509503353
Headteacher	Catherine Murphy
Chair of local governing body	Rebecca Patman
School Website	http://www.winefrides-rc.leics.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Thomas Aquinas Catholic Multi Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	21 June 2017
Previous denominational inspection grade	1

The inspection team

Bernadette Nesbit
Greg Hughes

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