



Catholic Schools Inspectorate inspection report for St Hugh of Lincoln, Trafford

URN: 106353

Carried out on behalf of the Right Rev. John Arnold, Bishop of Salford on:

Date: 24th – 25th May 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- A welcoming, caring and supportive Catholic community which goes above and beyond for their families and those in need.
- Committed and impassioned leadership who have willingly undertaken new roles and work collaboratively to lead the school.
- Religiously literate and highly articulate pupils who are passionate stewards of God's earth, showing through their actions how devoted they are to reaching out to the wider world and most vulnerable.
- High quality approaches to the teaching of other faiths which has created a highly inclusive, tolerant and respectful ethos.

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 needs to improve:

- Develop and implement a clear, consistent and comprehensive approach to prayer and liturgy to ensure all pupils are engaged in daily meaningful, spiritual and prayerful experiences rooted in scripture.
- Significantly enhance the opportunities for pupils to routinely use their gifts to plan, lead and reflect upon the prayer and liturgy of the school.
- Review leadership structures and support provided to ensure sufficient time, priority and focus can be given to leading and monitoring the prayer life of the school.

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



Pupils at St Hugh of Lincoln benefit from being fully immersed in the school’s mission of being nurtured, guided, educated and developed on their journey with Jesus. They feel happy, confident and secure due to the loving relationships which exist. Parents are fulsome in their praise for the care provided by the staff team with one saying, ‘My daughter feels at home in this place’ and another that ‘Happiness shines from every face’. Pupils proactively look for opportunities to support the most vulnerable and have demonstrated this through extensive charity work including raising money for a family from Ukraine and supporting Stretford Food Bank. Their understanding of Catholic Social Teaching is highly secure, with in-depth knowledge of human dignity and stewardship shown by many of the oldest pupils. Pupils behave extremely well and show respect for all. A comprehensive approach to the teaching of other faiths ensures that all pupils are highly respectful of other beliefs, leading to a community which is fully inclusive and welcoming.

Staff are highly committed to the school’s mission and reflect this through their loving, supportive and positive interactions with all members of the community. They willingly engage in a wide range of charity work such as the ‘Sleep Out’ for Centrepoin as well as supporting endeavours close to the heart of the school such as the lovingly created ‘Rag Rug’ and ‘Tim’s Garden’, a cherished memorial area dedicated to the memory of a much-loved pupil. Pastoral care is at the heart of the school and families from all backgrounds are supported in their roles as the first educators of their children. Staff are accessible, visible and approachable; this ensures all feel heard and welcomed which is reflected in parental feedback that, “The Catholic values are evident in the way the staff create special, family-like bonds”. The role of the Caritas ambassador is highly valued and their impact upon the school’s moral and social development through leading extensive charity work has been significant. Replicating this successful model with a team of pupils to lead chaplaincy and be

the beacons for spiritual development would be a next step. Relationships, sex and health education fulfils statutory requirements and has a positive impact. In a Year 6 lesson observed, pupils were provided with the opportunity to debate and discuss challenging scenarios about the complexities of changing relationships, which they did in a mature and compassionate manner.

The recently appointed co-acting head teachers share a deep commitment, passion and love for St Hugh's. They place Christ at the heart of the school and strive to make all decisions based on the Catholic mission. Staff wellbeing is given a very high priority and this is recognised and appreciated by all, likewise the governing body demonstrate a commitment to the wellbeing of the leadership team. As a result of creating a holistic teaching approach, which encompasses a range of other subjects, the leadership have ensured pupils have an abundance of opportunities to link their learning to the wider mission of the church and care for the common home. Governors are deeply committed and ensure they have first-hand experience of school life which allows them to contribute to self-evaluation and directly receive the views of other stakeholders. The school benefits from nurturing and sustaining strong links with the parish and the parish priest is known and loved by the school community. He has an accurate understanding of the school and enhances the Catholic character through his close work with the leadership. Self-analysis of the Catholic life of the school is detailed and leaders are ambitious in their continuing vision for St Hugh's.

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.....

2



From their start in Nursery, pupils achieve and progress in religious education, developing secure knowledge for the next stage of learning. There are systems in place that check pupil’s knowledge at the start of a unit and at the end. Pupils respond well to challenges set for them and are eager learners. In Early Years Foundation Stage the children joyfully responded to their work on Pentecost by exploring the Holy Spirit in the outdoor area through musical instruments, windmills, streamers and singing. To further improve, focus now needs to be on creating opportunities for more creativity and allowing children the time and freedom to drive and choose how to present their own learning. Pupils’ understanding and use of religious vocabulary is a real strength of St Hugh of Lincoln; they are frequently able to articulate challenging meaning and build upon their knowledge of key vocabulary. When discussing how to find the path back to God one Year 4 pupil mentioned, ‘You have to follow in Jesus’ footsteps because if you turn away from God what have you got left? Although He will not give up on you!’ and in Year 2 pupils were supremely knowledgeable about the miracles of Jesus. Pupils reflect on challenging moral issues such as poverty and homelessness with compassion.

Teachers are secure in their subject knowledge of the religion curriculum and, with the special educational needs co-ordinator, are developing opportunities for all types of learners to access resources. A classroom culture has been created which allows pupils to flourish in their learning giving them the confidence to feel comfortable in all their responses. The introduction of the enquiry curriculum has had a positive impact which is evident in the way pupils are confident to ask questions of their teachers to extend their own thinking and learning. Effort and achievement are celebrated and pupils express that they enjoy their religious education lessons. Where the best practice was seen, pupils were allowed the time and space to reflect and consider their responses to skilled questioning which resulted in deeper learning. Opportunities to make links in order to

enhance pupil's social and moral development through the religious education curriculum are capitalised upon. However, in some lessons observed and through book scrutiny it is apparent that some very capable pupils can sometimes be restricted due to an over reliance on printed sheets which curtails their independence; liberating these pupils through more open tasks will maximise their learning further.

The curriculum at St. Hugh of Lincoln reflects the requirements of the *Religious Education Curriculum Directory*. The leadership of religious education is good with staff consistently voicing how supportive and knowledgeable the subject lead is. She routinely engages with the diocese and is aspirational for the outcomes for pupils. She is effectively supported by senior leaders to drive the progress of the subject forward, which includes the involvement of the well-informed governors. The challenges of mixed aged teaching have been identified by the subject leader and the curriculum has been redesigned to address these issues. There is parity with other core subjects and the standard of work in books is good overall. Pupils are given some enrichment opportunities to enhance their religious education further. Planning for more active and imaginative child-led engagement in learning, enhanced with inspirational and creative experiences, would advance the subject further. Monitoring of the subject does occur and an action plan is in place but a more regular and rigorous approach, in conjunction with a nominated governor, would secure more rapid developments. Teachers new to the profession have been provided with relevant training to deliver the curriculum effectively.

Collective worship

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

Collective worship key judgement grade:.....

3

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

3

Leadership

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

3



Pupils respond well to experiences of prayer and liturgy at St Hugh's. They respectfully join in with prayer and sing with enthusiasm both in school and church. A particular example of this was the beautiful singing of 'As I kneel before you' by Year 3 at the Mary service. Pupils understand there are a variety of different ways of praying and they show an awareness of the cycle of the liturgical year. In the best prayerful experiences seen, they were allowed the time to respond to the message from scripture and consider how to take this forth into their daily life. For example, in Year 1 pupils were immersed in a multi-sensory reflection of the experience of the disciples in the upper room and tasked with taking their own flames forward to share their light with others. Pupils express that they know they need to spread the word of God through liturgy, with one child saying that 'We must use our gifts for God'. When given the opportunity, pupils enthusiastically plan and lead prayer and liturgy but the absence of a consistent whole school policy on this results in some pupils feeling restricted and as a result their impact upon and ability to evaluate the prayer life of the school is hampered.

Prayer and liturgy are part of the life of St Hugh's, but there is a not a consistent approach to ensure all pupils are engaged in a daily pattern of prayer. During inspection the focus of most gatherings was Pentecost and appropriately selected scripture allowed participants to engage with the word of God. The school community do regularly gather in their beautiful church for times of celebration and these occasions are well supported by staff, parents, carers, and parishioners with one parent expressing that 'It is wonderful to see the children being so utterly reverent and respectful in church'. The parish priest welcomes and actively encourages pupils to take on leadership roles and recognises the impact this can have upon their ownership of their spiritual development. However, due to the absence of daily pattern of prayer and a clear approach in school, not all staff are skilled in supporting children on a regular basis to plan and lead meaningful prayer rooted in scripture. A rigorous and clear plan

must now be implemented with a clear understanding from all staff about what meaningful daily prayer experiences are. Prayer areas in class are appropriate to the time of the liturgical year and display pupil's own written prayers and reflections which they are proud to share.

Leaders do effectively plan for significant times in the liturgical year to be recognised and celebrated and they work cohesively with the parish to deliver a well-supported sacramental programme. They are faithful to the Catholic tradition and during inspection the whole school community celebrated a reverent 'Crowning of Mary' service planned by leaders. Budget is allocated to resources as well as some professional development in this area, and a format for planning liturgy is available for use across the school. The policy for prayer and liturgy though is not comprehensive. The policy lacks clarity and understanding which has led to staff and pupils being limited in their opportunities to plan and lead high quality prayerful experiences on a regular basis. A cycle of regular monitoring of prayer and liturgy by the leadership including governance, with clear next steps for further development is required to bring about the improvements needed as at present the school's self-evaluation is not accurate. Pupils are keen to be liberated to take on more leadership and be afforded opportunities to reflect and evaluate their impact on the prayer life of the school. Implementation of a clear action plan and sufficient time allocation to staff to lead this is required to allow the highly capable pupils to truly flourish.

Information about the school

Full name of school	St Hugh of Lincoln Roman Catholic Primary School
School unique reference number (URN)	106353
Full postal address of the school	Glastonbury Road, Stretford, Manchester, M32 9PD
School phone number	0161 912 2906
Name of head teacher or principal	Mr Adrian Smith and Mrs Maureen Atherton (co-acting head teachers)
Chair of governing board	Mr Patrick Breslin
School Website	www.st-hughlincoln.trafford.sch.uk
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 Salford
Gender of pupils	Mixed
Date of last denominational inspection	29 th April 2015
Previous denominational inspection grade	Outstanding

The inspection team

Helen Sullivan	Lead inspector
Jane Myerscough	Team inspector
Annemarie Bell	Trainee 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
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