



Cheadle Catholic Infant School

URN: 106111

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

22 April 2026 – 23 April 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

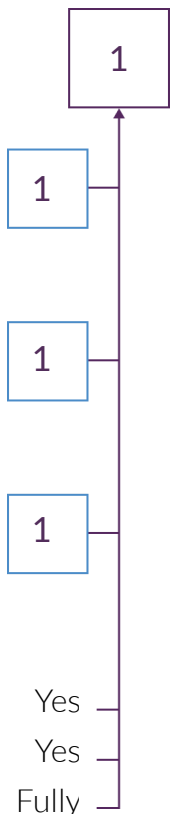
Collective worship (p.7)

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

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- There is a deep commitment by leaders, staff, and pupils to living the mission statement to 'Love- Respect-Shine', throughout the daily life of the school.
- There are strong links between the school, the parish, pupils, and families, which ensure they feel part of this deeply committed Catholic community.
- The highest priority is given to pastoral care and inclusivity; pupils feel loved, safe and supported. All members of the community are cared for, valued and nurtured.
- Religious education subject leaders, including the headteacher, drive improvements in religious education, and prayer and liturgy, through their support and commitment to developing staff knowledge, expertise and confidence.
- Pupils have regular opportunities to pray together and they value prayer as part of their daily life as well as the enrichment activities provided to practise and develop their faith.

What the school needs to improve

- Leaders should ensure that, across the whole school curriculum, connections are made that support pupils' knowledge and understanding of Catholic social teaching.
- In religious education, ensure that marking and feedback enables pupils to be clear about what they need to do in order to improve their work and to move to the next steps in their learning.
- Plan and provide more opportunities for pupils to regularly experience a wider variety of forms of prayer in the Catholic tradition.

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

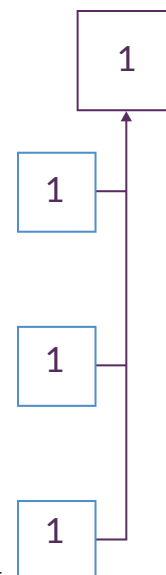
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils are justly proud of their school and embrace the mission statement: 'Love-Respect-Shine'. They understand that Jesus asks his followers to do this. They explain how they invite others to play with them and try to resolve any disagreements. Pupils from early years onwards are able to say that God loves them, and in this they feel confident and secure. Pupils know that they are safe in school. They treat each other, teachers, and visitors with respect. Year 2 pupils confidently articulate the principles of Catholic social teaching and their meaning. They explain how they support those in need. For instance, raising funds and collecting items for the local foodbank, and globally, for the Ukraine and Cafod. Pupils know and understand that they are cared for in school. Their behaviour is excellent. Pupils undertake ministries with reverence, for example, elevating the Bible in procession, and setting up prayer spaces for class and whole school prayer times and celebrations of the word.

Staff are fully committed to living out the mission statement every day. Strong, supportive relationships are evident in this joyful and supportive school. The school welcomes all; those from other cultures and those of other faiths. One parent comments, 'The school provides a warm and welcoming environment where Catholic values are clearly part of daily life'. Staff are outstanding role models who demonstrate their enthusiastic witness to the school's mission through their caring and nurturing relationships with each other and with the pupils. The highest level of pastoral care is evident at this school, where those in greatest need are supported and nurtured. Throughout the school, high quality displays, prayer spaces, and artwork bear effective witness to its Catholic character. The school supports every member of

its community to flourish through the many opportunities it provides for the spiritual and moral development of pupils and staff. A member of staff says, 'The Catholic values and teaching extend beyond the classroom to the staff and wider community, giving our school a wonderful sense of togetherness. It is such a happy and holy place to be'. The carefully planned and age-appropriate programme for relationships and sex education fully meets diocesan requirements.

Leaders are steadfast in their commitment to the Catholic life and mission of the school and view it as their core responsibility. Inspirational leaders and highly committed governors and priests work hard to ensure that Christ is at the heart of all the school does. The school is fully engaged in all that the diocese offers. A flourishing partnership with the three local churches is valued by the priests, parishioners, parents, and pupils. The school strives to develop meaningful and caring relationships with parents and this is much appreciated. From the school choir singing for a local dementia group to supporting local and global causes, the school demonstrates inspirational commitment to Catholic social teaching. School leaders work hard to ensure the highest level of pastoral care for staff. Connections are made between discrete subject areas, including religious education, so that the Catholic understanding of reality is supported and explained. The highly ambitious governors prioritise the development of the Catholic life and mission of the school. This is reflected in their commitment to involving the whole school and parish community in its further improvement. Through rigorous self-evaluation, leaders challenge themselves and are challenged by governors. Pupil voice contributes to developments in the school's Catholic life and mission. Professional development is well planned and therefore all staff understand and commit to the school's Catholic life and mission. There is a strong commitment to supporting staff new to the school.

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

Pupil outcomes

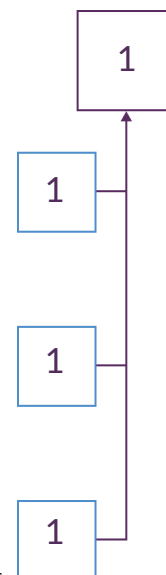
How well pupils achieve and enjoy their learning in religious education

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 are developing secure knowledge, understanding, and skills in line with the *Religious Education Directory*. All pupils make consistently good progress, given their starting points, demonstrating above average attainment that is consistent across time. 'Can you still...?' questions at the beginning of lessons help them to know more and remember more. Older pupils say their learning in religious education helps them to reflect on their behaviour and try to live out the school's mission. Even the youngest pupils relate their learning to their daily lives. In lessons, pupils ask good questions of adults, showing understanding of what they have learnt and use specific vocabulary such as 'scripture, New Testament, and Acts of the Apostles'. They are engaged, interested learners, eager to increase their knowledge and skills and to retain what they have learnt. Pupils are curious and enthusiastic saying, 'religious education lessons are fun'. Behaviour is outstanding. Pupils' work is consistently good and well-presented. Towards the end of Key Stage 1, pupils demonstrate an increasing ability to concentrate well and find creative ways of responding to their learning. However, more individuality and creativity would motivate others to develop their own responses. Pupils have some understanding of how well they are doing through verbal feedback but they need to know more explicitly how to improve their work, and the next steps in their learning.

Teachers have good subject knowledge, with a high level of confidence through support and professional development. They have high expectations for religious education, and pupils understand this. Formative and end of topic assessments inform teachers' planning, which is well thought out and linked to current attainment. Moderation of pupils' work is undertaken

between staff and with other Catholic schools. Teachers and other adults ask skilful questions of pupils that challenge their understanding and address misconceptions. Verbal feedback is given and some written feedback. However, more detailed feedback that challenges pupils' thinking would support pupils' deeper understanding. Teachers are highly aware of the impact religious education has on the moral and spiritual development of pupils. Therefore, in lessons they provide frequent opportunities for pupils to reflect on what they have learnt and its meaning in their daily lives. A pupil says, 'Jesus died because he loved us, we show love to God by loving other people'. Art and role-play are used effectively to support pupils' understanding and to enhance the ways in which pupils present their learning.

Leaders and governors ensure that the religious education curriculum reflects the requirements of the *Religious Education Directory* and choose additional resources carefully to enhance this provision. They are passionate about religious education, ensuring for example, that resources are updated and of high quality. There is a sincere commitment to continuous high quality professional development through the diocese, or by sourcing additional training to increase staff understanding and expertise. The three subject leaders are passionate in their commitment to providing outstanding teaching and learning in religious education. They have an inspiring vision that is shared with and by staff. Lessons are consistently good and some are exceptionally good. Leaders ensure that the school provides a sequential approach and appropriate challenge in the religious education curriculum. They ensure that planning in religious education is adapted so that the needs of all groups of pupils are met. However, this needs to include more opportunities for creative tasks. Leaders resource many enrichment opportunities in school and through visits to the wider community and other places, to support pupils' engagement in their religious education. Leaders' careful and thorough monitoring of religious education leads to strategic action to improve outcomes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

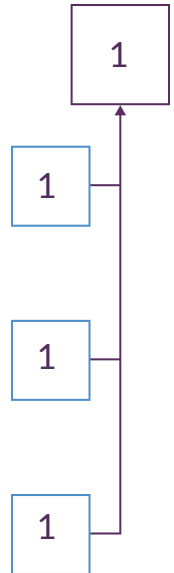
How well pupils participate in and respond to the school's collective worship

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 are engaged and reverent during times of prayer and liturgy. They sing well and listen attentively to scripture, participating fully in prayer, silence, and reflection. Pupils understand different forms of prayer used during the Church's liturgical year such as stations of the cross during Lent, the rosary in May and October, and times of reflection and meditation during Advent and Lent. They work confidently together and with adults in liturgical ministries, for instance, preparing and reading the universal prayer during Mass. Pupils explain how they often choose the scripture to be read for celebrations of the word, and that 'sometimes teachers choose the scripture for special celebrations like feast days'. They talk readily about how their experiences of prayer in school, and Mass in church, influence the way they and others act towards each other. Older pupils confidently relate how prayer and reflection lead them to 'know I am loved by God', and that they are asked to show this love to others. One pupil said, 'I know God forgives me, so I need to forgive others'.

Prayer is truly at the heart of this school; it is evident in the way celebrations of liturgy and prayer support times of joy and of sorrow for the school, parents, and the parish community. Prayer and scripture, appropriate to the liturgical season, are an integral part of school life. Across the year, the school provides a range of traditional ways of praying for pupils, parents, and parishioners. For example, the crowning of Mary during the month of May. A parent reports 'We are invited in on many occasions for celebration of the word and events in our local parishes'. However, an increasing range of engaging and creative experiences across the breadth of the Catholic tradition would support further engagement. Scripture is revered and carefully chosen to reflect and support the message of the celebration. Senior leaders

exemplify good practice in leading prayer and support others to do so. Where appropriate, relevant staff use their considerable skills to support pupils in preparing prayer and contributing to liturgical celebrations. The expertise of staff and other adults, particularly in music and performing arts, is used to enhance prayer and liturgy in school and at times in the parish.

The school's comprehensive prayer policy supports staff in planning prayer. Leaders clearly understand the needs of their pupils and there is a clear and age-appropriate plan for building up pupils' skills and participation. The annual plan of provision identifies many opportunities during the school year. For example, celebrating the feast day of each class saint, and Year 2 pupils preparing for and celebrating the Sacrament of Reconciliation during Lent. The highest priority is placed on professional development and leaders have prioritised training both through the diocese and from additional providers. Staff feel well supported by the skilled leadership team. Staff express their increasing confidence in planning and leading engaging and high-quality prayer in line with the *Prayer and Liturgy Directory*. Leaders have a clear understanding of the many ways of praying that the Church offers. They support others in developing their understanding and in planning appropriate times of prayer and celebrations of the word. This now needs to be developed throughout the school. Prayer and liturgy are a high priority for school leaders, which is reflected in their time, effort, and commitment to ensuring all resources support high-quality delivery. Prayer is part of the school's monitoring cycle, and pupil; parent, and staff voice are valued to help inform future planning and delivery.

Information about the school

Full name of school	Cheadle Catholic Infant School
School unique reference number (URN)	106111
School DfE Number (LAESTAB)	3563500
Full postal address of the school	Main Office, Conway Road, Stockport, SK8 6DB
School phone number	0161-485-8733
Headteacher or Head of School	Mrs Pamela Glynn
Chair of Governors	Mrs Anne-Marie Nuges
School Website	www.cheadle-inf.stockport.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 7
Gender of pupils	Mixed
Date of last denominational inspection	13 November 2019
Previous denominational inspection grade	Good

The Inspection Team

Carol Morgan Lead

Siobhan Capey

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