



DIOCESE OF  
**SHREWSBURY**

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DENOMINATIONAL INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School: Cheadle Catholic Infant School  
Address: Conway Road  
Cheadle Hulme  
Stockport  
SK8 6DB

Tel No: 0161 485 8733

URN: 106111

Acting Headteacher: Mrs P Glynn

Chair of Governors: Mrs D Dodd

Date of Inspection: 13 November 2019

Inspectors: Mrs M Bulmer  
Mrs R Moores  
Mrs E Inman (shadowing)

## **Our Mission Statement**

***I will try to live as Jesus wants me to live, He has shown me the way.***

*Our mission is to provide an excellent education for all children in our school. We aim to create a happy learning environment, inspired by the life and teachings of Jesus and to provide a broad and balanced curriculum in partnership with parents and the parish communities.*

**SCHOOL: CHEADLE CATHOLIC INFANT CATHOLIC PRIMARY SCHOOL**

**DATE OF LAST INSPECTION: 19 JUNE 2014**

**JUDGEMENT FROM PREVIOUS INSPECTION: OUTSTANDING**

**AREAS FOR DEVELOPMENT FROM PREVIOUS INSPECTION**

There were no specific areas for improvement from the last Inspection.

**PROGRESS MADE WITH AREAS FOR DEVELOPMENT FROM THE PREVIOUS INSPECTION**

Although there were no issues raised by the last Section 48 inspection, the school has continued to grow and improve all areas of the Catholic Life as a school and faith community.

- Development of staff knowledge and understanding in using 'The Way, The Truth and The Life'.
- Introduction of Religious Education assessment books for 'tracked' children.
- Religious Education baseline is analysed and teaching adapted accordingly.
- Introduction of "Service of the Word," in Spring term 2019.
- Collective Worship is prioritised for continued development and staff are becoming more skilled in helping pupils to plan and lead Collective Worship.
- Continued development of moderation, staff sharing planning.
- Continued development of home school partnership through links with the three parishes especially in respect of sacramental programme.
- Enhanced development of links with the Junior school through shared liturgies for staff, governors within the academic year and through close liaison with regard to the sacramental programme e.g. infant staff attending Y3 Holy Communion celebration. Collective Worship Transition Year 2 and 3. Year 2 children meet Year 3 Prayer friends as part of transition.
- Home school engagement through the use of the Travelling Crib, Cross and Rosary.

**OVERALL EFFECTIVENESS:** how effective is the school in providing Catholic Education.

2

**This is a good Catholic school**

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

2

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

2

**Summary of key findings:**

- Cheadle Catholic Infant School is a good Catholic school where all are welcomed, valued and feel supported.
- The school is a very happy place with a loving atmosphere, strong relationships and where the school mission "I will try to live as Jesus wants me to live, He has shown me the way" is lived out.
- Pastoral Care and Relationships for all pupils, staff and the whole school community is a real strength with faith clearly at the centre. As one pupil said, 'God looks after everyone'.
- Governors, staff, pupils and parents fully appreciate and value the Catholic life of the school. One parent commented 'The school is fantastic, providing a wonderful inclusive and supportive environment'.
- All staff show commitment and dedication to providing the best possible Catholic education for pupils, and are supported and challenged effectively by governors.
- The leaders and governors are united in providing the best for the pupils in their care and are clear about what they need to do to continue improving.
- Religious Education teaching is good overall and pupils enjoy their Religious Education lessons, especially where a wide range of creative strategies are used, and make good progress.
- Parents overwhelmingly support, value and are grateful for the opportunities provided by the school.
- Pupils willingly contribute to and benefit from the Catholic Life of the school.
- Pupils are reverent and respectful when praying; they sing joyfully and respond confidently in acts of worship and prayer.
- The school recognises the importance of high-quality Collective Worship and is striving to improve provision.
- The Acting Head teacher and the school are to be commended on maintaining its vision and mission during a time of change.

## What the school needs to do to improve further

### **Catholic Life:**

- The need to renew and revitalise the Mission Statement has already been identified by the Acting Headteacher and this will help to drive the Catholic Life of the school.
- Continued Professional Development needs to capitalise on the evident strength of key staff in the school.
- Leaders and governors to be more strategic in planning for the development of Catholic Life.

### **Religious Education:**

- Ensure consistency of teaching and learning across the school, so that all pupils are actively engaged and religious literacy develops more effectively.
- Moderation processes need to be further embedded across the school, with the Junior school (Year 2/3) and with other local Catholic schools.
- Leaders and governors need to ensure they have familiarity with the outstanding grade descriptors to drive the school forward.

### **Collective Worship:**

- Collective Worship needs to have its foundations firmly based on scripture and shaped by and closely linked to the Church's liturgical year so that pupils have good experiences of the Church's liturgical life.
- Continue to develop opportunities for pupils to take a more active role in planning, leading and delivering Collective Worship.
- Leaders and governors to plan and provide for regular opportunities for Collective Worship Continued Professional Development for staff and ensure time is given to regularly review Collective Worship as part of School Self Evaluation.

## Information about the Inspection

The Inspection of Cheadle Catholic Infant School was carried out under the requirements of the Education Act 2005, and in accordance with the Shrewsbury Diocesan Framework and Schedule for Denominational Inspections approved by the Bishop of Shrewsbury. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship

- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by two inspectors over one day:

- Inspectors observed teaching and learning in nine classes.
- A range of Collective Worship was observed including a whole school act of worship led by the Headteacher and RE Leader, and Collective Worship in four classrooms.
- Discussions were held with the Headteacher, the Religious Education Coordinator, the Chair of Governors, three governors and the Parish Priest, as well as with groups of pupils.
- A sample of pupils' Religious Education workbooks was scrutinised from every class along with the Religious Education Coordinator's file and evidence for Catholic Life of the school, Religious Education and Collective Worship.
- The school website was checked for further evidence.
- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the Religious Education Action Plan, attainment and progress data, school policies, timetables and minutes of governing body meetings.
- Tracking Data was scrutinised and discussed.
- Displays around the school and in classrooms were also noted.

### **Information about this school**

- Cheadle Catholic Infant School is a three form entry Voluntary Aided Catholic Infant school, catering for 4-7 year olds, with a 40 place nursery for pupils aged 3-4 years. The school has an annual admission number of 90, and there are currently 261 pupils on roll (Rec to Year 2) plus 40 pupils (26 full time equivalent) in the Nursery. 95% are baptised Catholics.
- The school serves the parishes of St Ann's in Cheadle Hulme, Christ Church in Heald Green and St Chad's in Cheadle.
- Following the resignation of the previous Headteacher who was in place during the last inspection, there is now an Acting Headteacher who has been in post since 23.4.19. She is supported by an Acting Deputy Headteacher.
- Since the last Section 48 Inspection there have been two changes to the Parish Priests serving the school.
- Staffing includes a teaching staff of 15 (11 full time equivalent), including the Headteacher. 73% of the teachers are Catholic. Four teachers hold the Catholic Certificate of Religious Studies (CCRS).
- The school is organised into 9 single age group classes plus a Nursery class.

## Full report – inspection judgments

### CATHOLIC LIFE

#### The Catholic Life of the school is good

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The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- Most pupils participate in the Catholic Life of the school, show respect, are considerate and try to live out the school motto: ***‘I will try to live as Jesus wants me to live, He has shown me the way’.***
- There is a clear sense of community at all levels, evident in the relationships that exist between pupils, staff, governors and parents
- Parents are extremely supportive of the school, recognising the strength of its Catholic ethos and the effect this has on their children. One parent commented: ‘My children are thriving, they are nurtured in all aspects of their growth and learning. The Catholic ethos of the school is tangible from the minute you walk through the gates’.
- Pupils have a strong sense of belonging, they take on responsibilities and take part in developing the Catholic nature of the school. They hold positions of responsibilities including School Council, Faith Council, Y2 Playground Friends, Prayer friends.
- All pupils are encouraged to understand their responsibilities towards others and they regularly raise funds for others which they are clearly proud of, such as: CAFOD, the local Well Spring Centre and Chelwood Foodbank, Mission Together and other national charities. When asked about fundraising, one child said their request to raise money for a special charity was taken on board.
- The school is a happy place and pupils benefit greatly from the pastoral care and support they are given – staff and governors know their pupils well – as one staff member expressed: ‘the staff, pupils and wider community work together beautifully and the atmosphere is genuinely caring and respectful’.
- Staff promote high standards of behaviour and are exemplary role models. As a result, pupils show a good understanding of what is right and wrong and the behaviour across the school is good most of the time.
- Pupils value and respect the Catholic tradition of the school and there are close links with the parish communities.
- The curriculum reflects a commitment to Catholic Social Teaching. Pastoral programmes and those for the teaching of Personal, Social and Health (PSHE) are well taught with a new programme for Relationship and Sex Education (RSE) having been introduced this year in line with Diocesan guidance along with the Junior School.
- Leaders and Governors are committed to the Church’s mission in education and are passionate about ensuring that the development of the Catholic Life of the school is at the heart of everything they do. They show strong commitment and are well regarded.
- Staff morale is high and they are clearly supportive of each other. All staff feel that the school supports them well and their pastoral needs are met. They take full benefit of the opportunities on offer which embrace their well-being, and feel valued by leaders and governors (as evidenced in the responses in the Staff Questionnaires).

## RELIGIOUS EDUCATION

### Religious Education is good

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How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

- Attainment is high at the end of Key Stage 1 with most pupils making good progress across the school and written work confirms this progress.
- The quality of work, both in class and written work is generally good and pupils take a sense of pride in their Religious Education books.
- Teaching is mainly good and some teachers are highly effective in planning high quality lessons with high expectations, links made to previous learning, good questioning, use of time and resources. They use a variety of teaching styles to encourage discussion, reflection and questioning to extend pupils' knowledge and understanding. For example: teaching in Year 2, about the Trinity, showed the teacher's very secure subject knowledge and was creative and engaging.
- Pupils are usually actively engaged in lessons - they are motivated and work purposefully, particularly where more creative lessons have been planned. In the most effective lessons, pupils were given opportunities to reflect and discuss their learning and could talk confidently about it.
- Classroom environments are affirming and promote purposeful learning.
- Pupils enjoy Religious Education lessons and where teaching is good, the creativity of the tasks provided by staff and all adults, including Support Staff, work hard to ensure pupil behaviour is good and that learning is not disrupted.
- Most pupils are developing a religious literacy appropriate to their age and capacity but this is not consistent across all year groups and could be developed further by ensuring key vocabulary is given a high priority.
- Teaching Assistants are deployed effectively throughout classes during Religious Education lessons. They engage with particular groups or individual pupils with skill and sensitivity. Their prompting and support enables pupils to engage with the lesson and make good progress.
- Most teachers are confident in subject knowledge and have a good understanding of how pupils learn, therefore pupils make good progress over time and within lessons.
- Parents are also very happy with the Religious Education provision as evidenced from the questionnaires: 'I am truly content and fortunate to have my child at this school. The pupils are taught to care for their friends and understand empathy through their religious education. I couldn't ask for a better place than this'.
- The school celebrates achievement and effort in a variety of ways – many parents acknowledged this in their questionnaires stating that: 'pupils feel very proud of their achievements and are excited to pass on their news'.
- Staff use the Diocesan recommended scheme 'The Way, the Truth and the Life' creatively and effectively in lessons



- Leaders and governors comply with the Bishops' Conference requirements and Religious Education is well resourced, is given parity with other subjects and 10% of the timetable is dedicated to the teaching of Religious Education across all year groups.
- Assessment in Religious Education is carried out according to Diocesan guidelines. Data is collected regularly and analysed to identify trends of performance and areas for improvement. This is shared with leaders and governors and informs the Religious Education action plan, which is a priority in School Development planning. The school is continuing to evaluate its assessment and moderation procedures and is looking to further develop opportunities for cross school moderation.
- The school leadership and governing body have ensured that continuing professional development opportunities are used to further improve creativity and enjoyment within Religious Education teaching and this needs to continue to ensure consistency across the school.
- The Religious Education Coordinator is a knowledgeable, confident and enthusiastic leader. She leads by example and displays high expectations.
- Governors are involved in self-evaluation processes and challenge leaders accordingly – the good practice already in place should be further developed to ensure there is greater rigour.

## COLLECTIVE WORSHIP

### Collective Worship is good

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How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

- Collective Worship is clearly an important part of the life of the school and praying together is a daily experience for staff and pupils.
- Pupils act reverently, participate appropriately and sing joyfully in Collective Worship.
- Pupils benefit much from living as part of a faithful, praying community and they are being helped to develop well spiritually and morally.
- Pupils join in traditional prayers and are developing their ability to prepare and lead collective worship.
- The development of Prayer Life at Home using the travelling Crib, Cross and Rosary & Year 2 Collective Worship Prayer Bag are popular and successful and are to be commended. One parent commented; 'Prayer bags are sent home, with lovely activities in to make prayer sessions really special'.
- Pupils have some understanding of the Church's liturgical year and its seasons and feasts but would benefit from greater priority being given to this when leaders are planning Collective Worship opportunities.
- Collective Worship now has a high profile in the school and is being prioritised for improvement.
- Collective Worship class books throughout the school show the importance placed on Collective Worship by the school community.
- Leaders and governors demonstrate a clear commitment to the provision for Collective Worship and fully support the school's continuing professional development provision to enhance this area.
- Parents appreciate the increased opportunities to come into school and celebrate. One parent commented: 'There is always some kind of event on the calendar where families can get involved'.
- Throughout the school pupils experience a variety of types of worship. Staff are becoming more skilled in helping pupils to plan and lead Collective Worship but would benefit from further training to increase their confidence.
- Leaders and governors should consider more formal ways of reviewing both pupil and adult led acts of Collective Worship, which would lead to more rigorous self-evaluation of Collective Worship.